



**NCSHLA**

THE NORTH CAROLINA SPEECH, HEARING &  
LANGUAGE ASSOCIATION, INC.

# 2024 NCSHLA SYMPOSIUM

IGNITING  
CONVERGENCE



**DATE :**  
May 17, 2024



**NCSHLA**

THE NORTH CAROLINA SPEECH, HEARING &  
LANGUAGE ASSOCIATION, INC.



# NCSHLA 68<sup>th</sup> Annual Symposium: Igniting Convergence May 17, 2024

Join us to collaborate, learn, and network with other area SLPs!

**COURSE DESCRIPTION:** The North Carolina Speech, Hearing & Language Association (NCSHLA) is proud to present its 68<sup>th</sup> Annual Symposium. This one-day hybrid event will be offered with both virtual and in person learning options. This program features presentations related to supervision, ethics, SLP workload and engagement. 6.5 Professional Development Hours (PDH) and 0.65 ASHA CEUs will be offered. Courses will be focused at an intermediate level and will ensure that participants have strategies that can be implemented immediately upon course completion.

**Location:** Offered hybrid – both virtually and in person. Virtual attendees will receive a link through email the week of the event. The in person location is at North Carolina Central University, 700 Cecil Street, Durham, NC 27707; H.M. Michaux Building - Auditorium

**Date & Time:** Friday, May 17, 2024  
7:00 – 5:45

**Registration:**  
Registration is open on NCSHLA’s homepage  
[www.ncshla.org](http://www.ncshla.org)

### Course Learning Objectives

Upon completion of this course, participants will be able to:

- Describe how aspects of the multicultural-ecological-relational model of mentorship can help supervisees from all backgrounds feel engaged and integrated into the program and field.
- Identify and explain the core ethical principles guiding early intervention in speech-language pathology, including confidentiality, informed consent, and cultural competence
- Creatively design and commit to personalized action plans that incorporate play and flow techniques into daily professional practices, aiming to rejuvenate engagement and passion in their roles

## REGISTRATION INFORMATION

[CLICK HERE](#) to register.  
If you are not a NCSHLA member, enter your email address under the “New User” line. You will be redirected to the registration page for non-NCSHLA members.

### Registration Prices

\$100	NCSHLA members
\$150	NCSHLA non-members
\$25	NCSHLA student members

## TARGET AUDIENCE

This course is intended for Education and Clinical professionals, including Speech-language Pathologists, Occupational Therapists & Assistants, Physical Therapists & Assistants, Social Workers, Special Education Teachers, and Educators. There are no specified prerequisites.

**COURSE AGENDA**

Session		Session Description	Room
	7:00	Registration opens Symposium link opens	Lobby
	7:30-8:45	<b>Breakfast Annual Business Meeting</b>  Agenda: Minutes of the 2023 Meeting, Election of Officers, Awards, Convention Update, Financial Report, Old and New Business	Auditorium
<b>1</b>	9:15-11:15	<p><b>Keynote Presentation:</b>  <b>Play: <i>The Cure for Burnout</i> (2 PDH, 0.20 ASHA CEU)</b>                      Acey Holmes, CCC-SLP                      Founder/CEO BoredLess</p> <p>In this course, participants are invited to explore the empirical world of play and flow states and their significant impact on preventing burnout in professional settings, particularly for speech-language pathologists and audiologists. This session dives deep into the neuroscience that underscores the transformative power of play and flow in the workplace. Attendees will gain insights into how these states enhance cognitive functioning, creativity, and job satisfaction, acting as antidotes to burnout. The workshop emphasizes evidence-based strategies and practical applications, offering attendees a toolkit of methods to cultivate these states in their daily professional lives.</p> <p>Participants will be able to: 1) Concisely articulate the core principles of play and flow, including their neuroscientific foundations and their impact on mitigating workplace stress and burnout, 2) Skillfully apply targeted strategies to foster environments of play and flow in professional settings, enhancing job satisfaction and creativity, 3) Creatively design and commit to personalized action plans that incorporate play and flow techniques into daily professional practices, aiming to rejuvenate engagement and passion in their roles.</p>	Auditorium
<b>2</b>	11:30-12:00	<p><b>Caucus Meetings</b>  <b>SLP Professional Practice and Education (0.5 PDH, 0.05 ASHA CEU)</b>                      Moderator: Kellyn Hall, PhD, CCC-SLP</p> <p>These breakout sessions will explore professional practice and education issues related to current and future audiologists and speech-language pathologists who practice in the state of NC.</p>	Auditorium Classroom 1 Classroom 2



		Participants will be able to: 1) describe current issues related to SLP practice and education in the state of NC, 2) identify problems related to AUD/SLP practice and education in the state of NC, and 3) formulate possible solutions for problems related to AUD/SLP practice and education in the state of NC.	
	12:00-1:00	Lunch on Your Own  NCSHLA Board Meeting Committee Meetings	Classroom 1
3	1:15-2:45	<b>Invited Presentation: <i>Investigating the Hidden Curriculum in SLP Clinical Supervision</i> (1.5 PDH, 0.15 ASHA CEU)</b> Dr. Laura Wolford, PhD, CCC-SLP MGH Institute of Health Professions  In this course, participants are invited to explore the hidden curriculum of supervision. The hidden curriculum is a collection of implicit, unspoken expectations for how clinicians or students should behave, what they should believe, and what values they should hold. In speech-language pathology, it's the cultural expectations that we often take for granted of what an SLP "should" act, prioritize, dress, talk, etc. The hidden curriculum has been shown to be a powerful driver in shaping a person's feelings of belonging in their field, or lack thereof, particularly for those from minoritized groups. Those of us who supervise graduate students, clinical fellows, and colleagues don't just teach discrete clinical skills – we also teach and perpetuate these social expectations. In this presentation, the hidden curriculum will be described from the vantage point of critical cultural relativism.  Participants will be able to: 1) Describe how aspects of the multicultural-ecological-relational model of mentorship can help supervisees from all backgrounds feel engaged and integrated into the program and the field, 2) Identify at least 2 aspects of the hidden curriculum in their work, 3) Discuss how identifying bias in the hidden curriculum can reduce its perpetuation.	Auditorium
4	3:00-4:30	<b>Invited Presentation: <i>Ethics in Early Intervention</i> (1.5 PDH, 0.15 ASHA CEU)</b> Dr. Frances Burns, PhD, CCC-SLP Francis Marion University  In this course, participants will explore ethics in early intervention. This encompasses a wide range of principles and guidelines that ensure the provision of respectful, effective, and equitable services to children with speech and language disorders. Speech-language pathologists working in early intervention are tasked with supporting not just the child, but also their families, in a manner that is sensitive to their cultural, linguistic, and individual needs. Ethics in early intervention in speech-	Auditorium



		<p>language pathology ensures that services are provided in a manner that is not only effective but also respectful, equitable, and responsive to the needs of children and their families. Through focusing on these ethical considerations and desired learner outcomes, SLPs can deliver high-quality, impactful services.</p> <p>Participants will be able to: 1) Identify and explain the core ethical principles guiding early intervention in speech-language pathology, including confidentiality, informed consent, and cultural competence, 2) Demonstrate the ability to integrate evidence-based practices into the assessment and treatment of speech and language disorders, tailored to the individual child and family, 3) Develop skills to effectively communicate and work with families from diverse cultural and linguistic backgrounds, ensuring that intervention strategies are respectful and appropriate.</p>	
<b>5</b>	4:45-5:45	<p><b>Invited Presentation: <i>Panel Discussion: Hot Topics in Supervision: Challenges and Strategies Across Settings</i> (1 PDH, 0.10 ASHA CEU)</b> Moderator: Kelly Harrington, MA, CCC-SLP</p> <p>This interactive panel presentation will feature supervisors from a variety of settings (skilled nursing, hospital, private practice, school, and university). Panelists will respond to questions related to the challenges they face when supervising the current generation of supervisees. Discussion will focus on diversity, equity, and inclusion topics, ethics, neurodiversity, and professionalism. There will be opportunities throughout the session for members of the audience to ask questions and to engage with the panelists. This presentation is sponsored by the North Carolina Association of Supervisors in Speech-Language Pathology and Audiology (NCASSPA).</p> <p>Participants will be able to: 1) Describe at least 3 challenges unique to supervision of Gen Z students and list effective ways to address these challenges, 2) Explain how the concepts of cultural humility, cultural competence, and power imbalance apply to clinical supervision and how supervisors can be mindful of these factors, 3) Compare and contrast ethical challenges that emerge during supervision at various university and community sites.</p>	Auditorium

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## PRESENTER INFORMATION

### **Acey Holmes, CCC-SLP**

Acey Holmes has been playing in her education and career for two decades. She believes that our personal and professional lives can be improved with one simple priority: PLAY. Stop being bored, come play with us! Acey Holmes is a southerner by birth pulled to Colorado by the mountains. She spent much of her professional life helping children of all abilities communicate (mostly through play!). Her fun and fully interactive workshops cover topics such as “The Power of Play at Work”, “The Neuroscience of Play”, and “Personal Play Identities”. She facilitates Failure Awards for organizations and provides strategic conference scheduling play breaks to improve attendee and presenter experience. Her education and experience as an educator and speech-language pathologist make her a unique expert on communication and brain development with special application for organizational development and team dynamics.

*Disclosures: Ms. Holmes is the Founder and CEO of Boredless. Ms. Holmes is receiving an honorarium from NCSHLA as a featured speaker. Ms. Holmes has no other financial or non-financial relationships to disclose.*

### **Kellyn Hall, PhD, CCC-SLP**

Kellyn Hall, Ph.D. CCC/SLP is a clinician, researcher, and author with over 30 years’ experience working in a variety of medical settings. She is currently a Professor in the Communication Sciences and Disorders program at North

Carolina Central University where she teaches medical speech-language pathology courses. Her recent published works have focused on culturally responsive practices in dysphagia management and how to work more effectively and collectively toward racial, social, and health equity in our field. She is CO-PI on a FRAP grant to investigate AI's potential to revolutionize student learning and educational practices.

***Disclosures:** Kellyn Hall receives salary from NCCU and grant funding from NCCU's FRAP grant. She also receives royalties from CE webinars from NSS and Patheous Health. Dr. Hall is currently serving as President of NCSHLA and is a member of ASHA.*

### **Laura Wolford, PhD, CCC-SLP**

Laura Wolford, PhD, MS CCC-SLP, CSE is an Assistant Professor in the Communication Sciences and Disorders at MGH Institute of Health Professions. She is also the director of the TASSEL (Teaching and Supporting Student Experience in Learning) lab. She teaches within the Doctor of Speech-Language Pathology program. Dr. Wolford has been a speech-language pathologist for over 10 years. Her research interests include counseling and equity in clinical education. Her lived experience as a multi-racial, neurodivergent scholar informs her work. She uses qualitative and mixed-methods designs to better understand the student and educator experience. A scholarship of teaching and learning (SoTL) specialist, she is also a copy editor for the journal, Teaching and Learning in Communication Sciences and Disorders. Through the TASSEL lab and the SLPD program, Dr. Wolford provides mentorship for students in developing their own SoTL and advocacy projects.

***Disclosures:** Dr. Wolford is receiving an honorarium from NCSHLA as a featured speaker. Dr. Wolford has no other financial or non-financial relationships to disclose.*

### **Frances Burns, PhD, CCC-SLP**

Frances Burns is an assistant professor of speech-language pathology and Chair of the Department of Speech-Language Pathology at Francis Marion University in Florence, South Carolina. She earned her doctorate in Communication Disorders from the University of Massachusetts Amherst with an emphasis in child language acquisition, child language disorders, and psycholinguists. She went on to complete a Research Fellowship at Vanderbilt University. Dr. Burns is a certified and licensed speech-language pathologist and has extensive experience practicing and teaching courses in communication sciences and disorders. Child language acquisition and disorders, and Early Intervention are the primary focus for the courses she teaches. She has authored manuscripts in peer-reviewed journals, and she presents papers at conferences locally and nationally. Dr. Burns has been invited to give workshops on distinguishing language difference from disorder, African American English, and Early Intervention both nationally and internationally for the last 13 years.

***Disclosures:** Dr. Burns is receiving an honorarium from NCSHLA as a featured speaker. Dr. Burns has no other financial or non-financial relationships to disclose.*

### **Kelly Harrington, MA, CCC-SLP**

Kelly Harrington, M.A., CCC-SLP, BCS-SCF is an associate professor and clinical educator in the Department of Communication Sciences and Disorders at the University of North Carolina Greensboro. She is board certified in Stuttering, Cluttering, and Fluency Disorders. She supervises graduate students in the evaluation and treatment of



children, teens, and adults who stutter and clutter. In addition to her clinical practice, Kelly is actively involved in stuttering research, recently created and supervised a summer camp for children who stutter, and regularly presents at local, state, and national conventions. She is an active member of the National Stuttering Association and has served as a chapter leader of both teen and family chapters in the Greensboro, NC area for six years.

*Disclosures: Kelly is employed by the University of North Carolina Greensboro and serves as the Greensboro chapter leader for the National Stuttering Association. She is not receiving an honorarium from NCSHLA as a Moderator. Kelly has no other financial or non-financial relationships to disclose.*



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### ASHA CEU INFORMATION



**ASHA CE**  
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**North Carolina Speech, Hearing  
and Language Association**

Intermediate Level

0.65 ASHA CEUs

This program is offered for 0.65 ASHA CEUs (Intermediate level, Professional area)

The maximum attainable credit hours for a single attendee is 6.5 professional development hours (PDH) or 0.65 ASHA CEUs. Session 3 and Session 4 will be reported separately.

The following session will be reported to ASHA in the content area of **Ethics** and is included in the total possible continuing education credit amounts available.

- **Session 4: Ethics in Early Intervention**
  - 1.5 PDH/0.15 ASHA CEU
  - Intermediate instructional level

The following session will be reported to ASHA in the content area of **Supervision** and is included in total possible continuing education credits amounts available.

- **Session 3: Investigating the Hidden Curriculum in SLP Supervision**
  - 1.5 PDH/0.15 ASHA CEU
  - Intermediate instructional level



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**PROGRAM COMPLETION REQUIREMENTS**

This course is being offered for 0.65 ASHA CEUs or 6.5 PDHs. No partial ASHA CEUs will be provided for this course; therefore, to earn ASHA CEUs, the attendee must attend the entire course, either virtually or in person. To receive credit and earn PDHs, ASHA CEUs, or receive verification of attendance, attendees must satisfactorily complete a Learning Objective Assessment. This will include written responses to 3 open ended questions and attestation of session attendance. This is the link to the Learning Objective Assessment <https://forms.gle/5R3iVndJqno1KQgba>

This form will open on May 17, 2024, and must be completed by May 28, 2024, 11:59 PM EST.

Participants will be notified if they have not met these satisfactory completion requirements within 2 weeks of course completion.

If you have any questions about ASHA CEUs or encounter difficulty submitting your Learning Objective Assessment Form, please contact [ljohn169@nccu.edu](mailto:ljohn169@nccu.edu).

**PLANNING COMMITTEE**

Erica Altamirano, Kellyn Hall, Leslie Johnson, Leigh Odom, Alisha Richmond, Jessica Sargent, Jennifer Wright

### ADDITIONAL INFORMATION

No refunds are offered for this course if registration is canceled by the participant. No refunds are offered for this course if the program is canceled or rescheduled by NCSHLA.

Complaints related to this course offering should be directed to the Chair of the 2024 NCSHLA Annual Symposium, Alisha Richmond, [info@ncshla.org](mailto:info@ncshla.org)

Please request any needed auditory or visual accommodations in writing by 5/10/24 [info@ncshla.org](mailto:info@ncshla.org)

Recordings of these sessions are not offered for ASHA CEUs at this time. Only those who attend the live sessions – either virtually or in person - in their entirety are eligible for ASHA CEUs.

