



SARAH MULLERVY, KAILEY DURKIN, AND VANESSA OLIVARES PRESENTED POSTERS AT AAA 2019

# AuDs & Ends:

News about CU's AuD Program

Fall 2019

## IN THIS ISSUE

## Changes - they are a-coming!

by Tammy Fredrickson ([tammy.fredrickson@colorado.edu](mailto:tammy.fredrickson@colorado.edu))

In the academic world, August typically signifies a time of change. We tend to think of it as our 'New Year' since the academic year begins in August.

This New Year means new students, new schedules, new opportunities, and even new faculty! And fall is just around the corner... as are the new Professional Development Requirements from ASHA.

We have 9 incoming AuD students this fall – and we're excited to welcome them to our campus and our program. (Did you know that CU's AuD program receives over 100 applications each year from prospective students?)

On the faculty side of things: Jack Damico has come from the University of Louisiana at Lafayette to join our faculty as chair this fall. We're excited that he's bringing his passion for education and clinical research to our department.

ASHA has new Professional Development Requirements for Certification effective **January 2020**. One of the requirements is regarding ethics; all certificate holders must obtain at least 1 hour of continuing education in the area of ethics during each 3-year certification maintenance interval. **The other requirement is more relevant to us: those who work in the area of clinical supervision/instruction must complete a minimum of 2 hours of professional development in the area of supervision/instruction.** I'll go into more details about this new requirement as well as ways for you to earn free CEUs that will fulfill it on page 2's Perspectives on Precepting.

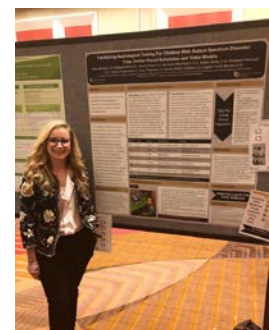
As always, please reach out if you have any questions, thoughts, or concerns about our students or our program! And thank you for your support!

Tammy

[Perspectives on Precepting](#) discusses the new Professional Development requirement for working with student clinicians.

Our [Student Academy of Audiology \(SAA\)](#) is (once again) up to all kinds of good!

Haley McTee tells us about her capstone project in the [Capstone Corner](#).



Dr. Christine Brennan discusses her exciting research in [Research Ramblings](#)

[Congratulations](#), Class of 2019!

# Perspectives on Precepting

By Tammy Fredrickson

Today's topic:

## New Requirement: CEUs required for persons working with student clinicians

I have really enjoyed working with graduate students – they challenge me, they teach me, they inspire me. No two are the same! The simple fact that each student is different in terms of their learning style as well as the knowledge and skillset they bring to the clinic requires that a preceptor be perceptive of and receptive to the student's needs and may require the preceptor change the way he/she usually works with a student clinician.

ASHA is addressing the fact that precepting requires special knowledge and skills by introducing a new Professional Development requirement. Beginning in January 2020, all audiologists (and speech-language pathologists) who work with student clinicians will need to have obtained (or be in the process of obtaining) 2 hours of continuing education in the area of supervision/instruction. Note that this is a **ONE TIME** requirement – not something that needs to be re-done every year or two.

**WHO does this requirement affect?** All clinical supervisors who provide supervision/clinical instruction for student clinicians

**WHAT is the requirement?** Complete at least 2 hours of professional development in the area of supervision/clinical instruction

# New Requirement



**WHEN does the requirement have to be completed?** Anytime after you've obtained your CCC (in other words, if you don't have your CCC, this requirement doesn't affect you!)

**HOW often must you do it?** Only once!

Chances are that you may have already taken 2 hours of courses on working with students (perhaps you have the CH-AP) – you've met the requirement! You can check to see if ASHA has recognized that you have met the requirement by doing the following:

- go to ASHA's website
- log into your account
- go to your account's page
- click the link under the 2<sup>nd</sup> heading (it says "2020 Requirements for Clinical ...")

If ASHA's site does NOT indicate you have met the requirement, but you have indeed obtained the 2 hours of professional development (even if it was years ago!), you can click the 'edit' button on the top right to update ASHA's information. You do NOT need to submit documentation of your CEUs to ASHA.

*Good news* about the new requirement: Here are ways you can obtain CEUs for free:

- through ASHA: The Nine Building Blocks of Supervision is a self-study video that is offered at no cost and fulfills the new requirement. Go to <http://www.asha.org/professional-development/supervision-courses/> Then scroll down and click the 2<sup>nd</sup> bullet point under "Course Materials" ("Access

All Course Materials and Claim your CEUs")

- through Council of Academic Programs in Communication Sciences and Disorders: First, create an account at <http://elearning.capcsd.org/>. Then, enroll in a course (click Courses on the left, then click CAPCS Online Learning). Note that there may be two versions of a course – 1 for members of AAA and 1 for people who are seeking ASHA CEUs (or no CEUs). There are currently 3 courses – and more on the way. Each course has multiple modules, making each course worth up to 0.5 CEUs (this is more than twice the required amount!).

Click the course you'd like to enroll in and then, when prompted, enter the correct 'key' to access the course:

Course/version	Enrollment Code
Foundations/AAA	3k2@wTiL
Foundations/ASHA, no CEUs	r7W@8CRK
Effective Relationships/AAA	cLp2Sd%r
Effective Relationships/ASHA, no CEUS	V5Jem&h!
Feedback/ASHA, no CEUs	Kp!26b&e

For additional information about this requirement, go to <https://www.asha.org/Certification/Certification-Standards-Change-in-2020/> or call the ASHA Action Center at 1-800-498-2071.

## ***Support SAA!***

Purchase a mug, water bottle, or T-shirt and support SAA!

Email SAA at [saa@colorado.edu](mailto:saa@colorado.edu) to learn more or to make a donation!

## **Congratulations to the new 2019-2020 SAA Board!**

Lindsey Gosse - Secretary

Heather Hurlbut - President

Emily Kay – United Government of Graduate Students Representative

Carly Schimmel – Vice President

Melissa Williams – Social/Education Chair

Janine Wilson - Treasurer

Rayna Yang – Colorado Academy of Audiology Representative/ SAA State Ambassador



## Student Academy of Audiology

CU's SAA group has been busy! Check out what great things they've been up to....

### **Stuffed Animals that have Amplification!**

In February, SAA held an event to sew felt "hearing aids" onto stuffed animals to donate to children in the local area! If you'd like some of these to give away to children you see in the clinic, let us know!



### **Special Olympics 2019**

Several students volunteered at the 2019 Special Olympics in Grand Junction as part of their Healthy Athletes program. The CU SAA was featured in their June newsletter and named the June community partner of the month! Below is the newsletter feature:

#### **CU's SAA was recently recognized as a *Community Partner of the Month*:**

"The CU Student Academy of Audiology has been a very influential partner with our Healthy Hearing screening at the Special Olympics Colorado Summer Games. This student group has donated to our organization this year for supplies, but most importantly, they drive to Grand Junction for State Summer Games each year to help run our screenings for the Special Olympics Athletes! Without their support and dedication, we would not have such a successful Healthy Athletes program. They are also starting to increase their footprint by helping with projects such as updating our audiology resources for our athletes. They are always eager to help and to learn."



# Capstone Corner

by Haley McTee

My name is Haley McTee, and I am a current fourth year student completing my externship at Boys Town National Research Hospital. In my second year of graduate school at CU, I became a LEND fellow (Leadership Education in Neurodevelopmental Disabilities) and started working in Dr. Angela Bonino's research lab. I attribute both of these experiences to sparking my interest in working with children with various disabilities in the audiological setting, particularly Autism Spectrum Disorder (ASD), which became the inspiration behind my LEND and Capstone projects.

If a child is suspected of having ASD, audiology tends to be the first "pit-stop" on their diagnostic journey to either rule in, or rule out hearing loss as the main contribution to their delays. For this reason, we decided to create tools that are effective for children with ASD to aid in audiological testing. Many studies show that video models and visual schedules are effective methods when working in various settings for children with ASD. Video models are videos of children completing steps in an activity and visual schedules show pictures and/or words that demonstrate the sequence of steps involved in an activity. These visual supports help establish expectations, facilitate smoother transitions, and allow children to generalize behaviors to similar but different tasks—and we believe these tools could be used effectively in the audiological setting.

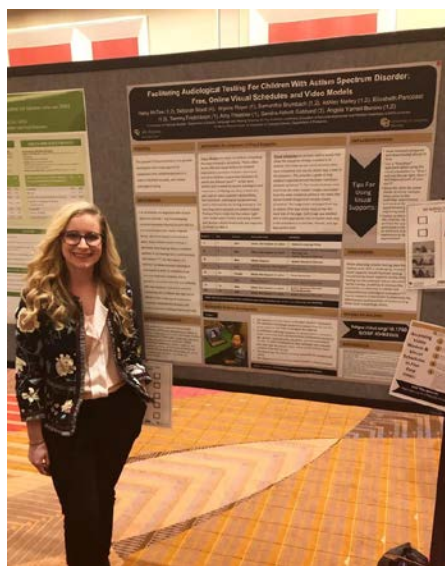
As part of my LEND and Capstone projects, I filmed eight different video models that portray diverse children (in terms of age, race/ethnicity, and disability group) completing audiological testing. I also created a matching visual schedule for each video model. Furthermore, I wrote a manuscript that 1) explains the importance in the audiologists' role in differential diagnosis in this population 2) discusses the challenges associated with testing and interpreting results for children with ASD and 3) reports on the evidence-based practice behind these visual supports and suggests ways in which to implement them into the audiological clinic. The manuscript, entitled, *Using visual supports to facilitate audiological testing for children with Autism Spectrum Disorder*, will be published in the American Journal of Audiology.

I believe that these visual supports have the ability to facilitate audiological testing not only for children with ASD, but for any child that may have difficulty completing the task. It was our ultimate goal that these tools be widely available for audiologists AND parents to use in the clinic or at home. Therefore, all of these tools are posted free online and can be found here:

<https://osf.io/b23ux/wiki/home/>. Please feel free to check out the link, see what you think, and share!

This project has been in development for the past 1.5 years, and I could not have completed it without the help of my co-authors: Dr. Deborah Mood, Dr. Tammy Fredrickson, Amy Thrasher, and Dr. Angela Bonino. I also owe a huge thanks to my friends/colleagues: Wynne Royer for filming and editing the video models, and Ashley Malley, Sam Brumbach, and Liz Pancoast for the initial prototype design of the visual supports.

If you have any questions or want to continue this discussion, please feel free to email me at [haley.mctee@colorado.edu](mailto:haley.mctee@colorado.edu).



# Research Ramblings

Christine Brennan, PhD CCC-SLP

Reading disability (dyslexia) is a common disorder occurring in approximately 5-10% of the population. In children, phonological awareness skill (PA) (e.g., the ability to segment words into individual speech sounds) contributes to reading development and children with dyslexia often have deficits in PA. Because students with dyslexia face higher risk of academic failure, improving our understanding regarding PA is required for the development of effective intervention. The main research goals of my lab are to advance our knowledge regarding how phonological (speech sound) representation in the auditory cortex relates to reading skill and how differences in that representation may underlie reading disability.

My recent work focuses on improving our understanding of phonological (speech sound) representation in the auditory cortex as relates to reading skill. To accomplish this aim, I use behavioral and neuroimaging methods (specifically, fMRI) to study the organization of the auditory cortex. fMRI analyses involve comparisons of fMRI data of auditory cortex activation in response to 1-2 (small grain) to 4 (large grain) speech sounds in pseudowords (or fake words). Because PA skill depends on the ability to segment spoken words into individual speech sounds, there should be distinct representation of small versus large grain size units (i.e., phonemes) in the auditory cortex. Previous neuroimaging studies of individuals with dyslexia reported under-activation of two critical regions in the language/reading network associated with phoneme-letter mapping (left parietal and occipital-temporal areas). Recently, I found additional and distinct regions within the human auditory cortex (superior temporal gyrus) that selectively activate based on number of speech sounds presented (Brennan & Booth, in preparation). Further, reading skill was associated with this organization, especially for representation of single phonemes. These results suggest that deficits underlying reading might include phonological rather than predominantly mapping processes. An extension of this study is currently underway at CU's Intermountain Neuroimaging Consortium (INC). This current study includes adults with and without dyslexia (Brennan, in

preparation) and adds real words in addition to the pseudowords previously tested. Results from current testing combined with previous results will extend our understanding reading skill and dyslexia by demonstrating if and how the cortical organization for phonological representation in the auditory cortex relates to reading ability. We expect to find differences in phonological representation in auditory cortex based on reading ability. Such findings will improve our understanding of the fundamental deficits in dyslexia and warrant inclusion of speech sound processing at the cortical level into the current framework that explains the neurological bases of this disability.

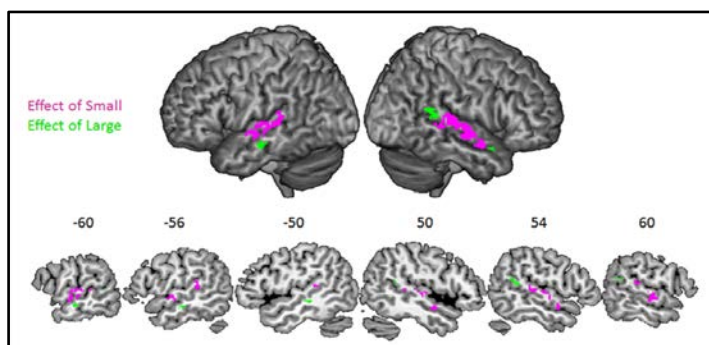


Figure 1: Using fMRI to test phonological representation of large and small grain size segments (i.e., 4 versus 1-2 speech sounds), we found distinct regions within the auditory cortex that selectively activate based on number of speech sounds presented (Brennan & Booth, in preparation).



Figure 2: The Siemens Prisma<sup>fit</sup> 3 Tesla magnetic resonance imaging (MRI) system at The University of Colorado Boulder's Intermountain Neuroimaging Consortium (INC) used for Dr. Brennan's study of phonological representation in the auditory cortex.

## Congratulations to the Class of 2019!



Congratulations to (from left to right) Emily Deeves, Dennell Benson, Ajiana Zanders, Kendra Huskey, Paige Mowery, Lauren Mola, Erin Duncan, Emily Lundberg, and Caleb Kronen - the newest audiologists from CU Boulder!

AuDs &  
Ends:  
News about  
CU's AuD  
Program

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I hope you've enjoyed this issue of our AuDs & Ends newsletter! We'd like to share news with you twice per year – every August and again in January.

If you think you know someone who'd be interested in receiving this newsletter, please share it with them!

Thank you for supporting our students and our program!