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EDUCATION

2022	Ph.D. in Higher Education Administration, Summa Cum Laude Saint Louis University St. Louis, MO
2004	Graduate Coursework and Clinical Requirements for Audiology Certification University of Tennessee Knoxville, TN
2002	M.A. Speech Language Pathology, Summa Cum Laude University of Tennessee Knoxville, TN
2000	B.A. Communication Disorders, Minor: Special Education, Cum Laude Middle Tennessee State University Murfreesboro, TN

LICENSURE AND CERTIFICATION

2006	Licensure as Clinical Audiologist Missouri Division of Professional Registration #2006000805, licensed through January, 2024
2006	Licensure as Speech Pathologist Missouri Division of Professional Registration #2006000805, licensed through January, 2024
2005	Professional Audiologist Certification, CCC-A American Speech-Language-Hearing Association, Rockville, MD #12028921, recertification through March, 2024
2003	Professional Speech Language Pathologist Certification, SLP American Speech-Language-Hearing Association, Rockville, MD #12028921, recertification through March, 2024

PROFESSIONAL EXPERIENCE AND ACADEMIC APPOINTMENTS

2014-Present Undergraduate Program Director in Speech, Language & Hearing Sciences
Associate Professor, Program in Speech, Language & Hearing Sciences
Clinical Supervisor, Program in Speech, Language & Hearing Sciences
Doisy College of Health Sciences
Saint Louis University
St. Louis, MO

- Recruitment and retention of undergraduate students in the department by creating handouts and flyers. Represent department at all student recruitment events as faculty representative at SLU101, SLU Admit days, Junior Preview days, Counselor Fly-In Days, Health Careers Visit Day, MLK Scholars, and Presidential Scholars events.
- Instructor of courses: Clinical Methods, Professional Writing and Documentation for the SLP, Counseling, Clinical Practicum, and Aural Rehabilitation for seniors in the undergraduate program and graduate students.
- Coordinator of the leveling program. Duties include responding to inquiries about the leveling program, approving applications, determining leveling program coursework, and composing student policies and procedures.
- As a member of the SLHS Leadership Team, I regularly work with the Chair, Clinic Director, and Graduate Program Director on accreditation and institutional and academic strategic planning initiatives.
- Monitoring of undergraduate mentor process, mentoring an average of 50 students each semester in the undergraduate program of Speech, Language & Hearing Sciences Major.
- Lead in the review of all applications for the SLHS undergraduate program and SLHS scholars' program, and the SLHS Pre-Select program to select the best applicants for the program
- Leadership in conflict resolution management with undergraduate students by arranging regular meetings with undergraduate students to keep informed of policies and discuss concerns.
- Lead all institutional research efforts for all SLHS Undergraduate academic-related data as well as other institutional research designed to advance our internal awareness and understanding of academic and other factors impacting student success and retention rates.
- Created new Excel reviewing document while serving on the Graduate Admissions Committee for committee use to expedite process as applications increased.
- Collaborated with the Doisy advisor team, served on the Health Sciences learning community stakeholders, and extensively worked with Marketing and Recruitment.
- Served as a mediator for the Presidential Scholars interview panel and attended all the new university core workshops and lectures to inform SLHS faculty of changes.
- Coordinate and conduct academic probation and dismissal proceedings, including the production of all related academic records and the review/revision of existing "standard progress"/probation and dismissal policies, and assisted in addressing individual students in the SLHS program.
- Leader in Assessment of Student Learning and Academic Programs for department. I oversee University-level initiatives to assess student learning and

the quality of the SLHS academic program. I lead a faculty team that is developing new undergraduate student learning outcomes and related assessment efforts to align with the new SLU's institution-wide common core.

- Created effective pedagogy in SLHS academic curricula by adding three new elective courses for students to align undergraduate curriculum with peer academic institutions with undergraduate programs in SLHS.
- Implemented the use of innovative teaching methodologies, such as standardized patients and simulation for clinical education, has reduced the teaching workload overall for many faculty members within the SLHS department.
- Constructed audits for seniors for completion of major for graduation, including survey and check out the interview.
- Collaborated with Doisy college-level appointed advisor from first-year student academic advising efforts to graduation plans for seniors to ensure student success in the program.
- Coordinated and led the annual Mentoring Matters seminar to keep students and faculty informed of new courses, policies, minor options, discuss concerns, and foster relationships.
- Assisted in streamlining academic strategic planning initiatives by creating an online filing program that is easily retrievable.
- Lead in conflict resolution with undergraduate students by arranging meetings to address individual students (and, often, their parents) the state of their academic standing, taking a leave of absence, incomplete grades process etc.
- Serve as the primary interpreter and administrator of SLHS undergraduate academic policies for both students and faculty; initiated and cultivated academic policy reviews/revisions and created new policies for grading scale and GPA retention policies.
- Reconstructed policies and procedures for clinical observation in campus clinic and off-site experiences for all undergraduate students. Constructed two tutorial clinical videos to maximize the experience for observation process.
- Liaison between academic faculty and advising for new majors and minors in department including GPA confirmation of each.
- Conduct midyear undergraduate focus group and survey of freshmen, sophomores, and juniors, including analyzing and reviewing results with Chair and preparing a summary for the entire faculty.
- Designed and implemented new SLHS Scholars Program, including student registration policies and processes; reviewed process for student progress toward degree requirements; and provided the marketing department and advisors all academic requirements and curriculum information necessary for optimal recruitment for the new program.
- Revised SLHS minor required courses and worked with faculty in designing their courses to ensure course goals, book selection, and supporting materials would support student learning for students completing the minor and major in SLHS. The minor requirements also offer some flexibility in that students can choose from a list of courses to recruit a more diverse group of students interested in a minor in SLHS, which has led to more interprofessional class discussions in the courses.
- Led workshops about the profession of Speech-Language Pathology/Audiology for high school students from predominantly minority groups for recruitment

purposes by developing excitement of opportunity and collaboration in our profession to increase clinicians from minority populations.

- Collaborated with the Academic Technologies Group to create an electronic observation tracking program. The program has been implemented for all undergraduate students to use since January 2016.
- Streamlined mentoring process for faculty by creating an online filing program. Additionally, I created several PowerPoints, worksheets and guides for faculty to use in mentoring meetings with students.
- Proposed, and had approved, a new retention rate GPA scale for students in the major for any grade below C in the major must be retaken to graduate.
- Extensive interactions and meetings with entire faculty and Assessment Coordinator at SLU concerning university charge to substantially revise our SLHS Undergraduate Program Outcomes to align with the new University Undergraduate Outcomes.
- Revision of the undergraduate core curriculum aligns more closely with DCHS by reviewing over 50 others undergraduate SLHS programs core. Also conducted surveys of current students and SLHS alumni about beneficial courses taken and reviewed ASHA required courses for approval of new core from UACC.
- Implemented and led group mentoring for all freshman and sophomores in the major to assist with the growing number of SLHS majors to lighten the load of mentees per faculty member.
- Collaborated with the Saint Louis University Marketing and Communications, which resulted in publications highlighting the aural rehabilitation program for cochlear implant patients, and the new scholars program.
- Supervision of graduate students at The Speech Language and Hearing Clinic at Saint Louis University in aural rehabilitation weekly therapy sessions.
- Supervision of graduate students serving on diagnostic team for evaluations in the areas of Auditory processing disorders, post-cochlear implant assessment, articulation disorders, and Augmentative Communication devices.
- Developed weekly clinical seminar for students with Aural Rehabilitation patients to review audiology, cochlear implants, aural rehabilitation goal writing, and counseling patients and family members.
- Supervision of hearing screenings for on campus events and off campus health fairs at St. Louis Police Academy.

2013-2014 Clinical Supervisor, Program in Speech-Language Pathology
College of Education and Allied Health Professionals
Fontbonne University
St. Louis, MO

- Supervised graduate students at the Eardley Family Clinic overseeing a variety of clients in the areas of fluency, articulation disorders, traumatic brain injury and speech and language delays.
- Held weekly meetings with students to foster communication, evaluate progress and assist with planning for future therapy sessions through collaborative goal writing, evaluation reports and therapy planning.
- Gained knowledge of clinical procedures, clinical skills competencies, Typhon Tracking System and a better understanding of the supervisor/student relationship.

2007-2014 Speech-Language Pathologist/Audiologist
The Center for Hearing & Speech
St. Louis, MO

- Adjunct Clinical Supervisor for Saint Louis University and Fontbonne.
- Planned and implemented individual speech and language therapy sessions for children and adults in areas of articulation, fluency, apraxia, auditory processing disorders language delay, and aural habilitation.
- Educational presentations given at numerous schools for a wide variety of professionals at Lemay Child and Family Center, City Academy, Grace Hill Head starts, Rockwood Summit High School, and Parents as Teachers.
- Composed evaluation, progress, discharge and insurance reports.
- Conducted assessments of speech and language, voice and fluency disorders for children and adults.
- Completed hearing screenings for head-start programs, as well as train other SLPs how to properly complete screenings and make referrals.
- Developed an ESL group to target early intervention for preschoolers and their families at local head-start programs.
- Conducted complementary hearing screenings at health fairs such as Redbird Rookies in the community while supervising all findings and counseling parents of results and recommendations.
- Guest lectured in audiology courses for Saint Louis University in topics of Aural habilitation and audiology.
- Collaborated with co-workers during fund raising events throughout the year.
- Maintained skills with troubleshooting hearing aids, FM systems and some hearing aid programming by attending audiology conferences and working in audiology clinic as needed.
- Collaborated with classroom teachers on basic hearing aid and FM troubleshooting.
- Created parent education correspondence for clinical staff use.
- Supervisor for graduate student external placements from Fontbonne University and Saint Louis University.
- Completed hearing evaluations for adults and children, then provided families with counseling and appropriate recommendations for amplification devices.
- Completed annual hearing evaluations for industrial based employees and made appropriate referrals based on OSHA guidelines and necessary reports.
- Developed evaluation protocol for Auditory Processing Disorders (APD) and completed evaluations for APD.

2005-2007 Coordinator of The Language Center
Clinical Supervisor
Instructor, Program in Audiology and Communication Sciences
Central Institute for the Deaf
Washington University
St. Louis, MO

- Delivered individual therapy services to children with hearing impairments and deafness ranging in ages 3-10. Responsible for planning and implementing

auditory, speech, language, and vocabulary goals for children. Formulated and updated therapy goals for children based on therapeutic and diagnostic results.

- Completed annual speech-language evaluations for all children enrolled in the school, ages 3-12. Also, completed all speech/language evaluations for prospective students to determine candidacy for enrollment in school.
- Served on the Strategic planning committee by collaborating with other professionals to make decisions about the future of the organization.
- Began new program for preschool aged children with speech-language delays with normal hearing. Conducted marketing research of speech-language services in the area, created and distributed brochures, developed and managed budget. Completed speech-language and hearing evaluations for all clients prior to enrollment. Established treatment plan and implemented therapy services for children with speech sound disorders, language delay, apraxia and stuttering.
- Met with teachers and staff to review CID student's evaluation results and collaborate on classroom strategies that could be implemented to improve student's speech and language.
- Created a new workshop focused on hearing impaired children in the mainstream.
- Instructor for graduate classes in the Program of Audiology and Communication Sciences at Washington University. Lectures included topics pertaining to diagnostics, typical speech and language development, speech and language errors associated with children with a hearing impairment, phonological and reading skills, and therapy for hearing impaired children.
- Supervised speech-language pathologist at CID by providing ongoing feedback, therapy service ideas and collaboration on workshop.
- Supervised graduate student independent study entitled "Story re-tell ability in cochlear implant users".
- Supervisor for graduate students in the Wash U PACS deaf education program and external placements for both Fontbonne University and Saint Louis University.

2002-2005 Speech-Language Pathologist
Clinical Supervisor
Child Hearing Services
University of Tennessee
Knoxville, TN

- Delivered therapeutic services to children, ranging in age from 6 months to 21 years, with hearing impairments and deafness. Responsible for planning and implementing auditory, speech, language, and vocabulary goals for children. Conducted treatment in group and individual sessions.
- Employed as a clinical supervisor of Speech-Language Pathology, Audiology and Deaf Education graduate students. Instructed students with generating lesson plans, creating speech/language goals, assessing progress, and self-evaluations of performances.
- Conducted weekly, one-hour course on Aural Habilitation therapeutic techniques, hearing aids, FM systems, cochlear implant surgery, mappings, and measuring progress. Responsible for evaluating and grading students.
- Assisted in planning and organizing several conferences at the University of Tennessee.

- Conducted communication assessments, as well as pre- and post-cochlear implant evaluations for infants, children and adolescents with hearing impairments for East Tennessee Cochlear Implant team.
- Conducted in-services for related professionals concerning clients' progress, early mainstreaming, hearing aids, FM systems, cochlear implants, hearing loss and aural habilitation therapy.
- Implemented parent support group for Parents of hearing-impaired children.
- Observed cochlear implant surgeries to improve knowledge and understanding of process to better counsel parents of clients considering the surgery.
- Performed follow-up mapping sessions of cochlear implants for children and young adults.
- Involved in clinical teaching for clinical professional issues courses including communication methodologies, various hearing aid technology, FM systems, cochlear implants, Mappings, therapeutic techniques, mainstreaming hearing-impaired children and normal speech and language development.
- Served on two cochlear implant teams with other professionals including ENTs, Audiologist, Social Workers and Speech-Language Pathologist. Responsibilities included pre-cochlear implant assessments, assisting in behavioral testing and mapping sessions, providing counseling for families, recipients and professionals.
- Provided therapy to children with Auditory Processing Disorders (APD) and completed evaluations for APD for diagnosis for services.

PROFESSIONAL ORGANIZATION MEMBERSHIPS

2022-Present	Association of Schools Advancing Health Professionals
2022-Present	Alpha Eta, Allied Health Society
2005-Present	Missouri Speech-Language-Hearing Association
2002-Present	American Speech-Language Hearing Association
2002-Present	The Alexander Graham Bell Association for the Deaf and Hard of Hearing
2002-2005	Early Hearing Detection and Intervention
2000-2005	Tennessee Association of Audiologist and Speech-Language Pathologist

PROFESSIONAL SERVICE

As the Vice President of the Missouri Speech and Hearing Association, I am working to improve collaboration between Speech-Language Pathologists and Audiologists as I myself am dually certified in both professions and understand this important collaboration from professional experience I am have worked with other professionals in the state of Missouri by investigating how Missouri Speech-Language Hearing Association (MSHA) members can be involved in legislation alongside MAA members with the help of MSHA lobbyist, Brent Hemphill. As the Audiology Ambassador of Missouri for the American Speech-Language and Hearing Association, I am working to increase the recruitment and retention of MSHA and ASHA members in our profession from minority groups by developing pipelines of opportunity and collaboration with stakeholders (universities, high schools and individual professionals) by serving on the Cultural Competence Task Force. I am been instrumental in assisting to write the strategic plan for this new taskforce and will continue to work with stakeholders.

International

2017	Peer Reviewer for new Continuing Education Unit program for professionals offered through Central Institute for the Deaf: *Auditory Training for Suprasegmental Perception Skills*
2017	Peer Reviewer for new Continuing Education Unit program for professionals offered through Central Institute for the Deaf: *Auditory Overview with Speech Detection-Using the SPICE*

National

2021-2024	Ambassador of Missouri, ASHA Committee of Ambassadors (CoA) serve as the Committee as the Audiologist from Missouri. Providing advocacy on and communication about the priorities of the Association to officials, constituents, peers, and the general public at the workplace, local, state, and national levels.
2015-Present	Member of American Speech-Language Hearing Association Special Interest Group in Administration and Supervision.
2022-Present	Member of the Alpha Eta Honors Society, the national honor society for the Allied Health Professions. Its purpose is the promotion of scholarship and collegiality, and the recognition of leadership and high attainment in the Allied Health Professions.
2017-2018	Editor for American Speech-Language Hearing Association practice portal website for the Aural Rehabilitation in Adults topic page.

State

2020-2022	Member of Missouri Speech-Language-Hearing Association Cultural Competence Task Force. • Co-authored organization's strategic plan to promote cultural competence in current membership, attract and increase retention of clinicians from minority populations, and advocate for access to treatment for individuals with communication disorders from culturally and linguistically diverse populations.
2020-2022	Peer-reviewer for audiology journal articles submitted to The Online Journal of Missouri-Speech-Language-Hearing Association.
2019-2022	Vice President of Audiology Services for Missouri Speech-Language-Hearing Association. • Elected by Missouri Speech-Language Pathologists and Audiologists. • My goals are to work with lobbyists to gain approval for insurance payment for amplification for children with hearing loss and ensure more audiology courses are offered at conferences.
2017-2022	Reviewer/judge for graduate and undergraduate student presentations at Missouri Speech-Language-Hearing Association conferences.
2017	Master of Ceremonies for Quest for the Cup Competition hosted by Missouri Speech-Language-Hearing Association.
2006-2007	Audiology Chair for Missouri Speech-Language-Hearing Association Convention Planning Committee. • Reviewed all audiology related topics submitted for presentations for annual conventions and collaborated with other committee members to decide on selected topics and presenters.

Legislation

2020-2021 MSHA, VP of Audiology

- Worked to gain support of Missouri Audiologists of House Bill No. 289, sponsored by Ann Kelley, and Senate Bill No.43, sponsored by Bill White. These bills require health benefit plans to cover at least those services which are covered for persons receiving benefits under MO HealthNet (Missouri Medicaid).
- The bill provides that the coverage shall include the purchase of a hearing aid for each ear, when medically necessary and as prescribed or recommended by a licensed physician or audiologist for children up to age 18. Bill Passed March 2021.

2021 - 2022 Editor, MSHA response letter to OTC hearing aid for FDA review board,

- *Wrote and edited professional response letter to represent Audiologist in the state of Missouri to give feedback on the proposed rule entitled "Medical Devices; Ear, Nose, and Throat Devices; Establishing Over-the-Counter Hearing Aids" [Docket No. FDA-2021-N-0555]."*

2020 – 2022 Audiologists Representative Member, Audiology/SLP Interstate Compact Committee of Missouri, Bill Passed and Signed June 2022

- Participation in writing of the Audiology/SLP Interstate Compact (ASLP-IC)"Compact is ONLY Privilege to Practice"
- Met with MSHA, ASHA, MO Board of Healing Arts, MO HealthNet and MAA to discuss this Compact.
- *Assisted MSHA Executive Board and met with MSHA Lobbyist,* Brent Hemphill and Liz Henderson to write the Missouri Bill for the Missouri House first and then the Senate. HB 2138 is supported by Rep. Ann Kelley and Senate Bill 978 by Senator Karla Eslinger

2020 - 2021 Chair, Medicare Audiologist Access and Service Act, Passed 2021

- Worked closely with the MSHA Executive Board and collaborated MSHA Lobbyist, Brent Hemphill and Liz Henderson for Missouri Bill HR 1587
- Provides reimbursement of both diagnostic and treatment services furnished by audiologists under Medicare.
- Eliminates physician order requirement, so Medicare beneficiaries have direct access to full range of audiologist-provided services.
- Reclassifies audiologists as practitioners under Medicare, which will enable services to be provided through telepractice.
- This bill was introduced to the House by Tom Rice (R-SC) and Matt Cartwright (D-PA).

CLINICAL SERVICE

As a member of the SLHS Leadership Team, I regularly work with the Chair, Clinic Director and Graduate Program Director on accreditation and institutional and academic strategic planning initiatives in relation to clinical services. I have presented at regional, state and national conferences to highlight the new Audio teams at SLU to provide aural rehabilitation experiences for students. I have supervised practicum for SLHS undergraduate and graduate students in the areas of aural-habilitation, parent counseling and education, aural rehabilitation, audiology, and central auditory processing disorders. I have also provided in-services and consultations to professionals in the above topics.

I reconstructed policies and procedures for clinical observation in the campus clinic and off-site experiences for all undergraduate students. I also constructed two tutorial clinical videos to maximize

experience for the observation process for undergraduate students. I continue to supervise the collection and approval of all observation and clinical clock hours for SLHS undergraduate students through a tracking system that will be transferred to graduate programs across the United States.

Mentorship/Supervision of Students

2021-2022	Undergraduate Research Mentor to Shelby Martin • *Research title: Increasing Awareness of Proper Counseling for Hearing Loss in Veterans*
2020-2021	Undergraduate Research Mentor to Ally Burke • Research title: *SLP Collaboration on multidisciplinary teams when working with culturally and linguistically diverse patients.* • Student awarded Rehab Choice Research Scholarship
2019-2020	Undergraduate Research Mentor to Erin Losin. • Research title: *New Generation of AAC: Are SLPs Prepared?* • Student awarded Rehab Choice Research Scholarship.
2020	Practicum Supervisor to Sarah Doyle and Jenna Sorrenson. • Supervision of Seniors in Audiology clinic.
2019	Practicum Supervisor to Mary Borders and Emily Klein. • Supervision of graduate students with Aural Rehab clients.
2018	Practicum Supervisor to Beth Guyer, Jackie Budde, and Carly Haynes. • Supervision of Seniors in Audiology clinic and graduate students.
2017-2018	Undergraduate Honors Thesis Mentor to Brenden Stealy. • Supervision of Honors research project. • Title: *The Ethicality of Personal Sound Amplification Products*.
2017-2018	Undergraduate Research Mentor to Madisen Breunig. • Research title: *Listen Up: Students with Hearing Loss Need Speech-Language Pathologists, Too*. • Honorable Mention for Undergraduate Posters at Missouri Speech-Language-Hearing Association conference. • Student awarded Rehab Choice Research Scholarship.
2017-Present	Practicum Supervision of undergraduate students in 4700 via simulated patients on Simucase
2016	Co-author of article in SLU News highlighting the Aural Rehabilitation clinic at Saint Louis University.
2016	Practicum Supervision of graduate students for Aural Rehabilitation clients in the audiology clinic, as well as Diagnostics Teams.
2016	Practicum Supervision of undergraduate senior students for Aural Rehabilitation clients and other clients in the audiology clinic.
2015-Present	Student Teaching Supervision • Developed Audio Teams for graduate students for clinical placement to receive competencies in Hearing categories. • Trained 2 other audiologist on supervision process, grading forms and Typhon hours tracking system. • Supervised students in diagnostic teams and answered questions as needed. • Created a survey for students to complete to learn from this process and improve where needed.
2015	Undergraduate Independent Study Mentor to Kelsey Mueller. • Title: Using Verifit Measure to evaluate outcomes of hearing aids with adults.
2015-Present	Practicum Supervision

- Created an Aural Rehab 2-day orientation for graduate students assigned to AR cases in the clinic.
- Created PP presentation, sample lesson plans, treatment plans and SOAP notes for student teaching.
- Developed a student session evaluation form for clinical supervision feedback.

2015 Student Teaching Supervision

- Investigated on-line systems and Webinar trainings through Simucase that could be used for student teaching to prepare seniors for senior practicum.
- Incorporated the on-line program into a course for innovative teaching for larger class size of seniors (double typical size).

2014-2017 Practicum Supervision

- Increased number of Aural Rehabilitation clients in the on-campus clinic by collaboration with SLU ENT group.
- Attended monthly Cochlear Implant team meetings to improve community services and allow graduate students more opportunities to complete competencies in this area.

2014-Present Practicum Supervision

- Increased number of Seniors accepted for clinical practicum to improve overall undergraduate experience for students. In spring 2019 and 2020 seniors obtain 15-20 clinical clock hours each through patient care or simulated patient care, previously students were obtaining 0 clinical clock hours in preparation for graduate school.

UNIVERSITY SERVICE

As Undergraduate Program Director, one of my biggest roles in University Service is recruitment and retention of undergraduate students for the University. I create department level videos, handouts, flyers, posters, curriculum plans and more for events. I represent the SLHS department at all student recruitment events as faculty representative at SLU101, SLU Admit days, Junior Preview days, Counselor Fly-In Days, Health Careers Visit Day, MLK Scholars, and Presidential Scholars events. I lead the SLHS Ambassadors program to attend these events for recruitment to assist in meeting with SLHS prospective students.

I am a leader in assessment of student learning and development in the variety of SLHS undergraduate academic programs for the department. I oversee University-level initiatives to assess student learning and the quality of the SLHS academic program. I lead a team of faculty that is developing new undergraduate student learning outcomes and related assessment efforts to align with the new SLU's institution-wide common core. I lead all institutional research efforts for all SLHS Undergraduate academic-related data as well as other institutional research designed to advance our internal awareness and understanding of academic and other factors impacting student success, and retention rates.

I also coordinate and conduct academic probation and dismissal proceedings, including the production of all related academic records and the review/revision of existing "standard progress"/probation and dismissal policies; assisted in addressing with individual students in the SLHS program.

University

2019-Present Member, Women in Leadership, Saint Louis University

2019-Present Interview Panel Mediator, Presidential Scholars, Saint Louis University

2019 Faculty Representative, Honors Program and Recruitment Task Force, Saint Louis University

College

2023-Present	SLHS Department Committee Member, Doisy College of Health Sciences Education Council (DCEC)
2018-2019	SLHS Department Coordinator, Website Video Task Force, Doisy College of Health Sciences
2017	Member, Academic Program Assessment Plan, Doisy College of Health Sciences
2016-Present	Member, Health Sciences Learning Community Stakeholders Committee, Doisy College of Health Sciences
2016-Present	Member, Academic Advising Committee, Doisy College of Health Sciences
2016-2018	SLHS Department Liaison, Marketing and Recruitment, Doisy College of Health Sciences

Department

2020	Organizer, Instagram SLHS Takeover Event, Department of Communication Sciences and Disorders
	2018-2019 Marketing and Recruitment Liaison, Scholars Program, Department of Speech, Language & Hearing Sciences
2018	Organizer, Facebook LIVE Event, Department of Speech, Language & Hearing Sciences
2018-Present	Member, Undergraduate Rehab Choice Incorporated Endowed Scholarship Committee, Saint Louis University
2018	Member, Undergraduate Handbook Task Force, Department of Speech, Language & Hearing Sciences
2016-Present	Coordinator, Mentoring Matters, Department of Speech, Language & Hearing Sciences
2015-Present	Chair, SLHS Student Ambassador Program, Department of Speech, Language & Hearing Sciences
2015-Present	Member, Graduate Admissions Committee for Speech-Language Pathology, Department of Speech, Language & Hearing Sciences
2015-2016	Coordinator, SLHS Website Department Videos, Department of Speech, Language & Hearing Sciences
2015	Member, Graduate Student Oral Examination Board, Department of Speech, Language & Hearing Sciences
2015	Member, Coordinator of Early Childhood Learning Center Search Committee, Department of Speech, Language & Hearing Sciences
2015	Member, Audiology Search Committee, Department of Speech, Language & Hearing Sciences
2014-Present	Coordinator, Aural Rehabilitation Program at SLU Clinic, Department of Speech, Language & Hearing Sciences
2014-Present	Coordinator, SLHS Career and Application Planning for Graduate School Seminar, Speech, Language & Hearing Sciences

COMMUNITY SERVICE

I serve my community in a variety of ways through leadership positions to impact my community in a positive way. As a Deacon of Webster Groves Presbyterian Church, I am committed to working with fundraising for the preschool and by assisting those that are food insecure. I deliver meals and canned

goods through the give-a-meal program and am also active in the church's partnership with Rise Against Hunger. I am also the church's technology liaison and am working to advance and design the implementation or improved sound systems for hearing impaired members of the congregation.

I also serve as my community by organizing an annual blood drive for the American Red Cross each spring. As the Vice President for the Parents as Teachers Organization (PTO) of two local public schools I oversee sponsorship efforts, fundraising efforts, accountability plans, diversity and equity plans, and sponsor inclusion of students at school events. Communication and coordination among teachers, parents and school administration is where I excel in this role. I am personally committed to cultural and linguistic diversity and inclusion. I serve my community in this way as a host family to exchange students from around the world through the SLU Host Family program and by inviting students to live in our home for 1 year through the Congress Bundestag Youth Exchange Program led by the Bureau of Educational and Cultural Affairs Exchange Program.

International

2022-2023	Host Family, Cultural Affairs International Youth Exchange Program
2021-2022	Host Family, Congress-Bundestag Youth Exchange Program
2020-2021	Host Family, Cultural Affairs International Youth Exchange Program
2017-2018	Host Family, Congress-Bundestag Youth Exchange Program

Local

2022-2023	Chair, Avery Elementary Fundraising Committee, Webster Groves, MO
2021-2022	President, Hixson Middle School PTO, Webster Groves, MO
2019-2021	Vice-President, Hixson Middle School PTO, Webster Groves, MO
2019-2023	Deacon, Webster Groves Presbyterian Church, Webster Groves, MO
2020-2021	Vice-President, Steger Middle School PTO, Webster Groves, MO
2019-2020	Chair, Avery Elementary PTO Fall Festival Committee, Webster Groves, MO
2019	Chair, Ignite Theatre Co. Trivia Fundraiser Committee, Saint Louis, MO
2019	Chair, Avery Elementary Talent Show Committee, Webster Groves, MO
2019	Chair, Steger Middle School Trivia Fundraiser Committee, Webster Groves, MO
2019	Chair, Steger Middle School End of the Year Carnival Committee, Webster Groves, MO
2018-Present	Chair, Steger Middle School Social Committee, Webster Groves, MO
2017-Present	Coordinator, Avery Elementary American Red Cross Blood Drive Committee, Webster Groves, MO
2016	Chair, Avery Elementary Family Picnic Committee, Webster Groves, MO
2016-2017	Officer, Avery Elementary Chess Club, Webster Groves, MO
2015	Member, Avery Elementary Family Picnic Committee, Webster Groves, MO
2013-2016	Chairperson, Webster Groves Presbyterian Church Early Childhood Center Committee, Webster Groves, MO
2012-2016	Member, Webster Groves Presbyterian Church Hospitality Committee, Webster Groves, MO
2011	Member, Webster Groves Presbyterian Church School Committee, Webster Groves, MO

HONORS AND AWARDS

- Award for Continuing Education (ACE) 2019 from American Speech-Language Hearing Association, effective Fall 2019 through Fall 2021.
- Straight A's Athletic Honors Banquet 2016. Invited by SLHS student as influential in academic success, effective Spring 2016 through Summer 2016.
- Most Influential Person 2015 from Saint Louis University. Chosen as an MIP (most influential person) by a graduating Senior at SLU.
- Award for Continuing Education (ACE) 2010 from American Speech-Language Hearing Association, effective Fall 2010 through Fall 2012.
- Award for Continuing Education (ACE) 2008 from American Speech-Language-Hearing Association, effective Fall 2008 through Fall 2010.
- Award for Continuing Education (ACE) 2006 from American Speech-Language-Hearing Association, effective Fall 2006 through Fall 2008.
- Award for Continuing Education (ACE) 2004 from American Speech-Language-Hearing Association, effective Fall 2004 through Fall 2006.

PUBLICATIONS

Invited Periodical

2023 Thurmon, S. Declining IDEA funding and what it means for Audiologists and SLPs. *Missouri Speech-Language-Hearing Association Link, 55 (1), 2023.*

2022 Thurmon, S. How will the proposed 2023 Medicare Rules impact Missouri Audiologists and their patients? *Missouri Speech-Language-Hearing Association Link, 55 (3), 2022.*

2022 Thurmon, S. Member Spotlight: Dually Certified Professionals. *Missouri Speech- Language-Hearing Association Link,55* (2) 2022.

2021 Thurmon, S. Simulated Patients and the Impact on SLP Student Learning during Covid-19. *Missouri Speech-Language-Hearing Association Link, 54 (1), 2021.*

2020 Thurmon, S. Universal Newborn Hearing Screening: Improved methods, better results and benefits to early childhood speech and language development. *Missouri Speech-Language-Hearing Association Link, 53 (3), 2020.*

2020 Thurmon, S. Window masks for patients during COVID-19 for speech understanding. *Missouri Speech-Language-Hearing Association Link*, 53(2), 2020.

2020 Thurmon, S. Hybrid cochlear implants: Candidacy guidelines and how the new technology helps patients with presbycusis. *Missouri Speech-Language-Hearing Association Link*, 53(1), 2020.

2019 Thurmon, S. Congress approval of OTC Hearing Aids: Advantages and disadvantages for patients. *Missouri Speech-Language-Hearing Association Link*, 52(3), 2019.

PRESENTATIONS

Peer-reviewed Presentations

National

2022 Thurmon, S.D. (April 2022). Simulation for Clinical Learning for Speech-Language Pathology Students to gain Hearing Competencies. Association of Schools Advancing Health Professions. Long Beach, CA.

2021 Thurmon, S. D. (November, 2021). Vaughan, A. L. Being Proactive: Hearing & Voice Competencies for SLP Graduate Students through Simulated Patients. American Speech, Language and Hearing Association, 2021.

2020 Accepted, conference canceled due to travel restrictions.
Thurmon, S. D. "An Effective Way to Get Hearing Competencies for SLP Graduate Students." Council of Academic Programs in Speech, Language & Hearing Sciences*, 2020.*

2016 *Thurmon, S. D., & Fischer, M. M. (2016, November).* Incorporating Aural Rehabilitation and Audiological IPE Experiences into Graduate SLP Education. American Speech-Language and Hearing Association. *Philadelphia: ASHA.*

2015 *Thurmon, S. D., & Gabany, C. (2015, June).*: Incorporating Spouses into Aural Rehabilitation Therapy for Adult Cochlear Implant Users. Hearing Loss Association of America. *St. Louis, MO.*

2015 *Thurmon, S. D., & Fischer, M. M. (2015, June).* Owning your Hearing Loss. Hearing Loss Association of America. *St. Louis, MO.*

State

2022 Thurmon, S.D. *Counseling Techniques that can be used by both SLPs and AuDs for effective counseling when working with patients with hearing loss. Missouri Speech and Hearing Association*, 2020

2021 Thurmon, S. D.; Burke, A. SLP Needs When Serving on Cleft Lip and Palate Team Working with Culturally and Linguistically Diverse Patients. Missouri Speech and Hearing Association. Webinar., 2021.

2020 Accepted, conference cancelled due to travel restrictions.
Fischer, M.& Thurmon, S. D. "Empowering SLPs: Hearing Screening Guidelines for Children and Adults." Missouri Speech and Hearing Association*, 2020.*

2020 Accepted, conference cancelled due to travel restrictions.
Thurmon, S. D.& Fischer, M. "Empowering SLPs: Amplification and AR, new tools and updates." Missouri Speech and Hearing Association*, 2020.*

2020 *Losin, E., & Thurmon, S. (2020, May).* New Generation of AAC: Are SLPs prepared? Missouri Speech and Hearing Association*. Webinar.*

2019 *Thurmon, S. D., & Fischer, M.M. (2019, April).* Empowering SLP's: hearing screening, amplification, and auditory training. Missouri Speech and Hearing Association*. Osage Beach, MO.*

2018	*Thurmon, S. D., & Breunig, M. (2018, April)*. Listen Up: Students with Hearing Loss Need Speech-Language Pathologists, too. Missouri Speech and Hearing Association. *Osage Beach, MO.*
2014	*Seferovic, S., & Thurmon, S.D. (2014, April).* Resolution of Stuttering due to TBI: A Case Study. Missouri Speech and Hearing Association. *Osage Beach, MO.*
2013	*Thurmon, S. D., & Fischer, M. M. (2013, April).* Otoscopy and Hearing Screening: Part of Every Pediatric Diagnostic. Missouri Speech and Hearing Association. *Osage Beach, MO.*
2011	*Thurmon, S. D., & Fischer, M. M. (2011, April).* FM Technology Today" and "Troubleshooting Hearing Aids and Cochlear Implants for SLPs. Missouri Speech-Language Hearing Association. *Osage Beach, MO.*

Invited Presentations

State

2020	Thurmon, S.D. & Jones, P. (2020, October). MSHA Town Hall Webinar: Professional Practice - ASLP-IC, SLP-A Certification Standards, Scope of Practice for Speech-Language Pathologist and Audiologist. ASHA Sponsored Town Hall.

Local

2015	*Thurmon, S., Gabany, C., Vondra, N., Scherrer, A., & Starcevich, C. (2015, April).* Incorporating Spouses and Parents into Aural Rehabilitation Therapy for Cochlear Implant. SLHS Research Exchange. *St. Louis, MO: SLHS.*
2011	*Thurmon, S. D. (2011, September).* Hearing Impaired Children on my Caseload. Parent counseling, Evaluating, and Therapy Ideas. First Steps Educational Seminar. *St. Louis, MO.*

TEACHING INFORMATION

With an in-depth knowledge of the principles of clinical education at both the undergraduate and graduate level as well as in the field of Audiology and Speech-Language Pathology, I have a proven ability in teaching and developing courses that are innovative and designed to meet the needs of all our students in the leveling program, undergraduate program, and graduate program. I have used my expertise as a dually certified Audiologist and Speech-Language Pathologist to enhance the clinical education in our program with a robust understanding of interprofessional collaboration. I teach the following courses: Aural Rehabilitation, Clinical Methods, Professional Writing and Documentation for the SLP and Audiologist, Counseling, Research Practicum, Senior Clinic, and Clinical Practicum.

Advising

I lead and monitor the undergraduate mentor process in the SLHS department. I mentor an average of 50 students each year in the undergraduate program and assign individual faculty mentors for rising juniors based on student and faculty interest. I collaborate with Doisy appointed advisor from first-year student academic advising efforts to graduation plans for seniors to ensure student success in the program. I coordinate and teach the annual Mentoring Matters seminar to keep students and faculty informed of new courses, policies, minor options, discuss concerns and foster relationships. I have assisted in streamlining academic strategic planning initiatives by creating an online filing program which is easily retrievable. I serve as an influential member in conflict resolution with undergraduate students, by arranging meetings to address with individual students (and, often, their parents) the state of their academic standing. Additionally, I have created several PowerPoints, worksheets and guides for faculty to use in guiding them through individual mentoring meetings with students.

New Course Preparations and Revision of Courses

I have worked with the Program Chair and faculty to develop new courses or to revise existing courses to improve academic programing. Students have requested for several years a few new elective courses to be offered senior year. Many graduate programs are now requiring Counseling, and a Speech Sound Disorders course at the undergraduate level. A review of these courses offered at 30 similar sized SLHS Undergraduate programs was made to look for appropriate titles, course content and course numbers. In addition, several course titles, numbers and credit hours of courses were considered to assist in the development of articulation agreements between other area institutions at both the undergraduate and graduate level courses offered in SLHS.

Fall 2020

New Course: SLHSI 1420 Deaf Culture and Sign Language
Basic Sign Language (SLHSI 3420) and Advanced Sign Language (SLHSI 3430) are 3000 level elective courses in Speech, Language & Hearing Sciences (SLHS). Due to a recent change in SLHS policies, effective Fall 2019, SLHS 3000 and 4000 courses are restricted to students who have a 2.75 cumulative GPA and a declared major in SLHS. This will cause inconveniences for the professor as she must lift holds on the majority of the students who take these courses often in freshmen and sophomore year. In addition, this restriction may cause confusion and inconvenience for students, and they don't register for the course. Finally this course was also changed to a 2 credit hour course, so there is better alignment for articulated courses that are transferred in from students at many community colleges for this course.

Revision of course name of SLHSI 4350
Changed the course name of "Clinical Observation," to "Professional and Clinical Writing for the Speech Language Pathologist and Audiologist" because this aligns most closely to what is taught and assessed in course content.

1. Objectives for the course have evolved to include effectively writing clinical SOAP notes, understanding different treatment approaches for various communication disorders, reflecting on the services provided, and engaging in hands on experience with various data tracking collection skills.
2. Undergraduate program level outcomes are met through reflection papers, SOAP notes, and goal writing projects in this course.
3. This new course title is also in alignment with trends at other University programs in SLHS and is examined by graduate program committees when reviewing transcripts.

Spring 2019

SLHS 4900 Speech Sounds Disorders Assessment and Treatment will be offered for the first time in Spring 2019. Many seniors had requested a course similar to this course, as more graduate programs are requiring this at the undergraduate level. This course will be required for Scholar's program students and brings a specialized advanced course with clinical application learning principals.

New course name: SLHSI course number 3000 changed from “Characteristics of Multicultural Populations” to “Cultural-Linguistic Diversity”. The instructor requested to update the name of this course with current trends in our profession. I assisted faculty members in completing paper work to change course name.

New course number: SLHS Counseling course number 2600 changed to 4650. Counseling course revised with a more advanced book for clinical application to meet expectations and a new course number 4650 to reflect the advanced level. Also, this change limits the course to seniors and to co-list with grad students in the future.

Spring 2018

I revised the curricula to the Leveling program curriculum to offer more appropriate courses for preparing students for graduate school admittance. SLHSI 3000 was removed and SLHSI 4800 as well as SLHSI 4650 were added to the curriculum. These changes were made with all facets of graduate admissions in mind at both SLU and many other graduate programs often attended by our leveling graduates.

Spring 2016

SLHS 4600 Advanced Audiology had low enrollment of 2 students in the spring of 2015. With the new University policy for minimums for course enrollment this course would have been eliminated. This course was revised to have more hands-on clinical experiences and to offer a graduate section number as well for our graduate students to take as an elective. Average enrollment for this course has been 14 students for the past 3 years. I assisted the new faculty member teaching this course with the design, planning, and implementation of the new course.

Fall 2015

The combination of four courses into two courses were made to reduce teaching load of faculty and to better align content of courses for students. Courses 3600 Speech Development and 3800 Language Development were made into 1 course based off of faculty and student feedback. Faculty felt it was difficult to teach the content separately and students felt there was too much repetition of content in the courses. SLHSI 3700 Speech and Language Development was created so that the content could be taught seamlessly in one course.

In addition, the combination of the two courses SLHSI 4000 Survey of Speech Disorders and SLHSI 4100 Survey of Language Disorders into the combined course SLHSI 4150 Survey of Speech & Language Disorders was made. I worked with the Chair of the department, who supervised the development and execution of these course projects. These combinations of courses also allowed faculty to have more time to focus on the growing number of students on their courses as our department overall began to grow during this time due to new recruitment efforts.

Involvement in Curricular Development Across Department, College or University

Fall 2020

Collaboration with faculty within Doisy has now allowed for SLHS students to be admitted to a new elective course, HSI 2200 Medical Terminology. This course will be especially helpful for SLHS students interested in working in healthcare settings as an SLP or Audiologist. Seniors will enroll in this course fall semester to learn the language related to medical science and allied health professions.

Spring 2020

New grading scale implemented for SLHS courses based off many other programs in Doisy. Worked with Associate Dean of Students within Doisy to align grading scale. Approved by Dean in April 2019 and was implemented spring 2020. This made grading in courses consistent among courses for standard track and scholars program students with GPA requirements. This also provides better methods to monitor students' academic progress and allows students clear expectations of their academic success in courses.

Fall 2019

The GPA requirement changed from using students' MAJOR GPA to the students' cumulative GPA.

There were limited implications for the students currently enrolled in the SLHS program. A program review was examined for the past 3 years of graduates from 2016, 2017 and 2018. This change in policy is expected to have little effect on student's graduation plans. Out of the 121 SLHS graduates from these years reviewed only 1 student had below a 2.9 Cumulative GPA at graduation and only 3 had below a 3.0 of the 121. Thus, the change in GPA should not affect student's graduation plan but will be more in line with Doisy retention policies for students.

Fall 2018 - Fall 2019

The department added a scholar's program that allows incoming freshman seeking careers as Speech-Language Pathologists to be guaranteed a position in SLU's SLHS Graduate Program upon graduation from the SLHS undergraduate program offered by the Doisy College of Health Sciences. This will be implemented in Fall 2019 for freshmen applying to SLU in SLHS. Several other Doisy College of Health Science programs already guarantee admission into the graduate program directly upon obtaining a bachelor's degree. The SLHS Scholars program allows the SLHS Program to acquire top high school students at the undergraduate level as well as attract those students who are seeking direct admission. I directed the review of similar programs, the enrollment requirements, retention requirements and worked with the academic chair and faculty to determine the following requirements:

Spring 2018 - Fall 2018

Created the Undergraduate Handbook and made it available for students and faculty. This year- long process reviewed current policies and procedures in the major and made updates as needed. This is available electronically on the SLHS BB home page that SLHS major students and faculty have access to at all times.

2017 - 2018

The faculty of SLHS did a systematic review of the courses in the minor, in addition the number of students choosing the minor was evaluated. It was determined that very few students were choosing this minor, thus the discussion was to change the course content of the minor to draw more interest in the minor. I led the revision of the SLHS minor for our department and selected courses that were designed to specifically target more inter-disciplinary collaboration for students majoring in allied health or education. I worked with faculty in designing their courses to ensure course goals, book selection, and supporting materials would support student learning for students completing the minor as well as the major in SLHS. Collaboration with advisors and administrators in the College of Education, Physical Therapy Department, Occupational Therapy Department, and Social Work Departments led to the success of the CSD new minor for students within those departments.
The minor requirements also offer some flexibility in that students can choose from a list of courses in order to recruit a more diverse group of students interested in a minor in SLHS as well as more interprofessional class discussions on the courses. See chart below to see minor changes implemented.

The results have been very positive for recruitment efforts for more minor students in SLHS. In Fall 2016 there was only 1 student completing the SLHS minor. This student had been a SLHS major and switched to the minor. I revised the minor course requirements which were approved by the UACC in January 2018. By Spring 2019, there were four students completing the minor; for fall 2020 there are 10 students in the SLHS minor. These students are majors in physical therapy, occupational therapy and nutrition. SLHS faculty are very excited to have more interprofessional discussions in their courses because these students bring different perspectives to course discussions and small group assignments.

October 2016

Implemented changes for Undergraduate curriculum for students' timely graduation in SLHS major within new College.
Transition from B.A to B. S. Created new CORE for SLHS majors to include ASHA required science courses of (Biology, Chemistry, Statistics and Psychology). Also, allowed SLHS students to more easily complete minors of interests or double majors.

1. Substantial reduction to the courses students were required to take as a part of the College of A&S core.
2. Added coursework outside of SLHS that would benefit professional development (IPE, Intro to Disabilities, Voice and Diction)
3. Establish a minimum GPA to declare, stay and graduate in major.
4. Change degree designation for Bachelor of Science degree from a Bachelor of Arts degree.
5. Change three courses credit hours to more accurately reflect their content.

January 2016

Developed a curricular tracking system for graduation requirement of clinical observation hours. Guidelines from ASHA observation recently changed the guidelines for graduate program preparedness to "guided learning" in observation experiences. I developed a standardized online format for all undergraduates to complete in the beginning of 2016. I monitor and track the required 25 hours needed for graduation for each student as well as monitor or give feedback to students in SLHS major. I prepared documentation of completion of experience for students to submit to graduate program of their choice.

Spring 2015 - Ongoing

Development of new program, SLHS Ambassadors for leadership within SLHS Juniors and seniors. The SLHS Ambassadors program was developed for recruitment and retention of SLHS majors. The program has 10-15 students each year who assist with meeting with SLHS prospective students. This program serves as a mentor program for new majors and current freshmen and sophomores in bi-annual meetings. Students are able to discuss curriculum within SLHS and this group of students have been instrumental in providing student feedback to some of the overall curricular changes in SLHS. Leadership opportunities include a Coordinator for Events, such as Admit day or SLU 101 Coordinator for Projects by improving handouts, content on PP presentations Coordinator for Tours by scheduling tours for prospective students and family members.

Led creation of General and Undergraduate Informational Videos for SLHS website in September 2015 and assisted in updating new video made April 2019. The purpose of these videos was to give a brief description of the academic programs that the department of Speech, Language & Hearing Sciences offers to undergraduate and graduate students. Faculty and Students were interviewed to provide detailed program informational videos to be shown on the SLHS home webpage.

Creative and Innovative Teaching Development

I excel at teaching many courses in our department such as: Aural Rehabilitation, Counseling, Clinical Methods, Clinical Observation and Senior Clinic for students interested in graduate programs in

both fields with my extensive knowledge of work experiences of both professions. I teach an introductory course in evaluation procedures for individuals with communication disorders through Jigsaw teaching methods. The Jigsaw method allows students to work in small groups and encourages peer learning within a semester long case study project. Students have praised the case study projects in my teaching evaluations, as they love working together in small groups and learning from each other.

I use current literature to support course content in my courses for students that require the synthesis of critical thought, action and experiential learning. This is critical as technology continues to change the lives of people with communication disorders. My project based course design of Aural Rehabilitation is designed for students learning to fill a gap needed for SLPs to know more about how to treat patients who are deaf or hard of hearing. There is currently a shortage of professionals who specialize in this area. The increase of technology of cochlear implants and hearing aids available to children with hearing loss allows children to have access to aural/oral language. Students are required to prepare evidence based research for treatment plan methodology, counseling patients with hearing loss and diagnostic plan in academic the course Aural Rehabilitation. For clinical education, I developed Audio Teams for SLP graduate student clinical rotations in the on-campus audiology clinic. Collaboration with SLU ENT for referrals for aural rehabilitation services for post cochlear implant surgeries provides unique opportunities for students. I have attended SLU Cochlear implant team meetings to discuss candidacy of patients and post-surgery treatment plans. This provided ASHA Competencies and variety of experiences for student's clinical learning. Thus far 28 cochlear implant patients were served in the SLU clinic under my supervision. Students additionally learned about hearing evaluations, hearing aid fittings and Auditory Processing Disorders. With the Development of this program, colleague collaboration has encouraged faculty involvement of Mrs. Fischer and Mrs. Loveless to provide aural rehabilitation services.

Redesign of Mentoring process in Spring 2017

- Evaluated individual mentoring in the department as student enrollment continued to grow and as the degree requirement transition began. Small Group mentoring for freshmen and sophomores implemented immediately before the transition to the B.S. in SLHS. This allowed students to receive the most up to date and accurate knowledge of the new curriculum from the program director. The new model also allowed mentoring faculty to spend more focused meeting time with our Junior and Seniors within the department.
- Fall 2014 and Spring 2016 All SLHS majors and SLHS mentoring faculty attended two new mentoring events held each year.
- Applying to graduate school and career night if offered each October and guest provides speakers of faculty and staff at SLU about resume wring, GRE tips, year of service opportunities and more.
- Mentoring Matters event is held each February and allows for a good social opportunity between SLHS mentoring faculty and SLHS majors/minors. This meeting provides a large group setting trivia, and updated information of new policies and procedures within the university or department. This also allows for peer mentoring among underclassmen with upperclassmen in the major.

Revision of SLHSI 4400 Aural Rehabilitation

This course had been taught by an Audiologist with a focus on working with adults with hearing aids. This course is made up of 90% SLP students and only 10% audiology students. Our graduate students were also scoring the poorest on the section of Aural Rehabilitation (this course content) on the SLP national exam (Praxis). In Fall 2015, I started teaching this course with a new teaching philosophy including the continued innovation of hearing technology while working with individuals who are Deaf or Hard of Hearing. SLP students often feel unprepared working with this population because their course work is lacking in this area. A new book was selected for this course with new course objectives and labs for the course were created. These labs included device checks of hearing aids and cochlear implants and troubleshooting devices, aural rehabilitation, and screenings in working with individuals with hearing impairment. Students also created treatment plans for case studies for children and adults.

What I found, through anonymous student surveys, preceptor observation, and group discussion, was that the students expressed an increased knowledge and understanding of the complexities of service provision to the Deaf and Hard of Hearing population. Some of their interactions may have involved observation versus direct client, but as a whole gave them insight to the process of aural rehabilitation, device troubleshooting and techniques to use for informational counseling.
Due to the rapid changes in technology a new book was selected to use again this fall 2019 to include more updates in sequential cochlear implants for adults, Hybrid implants and considerations for infants with hearing loss.

In the Fall 2017, I revised SLHSI 4350 to include course requirements changing from a course book to a membership to MasterClinician.org. This allows students assess to 200+ clinical videos in SLP/Audiology field of "master clinicians" in our field conducting diagnostics, implementing speech and language therapy and hearing aid fittings. This course and its clinical assignments enriched students' knowledge to prepare them for SLHSI 4700. In addition, students could then more easily meet the required (per ASHA) 25 clinical observation hours BEFORE being permitted to obtain Clinical Clock hours. This new learning style was also critical for the knowledge needed for the new innovative teaching that would be used in SLHSI 4700 in Spring 2018.

Changes to SLHSI 4300

Revision of SLHSI 4300 to use video library, master clinician for viewing professional Speech-Language Pathologist and Audiologist in diagnostic and treatment sessions. These videos show students how to give Standardized and criterion referenced tests to actual patients discussed in the course. Students then learn a test in depth and present 20-minute presentations over specific tests to encourage peer teaching through the Jigsaw method. I have taught students the introductory level of professional writing to both traditional students and non-traditional students in our leveling program in this course. I did this through customized assignments throughout the semester to include significantly more individually-tailored instruction for students who are interested in professional careers in Speech-Language Pathology or Audiology. This flexibility in teaching enables me to better meet the needs of students with distinct and divergent knowledge interests and levels of writing expertise.

I also see the emerging use of teletherapy in the profession and have looked at new teaching practices that can be utilized in the classroom for the best teaching tools in this specialized area. Using both MasterClinician Network, and professional guest lectures to discuss this topic has been beneficial to students learning in this course.

Revision of SLHSI 4700 course

This course was available for only students interested in Speech-Language Pathology and not Audiology in Fall 2014. In Spring of 2015 I made changes to allow a second section of this course for students interested in Audiology. (4700-01 SLP students 4700-02 Audiology students). This has allowed students interested in audiology to have a more discipline specific clinical experience.

It was also discussed that the use of telehealth and telepractice in the professions of audiology and speech-language pathology is becoming more common. Therefore, this program provided good essential skills for future professionals in the field. I decided that the quality and research supporting Simucase makes this option the best option.

Added benefit: Many students reported they continued to use Simucase once they started graduate programs to review diagnostic procedures or get lesson plan ideas.

Simucase allows this course to feel much like a lab course in an undergraduate lecture style classroom. The change in curriculum to 4700 really creates a connection between lecture, simulation activities and clinical practice, which generalizes to carry-over of clinical skills. This was a great way to promote an active learning environment such as working with co-clinicians, sharing oral and written summaries of

cases with feedback in mock scenarios. Simu case includes multiple components for cases, from case history to diagnostics to treatment recommendations and referrals. The students are able to use these cases in this course to develop lesson plans, write SOAP notes and self-reflect on their clinical skills. There was a remarkable improvement in performance level in clinical decision making and report writing skills.

Objective success of Course:

Average of 20 clinical clock hours per term for each student to use for ASHA clinical clock hours. Students investigate 14 different cases of varying ages and a variety of communication disorders throughout the semester. This removes strain on clinical faculty for supervision and encourages peer learning. A higher level of performance was also observed in clinical decision making and report writing.