

October 2, 2025

8-9:30am

0.15 CEs

Michelle Netoskie COPM, COC, CPC, CPB, CPMA, CPPM, CRC, CPC-I	Ethical Audiology: Navigating Compliance and Integrity in Hearing Aid Sales
Participant Outcomes	<p>Identify potential ethical dilemmas related to hearing aid sales and dispensing, including conflicts of interest and inducements.</p> <p>Apply the Anti-Kickback Statute and False Claims Act to real-world scenarios in audiology practice, particularly regarding hearing aid recommendations and billing.</p> <p>Implement strategies for transparent and informed consent, ensuring patients understand the financial and clinical implications of their hearing aid purchase.</p> <p>Recognize and address potential conflicts of interest related to manufacturer relationships, referral sources, and financial incentives.</p> <p>Develop a framework for ethical decision-making in hearing aid sales, prioritizing patient well-being and professional integrity.</p>
Agenda	<ol style="list-style-type: none">1. Opening and Agenda (10 minutes)2. Ethical Challenges (25 minutes)3. Legal compliance (20 minutes)4. Strategies for Integrity (20 minutes)5. Conclusion and Questions (15 minutes)
Bio	<p>Michelle Mesley-Netoskie, brings more than three decades of experience in revenue cycle management and extensive experience in otolaryngology coding and billing. She joined the team at Fuel Medical in 2024 and specializes in helping members optimize the revenue cycle process. She is also an author, national speaker and educator.</p> <p>Outside of work, Michelle enjoys reading, spending time outdoors and traveling to National Parks. She's had her own crafting business for more than 30 years, where she makes hand-sewn ornaments.</p>

Valerie Connor MA CCC-SLP, MS CHES, DHSc	Cognitive Function and Physical Activity: What is the Connection?
	<p>Recent research has highlighted a strong correlation between physical activity and cognitive function. Evidence has shown that incorporating physical activity into therapeutic interventions not only slows the progression of cognitive decline but also enhances quality of life and improves cognitive outcomes for individuals with mild cognitive impairment (MCI). The presentation explored the specific types of</p>

	physical activities that yield measurable benefits for patients with MCI. Additionally, it show cased innovative technological tools and provided practical strategies for integrating physical activity into both speech therapy sessions and patients' daily routines.
Participant Outcomes	<p>Describe the research-supported connection between physical activity and cognitive function, particularly in individuals with mild cognitive impairment (MCI).</p> <p>Identify specific types of physical activities and technological tools that have been shown to improve cognitive outcomes and quality of life for patients with MCI.</p> <p>Develop practical approaches to incorporating physical activity into speech therapy sessions and patients' daily routines, enhancing therapeutic outcomes.</p>
Agenda	<p>Duration: 90 minutes</p> <ol style="list-style-type: none"> 1. Welcome and Introduction (5 minutes) 2. The Connection Between Physical Activity and Cognitive Function (20 minutes) 3. Specific Physical Activities Beneficial for Patients with MCI (20 minutes) 4. Technological Tools to Enhance Physical Activity Interventions (15 minutes) 5. Practical Strategies for Integration (20 minutes) 6. Q&A and Discussion (10 minutes) 7. Conclusion and Key Takeaways (5 minutes)
Bio	<p>Valerie J. Connor is an accomplished healthcare professional and academic with over 25 years of experience in speech-language pathology, health education, and academic leadership. She holds advanced degrees in Speech Pathology and Health Education, is a Certified Health Education Specialist, and has extensive clinical experience in acute rehabilitation, long-term care, and sub-acute settings.</p> <p>An experienced educator, she serves as an adjunct professor and curriculum developer, designing undergraduate and graduate programs in health administration and medical ethics. Valerie is the co-author of Applied Law and Ethics for Health Professionals and has presented at numerous national and international conferences, including those of the American Speech-Language-Hearing Association and the Institute for Healthcare Advancement. Her work is focused on improving health outcomes through effective communication and evidence-based practices.</p>

Stephanie McDonald School Track	Beyond the Speech Room: Partnering for Powerful Interventions
	This presentation provides speech-language pathologists (SLPs) with a comprehensive overview of general education communication interventions within the Iowa educational framework. Participants will

	define foundational knowledge relevant to these interventions, clarify the roles and responsibilities of SLPs in general education, and learn how to effectively communicate their support to educators. Through practical examples and structured strategies, attendees will develop and apply collaborative skills to co-design and monitor compliant communication interventions using a problem-solving approach. This session aims to equip SLPs with the tools to support student success while ensuring alignment with state guidelines and educational best practices.
Participant Outcomes	<p>Define foundational knowledge of general education communication interventions in Iowa</p> <p>Define roles and responsibilities in general education communication interventions</p> <p>Explain to teachers SLP support in general education communication interventions</p> <p>Implement learned skills to collaborate effectively with teachers to design appropriate interventions</p> <p>Design and monitor compliant general education interventions using a structured problem-solving framework</p>
Agenda	<ol style="list-style-type: none"> 1. Welcome and Introduction (5 minutes) 2. Foundational Knowledge and Why It Matters (10 minutes) 3. Roles and Responsibilities in General Education Interventions (10 minutes) 4. Strategies for Effective Collaboration with General Education Staff (25 minutes) 5. Design Compliant Interventions Using a Problem Solving Framework and Collaboration (25 minutes) 6. Q&A and Discussion (10 minutes) 7. Conclusion and Key Takeaways (5 minutes)
Bio	Stephanie McDonald graduated with a Master's in Speech-Language Pathology from the University of South Dakota. She was employed with Green Hills AEA as a SLP for 12 years and was the SLP Discipline Coordinator for 2 years prior to leaving Green Hills. Stephanie earned her Educational Specialist Degree from Northwest Missouri State University in May 2025. Currently, Stephanie works as an Education Program Consultant for Continuous Improvement in the Special Education Division for the Iowa Department of Education.

9:45-10:45am

0.1 CEs

Dylan Heuer Outreach Program Manager for TIA Axel Carlson Outreach Coordinator for Relay Iowa	Empowering Communication with Accessibility Over the Phone
	Telecommunications Access Iowa (TAI) was a statewide program created by the Iowa Utilities Commission. It provided vouchers covering up to 99% of the cost of specialized telecommunications equipment, such as tablets, smartphones, amplified phones, and captioned phones, enhancing accessibility. Relay Iowa provides telecommunications services at no cost for people who are deaf, hard of hearing or have

	speech difficulties, enhancing accessibility and empowering independent communication.
Participant Outcomes	<p>Describe the application process to receive an equipment voucher and identify the qualifications.</p> <p>Explain how the voucher is used, what percentage of cost the voucher covers, and who accepts them as payment for telecommunications equipment.</p> <p>Outline the relay services available at no cost to residents in Iowa that assist people who are deaf, hard of hearing or have speech difficulties connect over the telephone.</p> <p>Identify how Speech-to-Speech service may benefit individuals with a variety of speech difficulties independently make phone calls.</p> <p>Explain how captioned telephones may benefit a person who is hard of hearing utilize captions on an amplified phone to reduce stress when staying connected with loved ones.</p> <p>Explain the analog to digital transition and how it impacts telecommunications accessibility. Identify solutions and take away materials on this topic.</p>
Agenda	<ol style="list-style-type: none"> 1. Introduction of presenters and overview of presentation (5 minutes) 2. Telecommunications Access Iowa equipment distribution program in Iowa (20 minutes) <ul style="list-style-type: none"> - What it is - Who benefits - Outlines equipment - Application process and Qualifications 3. Relay Iowa (20 minutes) <ul style="list-style-type: none"> - What statewide services are available in Iowa - Confidentiality - How it Works - Brief overview of services - Analog to Digital Transition 4. Q&A (15 minutes)
Bio	<p>Dylan Heuer is the Program Manager for TAI. As a deaf person, Dylan understands the barriers that people with hearing loss & speech difficulty encounter daily and works to provide equal access to communication. Dylan travels around the state providing outreaching opportunities to those who will benefit from TAI.</p> <p>Axel Carlson is originally from Post Falls, Idaho and is an Outreach Coordinator for Hamilton Telecommunications. Axel specializes in connecting the Deaf, hard of hearing, DeafBlind, and those with speech differences with services that can provide them with more independence. Working with different stakeholders such as community organizations,</p>

	professional associations, local business, and state partners, Axel provides information about relay services that could benefit the greater community.
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David Krupke MA, CCC-SLP	Behavioral Voice Therapy for Bilateral Vocal Fold Paralysis
	Bilateral vocal fold paralysis (BVFP) is a rare occurrence which impacts speaking, swallowing and breathing. This presentation is an overview of research on three individuals with BVFP whose voices were not sufficient for personal and professional use after the completion of a medical procedure.
Participant Outcomes	State 3 causes of bilateral vocal fold paralysis.
	List and describe 3 medical interventions for bilateral vocal fold paralysis. Identify 3 ingredients and 3 mechanisms of action utilized in the research study cases presented.
Agenda	<ol style="list-style-type: none"> 1. Introduction/Reason for Research (5 minutes) 2. Review of Causes of Bilateral Vocal Fold Paralysis (10 minutes) 3. Review of Ingredients and Mechanisms of Action of Behavioral Voice Therapy (5 minutes) 4. Case Study 1 (10 minutes) 5. Case Study 2 (10 minutes) 6. Case Study 3 (10 minutes) 7. Research Outcomes Summary and Q&A (10 minutes)
Bio	<p>David Krupke is a graduate of Western Illinois University and did post-graduate work at the University of Iowa in Instructional Design and Technology. His professional experiences include school-based SLP services, interdisciplinary preschool diagnostic team, 0-3 collaborative service provider, and clinical supervision at Augustana College and the University of Iowa. Currently, he is a Clinical Assistant Professor at St. Ambrose University where he provides clinical supervision, is a course instructor for Voice and Resonance Disorders, and conducts research on treatment efficacy in behavior change for speech sound disorders, foundational literacy skills, and voice disorders.</p> <p>Mr. Krupke is the recipient of an ASHA State Volunteer Award, Iowa Speech-Language-Hearing Association Honors, and the Neil Ver Hoef Award for Extraordinary Service to the Profession in Iowa. He has presented at state, national and international conferences and has published in state, regional, national and international journals in which he was a contributing author to a study in Ecuador on the development of robotics for speech disorders. Most recently, Mr. Krupke presented on the use of behavioral voice therapy for bilateral vocal fold paralysis at the Fall Voice Conference, a national conference for speech pathologists, medical students, and laryngologists.</p> <p>Today's presentation will detail his research on behavioral voice therapy for individuals with bilateral vocal fold paralysis.</p>

Rachael Suddarth PhD, CCC-SLP	Linking Health and Learning: Chronic Illness in School
	Chronic health conditions impact 21 million students in the US. As members of 504 and IEP teams, audiologists and SLPs play a role in ensuring the educational needs of students with chronic illnesses are met. A framework developed by the EAPP at Children's Wisconsin guided discussion about service delivery and problem solving.
Participant Outcomes	<p>List educational impacts of chronic illness.</p> <p>Summarize the application of health history information on the IEP and 504.</p> <p>Link health and learning using the Health-Body-Brain Connection Logic Chain.</p> <p>Apply the Reverse Logic Chain in clinical examples.</p>
Agenda	<p>1. Introduction to chronic illness in children and how that impacts learning systems (10 minutes)</p> <p>2. Barriers to accessing services and how to address the needs of chronically ill students on the caseload (20 minutes)</p> <p>3. Complete the Health-Body-Brain Connection Logic Chain for a case study (10 minutes)</p> <p>4. Use the Reverse the Health-Body-Brain Connection Logic Chain for clinical examples (15 minutes)</p> <p>5. Questions (5 minutes)</p>
Bio	Rachael Suddarth is a professor at St. Ambrose University and teaches courses in Early Intervention and Developmental Disorders of Language and Cognition. Clinically, she has worked in public schools in Missouri and Arizona and currently provides services to children in conjunction with a Davenport nonprofit. She has a child with a chronic illness that impacts his learning.

11:00-12:30p

0.15 CEs

Michelle Netoskie COPM, COC, CPC, CPB, CPMA, CPPM, CRC, CPC-I	Understanding Iowa Medicaid Hearing Aid Coverage: IA Health Link and Hawk-I
Participant Outcomes	<p>Describe the general hearing aid coverage provided by Iowa Medicaid.</p> <p>Identify the two primary Iowa Medicaid plans offering hearing aid coverage: IA Health Link and HAWKI.</p> <p>Understand the key differences and potential limitations in hearing aid coverage between the IA Health Link and HAWKI plans.</p> <p>Explain what services related to hearing aids are typically covered by Iowa Medicaid, including audiological assessments.</p>

Agenda	<ol style="list-style-type: none"> 1. Opening and Agenda (5 minutes) 2. Foundation of Medicaid (10 minutes) 3. EPSDT Program Overview (10 minutes) 4. Hawk-I Deep Dive (10 minutes) 5. Covered Audiological Services (10 minutes) 6. Hearing Aids and Replacement Devices (15 minutes) 7. Prior Auth Process (10 minutes) 8. Conclusion and Questions (10 minutes)
Bio	<p>Michelle Mesley-Netoskie, brings more than three decades of experience in revenue cycle management and extensive experience in otolaryngology coding and billing. She joined the team at Fuel Medical in 2024 and specializes in helping members optimize the revenue cycle process. She is also an author, national speaker and educator.</p> <p>Outside of work, Michelle enjoys reading, spending time outdoors and traveling to National Parks. She's had her own crafting business for more than 30 years, where she makes hand-sewn ornaments.</p>

Gina Weber	Navigating the “Gray Zone” in Complex Dysphagia Care
	Clinical decisions in dysphagia care are rarely clear-cut, involving complex considerations with multiple care paths. Participants were guided in dissection of cases to explore an array of information, including history, diagnostics, and patient values to support critical decision-making.
Participant Outcomes	<p>Identify at least three common pieces of information from the medical history to support potential underlying etiology of dysphagia.</p> <p>Identify and describe key information used in coordination with diagnostic findings to support rationale for dysphagia care plan.</p> <p>List and explain at least two benefits for providing care options vs. a single recommendation in complex dysphagia cases.</p>
Agenda	<ol style="list-style-type: none"> 1. Introduction, Disclosures, Learner Outcomes (5 minutes) 2. Foundational Considerations When Developing Clinical Paths in Dysphagia Care. (20 minutes) 3. Dissection of complex dysphagia case studies, incorporating foundational considerations: diagnostic tools, swallowing physiology, literature guidance, and patient-centeredness. Includes active participation of attendees via various modes. (60 minutes, 3 case studies) 4. Wrap-up/Questions (5 minutes)
Bio	Gina Weber, MA, CCC-SLP, BCS-S is a medical speech pathologist at the Iowa City VA Medical Center, where she has worked for the past 17 years. She is a Board Certified Specialist in Swallowing and Swallowing Disorders (BCS-S) and has served in various roles locally and nationally to support improved dysphagia care through education and development of targeted programs. She actively serves on local ALS, Traumatic Brain

	Injury, Acute Stroke, and Surgical Airways Transdisciplinary Teams/Committees.
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Stephanie McDonald	
School Track	
Participant Outcomes	
Agenda	
Bio	Stephanie McDonald graduated with a Master's in Speech-Language Pathology from the University of South Dakota. She was employed with Green Hills AEA as a SLP for 12 years and was the SLP Discipline Coordinator for 2 years prior to leaving Green Hills. Stephanie earned her Educational Specialist Degree from Northwest Missouri State University in May 2025. Currently, Stephanie works as an Education Program Consultant for Continuous Improvement in the Special Education Division for the Iowa Department of Education.

1:00-2:00p

0.1 CEs

	Credentialing Crossroads: What Comes Next for SLPs and AuDs?
Megan Berg SLP	This session explored the history and current landscape of SLP credentialing, including licensure, certification, and the CFY. Attendees examined key tensions in the field and participated in structured dialogue to reflect on future directions.
Participant Outcomes	<p>Describe the historical development of licensure and certification in speech-language pathology and audiology, including key milestones such as the emergence of state licensure, the CFY/CCC framework, and divergence from audiology's credentialing model.</p> <p>Identify current credentialing systems (e.g., CFY, CCC, state licensure, interstate compact) and explain how they interact, overlap, and contribute to professional role confusion or identity tensions.</p> <p>Connect the dots between certification, licensure, education, and clinical training standards to better understand how the profession functions while staying in connection with colleagues through open, respectful dialogue about the future of the field.</p>
Agenda	<ol style="list-style-type: none"> 1. Welcome and Framing the Conversation (5 minutes) 2. Brief Historical and System Overview (10 minutes) 3. Identifying Key Tensions (10 minutes) 4. Facilitated Group Dialogue (25 minutes) 5. Closing Reflections and Q&A (10 minutes)
Bio	Megan Berg is a speech-language pathologist and founder of Therapy Insights, a company that creates real-world, evidence-informed resources for clinical settings. With a background in science communication, design, and inpatient rehab, Megan brings a multidisciplinary lens to the systemic challenges facing the field. She has

	spent the past two years researching the complex history and evolving landscape of licensure, certification, and professional training in speech-language pathology. Drawing from this work, Megan facilitates thoughtful, in-person conversations that prioritize reflection over debate and connection over consensus. Her approach invites clinicians to grapple with the complex, layered questions shaping the future of the profession.
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2:15-3:45p

0.15 CEs

Jacquelin Carder AuD, CCC-A Laura Schmitt MS, CCC-SLP, CBIS Nancy Almasi SLP-D, CCC-SLP	Supervision of Speech-Language Pathology and Audiology Graduate Student Clinicians in Fast-Paced Medical and Educational Settings
	This presentation by University of Iowa clinical instructors explored strategies to enhance student learning in medical and educational outplacements. Topics included student preparation, critical thinking support, effective feedback, and structured yet flexible learning. Attendees gained practical tools to optimize training and foster clinical independence in dynamic and fast-paced settings.
Participant Outcomes	Identify ways to optimize the onboarding process that takes place prior to the student's first day. Identify strategies to support student learning in fast-paced medical and educational settings. List and describe effective feedback techniques to use in fast-paced medical and educational settings.
Agenda	1. Jacqueline Carder discusses outplacement onboarding. Topics include orientation to the outplacement, student learning profile/preferences, necessary readings/preparation, instructor expectations, student goals. Onboarding resource materials will be provided for audience use. (20 minutes) 2. Laura Schmitt discusses supervision in fast-paced medical setting. Topics include: support student critical thinking skills, effective feedback strategies, and how to provide structured learning objectives while being adaptable to schedule changes. Effective feedback materials will be provided for audience use. (20 minutes) 3. Nancy Almasi discusses supervision in fast-paced educational setting. Topics include: support student critical thinking skills, effective feedback strategies, and how to provide structured learning objectives while being adaptable to schedule changes. Effective feedback materials will be provided for audience use. (20 minutes) 4. Use interactive poll questioning to assess learner outcomes. (15 minutes) 5. Open for audience questions. (15 minutes)
Bio	Jacqueline Carder is an audiologist interested in clinical instruction of audiology graduate students, educational audiology topics, and the social

	<p>and emotional well-being of individuals with hearing loss. She is passionate about improving the communication and self-advocacy skills of children who are deaf and hard of hearing. Jacqueline has served as a Clinical Director of Special Olympics Iowa Healthy Hearing since 2016 and is committed to serving neurodivergent individuals.</p> <p>Laura Schmitt M.S., CCC-SLP, CBIS is a speech language pathologist and Clinical Assistant Professor at the University of Iowa in the Department of Communication Sciences and Disorders. She specializes in the evaluation and treatment of speech, language, and cognitive-communication impairments secondary to stroke, traumatic brain injury, or progressive neurological diseases such as dementia, primary progressive aphasia, and Parkinson's disease. Her clinical team, which includes graduate speech-language pathology students, delivers comprehensive diagnostic and therapeutic interventions to target various aspects of speech, language and cognitive communication at both the Wendell Johnson Speech and Hearing Center and the University of Iowa Health Care. At UI Health Care, she supervises graduate students and provides speech therapy services to the adult neurology and neurosurgical populations. She is also a member of the Multidisciplinary Parkinson's Disease Clinic. Additionally, Laura facilitates two weekly aphasia groups including Modalities Aphasia Group - Improving Communication (MAGIC) and Aphasia Reading Club (ARC). Her newest initiative is the Mindful Readers Book Club, a six-week book club for individuals with a variety of neurological diagnoses.</p> <p>Nancy Almasi is a speech-language pathologist and clinical instructor with extensive experience in clinical practice in both educational and medical settings. She specializes in assessment and treatment of pediatric speech and language disorders with a passion for mentoring graduate students and advancing clinical education.</p>
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4:00-5:00p

0.1 CEs

Alea Meyer AuD	Verifit: The Greatest Tool in Your Toolbox
	It's well understood in the audiology community that the verifit can be used for hearing aid verification and checking of ANSI specifications. The presentation included case studies of quick and creative ways to use the Verifit in a fast-paced clinic.
Participant Outcomes	Explain directionality, noise reduction, speechmapping, and other electroacoustic testing.
	Identify hearing aid issues and which electroacoustic testing can be used to test hearing aid function.

	Test hearing aid function after discussion of real-life case studies highlighting the usefulness of the Verifit.
Agenda	
Bio	Alea Meyer is an audiologist working at UIHC in the Hearing Aid Center. She works with pediatric and adult patients fitting hearing aids and osseointegrated devices.

Heather Greene MS, CCC-CLP, CLC, CBIS	Thickened Liquids in Pediatrics: Trials to Triumph
	Thickened liquids is an EBP used in pediatric dysphagia management. This session explored indications/contraindications, assessment of thickened liquids on swallow study and execution of recommendation. Thickening options, possible solutions to challenges and treatment interventions are discussed.
Participant Outcomes	Identify indications for the use of thickened liquids in pediatric dysphagia management
	Describe common challenges encountered when thickening liquids for infants and children with dysphagia Generate potential solutions to identified challenges with thickening liquids for infants and children with dysphagia
Agenda	<ol style="list-style-type: none"> 1. Introduction and disclosures (5 minutes) 2. Brief overview of typical development of feeding-swallowing skills (5 minutes) 3. Review of disordered swallow function (5 minutes) 4. Discussion of indications/contraindications for thickened liquids (10 minutes) 5. Overview of evaluation of thickened liquids on instrumental swallow assessment (10 minutes) 6. Implementation of thickened liquid following instrumental swallow assessment (10 minutes) 7. Applications to case studies including at least 1 infant and 1 toddler (10 minutes) 8. Questions/Answers (5 minutes)
Bio	Heather Greene M.S., CCC-SLP, CLC, CBIS is a pediatric speech-language pathologist. She has experience working with children ages birth to 21 years of age in a variety of clinical settings including early intervention, NICU, PICU, general acute care pediatric units, outpatient as well as completing pediatric videofluoroscopic swallow studies. Her clinical interests include pediatric feeding-swallowing disorders, acquired brain injury and tracheostomy/ventilator dependent.

Julia Kerrigan MA Naomi Rodgers PhD, CCC-SLP	Using Art & Multimedia to Explore Stuttering with Clients
	Stuttering therapy is shifting toward more stutter-affirming goals, activities, and outcomes. You might have wondered what to address in therapy, and how. This session provided numerous activities – exploring

	the use of books, videos, and the arts – to implement with clients who stutter of all ages.
Participant Outcomes	<p>Summarize the empirical utility of using art and multimedia in stuttering therapy.</p> <p>Apply an art or multimedia based stuttering therapy activity with a peer.</p> <p>Connect long-term and short-term goals to potential therapy activities.</p>
Agenda	<ol style="list-style-type: none"> 1. Welcome, introductions, disclosures (5 minutes) 2. Interactive word cloud of current activities/approaches in stuttering therapy (10 minutes) 3. Example activities with bibliotherapy across age groups, discuss implementation (10 minutes) 4. Example activities with cinematherapy across age groups, discuss implementation (10 minutes) 5. Example activities with arts expression across age groups, discuss implementation (10 minutes) 6. Discuss goals that allow for exploring identity as a PWS (5 minutes) 7. Q&A (10 minutes)
Bio	<p>Julia Kerrigan, M.A., is a PhD student in the Stuttering Lab at the University of Iowa and a 2024 ISHA Scholar. Kerrigan is a founding member of SPACE, an art-based stuttering support organization.</p> <p>Naomi Rodgers, PhD, CCC-SLP is an assistant professor in the Department of Communication Sciences and Disorders at the University of Iowa. She teaches courses in stuttering, counseling, and clinical methods, and directs the Iowa Stuttering Lab where her team researches the cognitive, emotional, and social aspects of stuttering experiences and therapy. Naomi also co-directs the UI SHINE summer program for youth who stutter or are Deaf/hard of hearing and facilitates support groups for people who stutter of all ages through FRIENDS (the National Association for Young People Who Stutter) and the Iowa City chapter of the National Stuttering Association. She also serves on the executive board of the World Stuttering and Cluttering Organization. Naomi's work is inspired by her experiences as a person who stutters and stutter-affirming SLP.</p>

October 3, 2025

8:00-9:30a

0.15 CEs

Gabrielle Merchant AuD, PhD	Wideband Acoustic Immittance: What is it, How do you measure it, and What can it tell us?
	Wideband Acoustic Immittance (WAI) is a non-invasive method that measures ear canal responses to wideband sounds (250–8000 Hz), offering insights into peripheral auditory function beyond traditional

	<p>tympanometry. This presentation covered WAI methods, diagnostic uses across ages, and new research on its role in diagnosing otitis media.</p>
Participant Outcomes	<p>Describe what wideband acoustic immittance is</p> <p>Perform a wideband acoustic immittance measurement,</p> <p>Determine whether a wideband acoustic immittance measurement suggests middle-ear dysfunction and further what pathology it might suggest</p>
Agenda	<ol style="list-style-type: none"> 1. Describe what WAI is (15 minutes) 2. Describe how you measure WAI (15 minutes) 3. Describe current findings in the literature on the utility of WAI (30 minutes) 4. Describe current work in my laboratory on improving the differential diagnosis of otitis media with WAI (30 minutes) 5. Have participants interpret example findings based on what they have learned (15 minutes) 6. Questions (15 minutes)
Bio	<p>Gabrielle R. Merchant, Au.D., Ph.D., is a hearing scientist and audiologist with interdisciplinary training in audiology, engineering, psychoacoustics, biology, and auditory neuroscience. She is the Director of the Translational Auditory Physiology and Perception Laboratory at Boys Town National Research Hospital. She earned her undergraduate degree from Smith College, her Ph.D. from the Harvard-MIT Division of Health Sciences and Technology Speech and Hearing Bioscience and Technology program, and her Au.D. from the University of Massachusetts Amherst. Her translational research focuses on auditory mechanics, auditory perception, and advancing evidence-based practice through improved clinical diagnostic tools.</p>

<p>MaryBeth Myers MA, CCC-SLP</p>	<p>From Therapist to Patient: SLP's Journey with Brain Tumor <i>Nancy Ritchie Memorial Lectureship</i></p>
	<p>The presenter discussed signs, symptoms and concerns related to neurological changes and deteriorating skills. The presenter used her skills and knowledge in the field of speech-language pathology to seek assistance and identified her symptoms of brain tumor, sought aggressive treatment and post-surgical therapies and assistance. She returned to her practice and has treated numerous patients with neurological conditions and provided assistance to school teams and families with a new knowledge since her own health crisis.</p>
Participant Outcomes	<p>Identify signs and symptoms of neurological disorders (brain tumors).</p> <p>List types of brain tumors, histology according to the World Health Organization, and differences between tumor types.</p> <p>Describe skilled treatments, therapies, and post-surgical changes.</p>

	Explain self-advocacy and financial concerns associated with neurosurgery.
Agenda	1. Background- Personal and professional (5 minutes) 2. Signs and Symptoms (10 minutes) 3. Journey with hospitalization/craniotomy (15 minutes) 4. Insurance and advocacy (10 minutes) 5. Therapies and recovery (10 minutes) 6. Radiation therapy (10 minutes) 7. Practice skills- community work (10 minutes) 8. Return to practice and understanding of my patients (5 minutes) 9. Q and A (15 minutes)
Bio	MaryBeth Myers is a practicing SLP at MercyOne Genesis Outpatient Pediatric Therapy Clinic, Bettendorf, IA. She has practiced in her field for 34 years, is past president of Quad Cities Speech-Language Hearing Association, serves on the Concussion Team for Genesis MercyOne, and is active in her practice and provides guest lectures in her community. She is a brain tumor survivor and uses her past experiences to help others in their journey and recovery. Prior to her work at MercyOne Genesis, MaryBeth served students in public schools in Davenport, working for Mississippi Bend Area Education Agency for 20 years. MaryBeth and her husband Chris are graduates of Augustana College, Rock Island, IL and Northern Illinois University, DeKalb, IL.

TBD – School Track	
Participant Outcomes	
Agenda	
Bio	

10:30-12:00p

0.15 CEs

TBD – Audiology Track	
Participant Outcomes	
Agenda	
Bio	

Serena Chipara MS, CCC-SLP	Dysphagia and Communication Evaluation and Treatment in ALS
	What every SLP needs to know to work with individuals with Amyotrophic Lateral Sclerosis (ALS). For Speech-Language Pathologists, ALS presents unique challenges related to speech, swallowing (dysphagia), and communication. Here's an overview of essential information for SLPs working with ALS patients, including speech assessments, treatment ideas, AAC options, and dysphagia management.

Participant Outcomes	<p>Defined Amyotrophic Lateral Sclerosis and Identify signs and symptoms of ALS in an oral mech examination and patient history.</p> <p>Identify common speech and swallowing disorders associated with the disease.</p> <p>Interpret clinical findings to refer a patient to a neurologist for further assessment.</p> <p>Identify communication and swallowing assessments and therapeutic interventions appropriate for persons with ALS.</p> <p>Identify resources for working with persons with ALS.</p> <p>Explain the importance of voice and message banking, double dipping, and voice cloning.</p>
Agenda	<ol style="list-style-type: none"> 1. Define Amyotrophic Lateral Sclerosis and Identify signs and symptoms of ALS in an oral mech examination and patient history. (5 minutes) 2. Descriptives of common speech and swallowing disorders associated with the disease, and need to refer to neurologists. (10 minutes) 3. Identify communication and swallowing assessments (5 minutes) 4. Therapeutic interventions appropriate for persons with ALS. (10 minutes) 5. Identify resources for working with persons with ALS. (5 minutes) 6. Resources and show items available with ALS Association (15 minutes) 7. Define and share resources for voice and message banking, double dipping, and voice cloning. (15 minutes) 8. Case presentation (15 minutes) 9. Questions (10 minutes)
Bio	<p>Serena Chipara, MS, CCC-SLP, is a highly skilled speech-language pathologist at the University of Iowa Health Care. Serena earned her master's degree in Speech-Language Pathology from the University of Southern Illinois Edwardsville, and she is certified by the American Speech-Language-Hearing Association. She specializes in treating speech, language, and swallowing disorders, with a particular interest in neurological disorders. She is particularly dedicated to her work in the Neuromuscular Multidisciplinary Clinic and Huntington's Disease Clinic, where she provides care for patients diagnosed with Amyotrophic Lateral Sclerosis, Muscular Dystrophies, and Huntington's Disease. Serena focuses on offering personalized, compassionate care to help patients manage speech, language, and swallowing challenges associated with various neurological conditions. Serena is an active member of the American Speech-Language-Hearing Association and the Iowa Speech and Hearing Association.</p>

Lea Allbaugh	Uncovering the Missing Link: How Orofacial Myofunctional Disorders Impact Success in Speech and Swallow Therapy
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BSDH, MS, CCC-SLP, QOM	Speech-language pathologists often encounter clients who plateau in therapy despite consistent intervention. This course explores the critical role orofacial myofunctional disorders (OMDs) play in the progress of both speech and swallowing goals. Participants will learn how structural and functional differences, such as poor oral resting posture, dental occlusion, lingual coordination, and restricted lingual mobility can interfere with articulation, and oral phase swallowing skills. Attendees will gain a deeper understanding of how to identify when OMDs may be impacting progress, screen for OMDs, and collaborate with interdisciplinary professionals.
Participant Outcomes	<p>Identify key characteristics of orofacial myofunctional disorders (OMDs) that can negatively impact progress in speech and swallowing therapy.</p> <p>Explain the impact of lingual coordination, oral resting posture, and airway patency on articulation development and oral phase swallowing skills.</p> <p>Screen for common signs of OMDs and determine when referral to an orofacial myologist, ENT, or dentist/orthodontist is needed.</p>
Agenda	<ol style="list-style-type: none"> 1. Introduction of OMDs (10 minutes) 2. Form/structural comments related to speech and swallowing (40 minutes) 3. Functional components of speech and swallowing related to oral structure variations (20 minutes) 4. Case Study (15 minutes) 5. Questions (5 minutes)
Bio	Lea Allbaugh, BSDH, MS CCC-SLP, QOM has a unique background as a speech-language pathologist, Qualified Orofacial Myologist through Neo Health Services, and former dental hygienist. She received a Bachelor of Science in Dental Hygiene from the University of South Dakota and a Master of Science in Speech Language Pathology from the University of St Augustine for Health Sciences. Her integrative perspective on orofacial structure and function combined with a diverse clinical background allow her to bridge the gap between oral structural development and its impact on oral function. Applying experience across medical, dental, and outpatient settings, Lea enjoys educating and supporting SLPs to feel confident in recognizing and addressing the root causes behind persistent communication and feeding challenges.

1:30-3:00p

0.15 CEs

Tena McNamara	
Participant Outcomes	
Agenda	
Bio	

3:30-5:00p

0.15 CEs

Kevin Kock AuD, MPH, CCC-A	Empowering Change: Advanced Advocacy Strategies for Speech and Hearing Advocacy is a dynamic process that requires persistence, strategy, and collaboration to influence healthcare policies, secure funding, and protect the interests of practitioners and the communities they serve. This session provided advanced strategies for becoming an effective advocate, focusing on priority areas in Iowa and nationwide. Storytelling in advocacy was emphasized, identifying opportunities to connect with decision-makers, and leveraging data to support compelling narratives. Small group activities allowed participants to apply these principles to their practice, developing tailored advocacy plans.
Participant Outcomes	Describe 3 advanced strategies for effective advocacy in audiology and speech-language pathology. Identify opportunities to use storytelling and data to enhance advocacy efforts. Develop a personalized advocacy plan that addresses local, state, or national priorities.
Agenda	<ol style="list-style-type: none">1. Introduction and Disclosure (5 minutes)2. Recap of advocacy principles and evolution from last year (15 minutes)3. Advanced advocacy strategies (storytelling, data use, legislative engagement) (15 minutes)4. Overcoming challenges and barriers in advocacy (15 minutes)5. Hands-on activity: Create an individualized advocacy plan (15 minutes)6. Sharing plans and peer feedback (10 minutes)7. Wrap-up and discussion (10 minutes)8. Questions and conclusions (5 minutes)
Bio	Dr. Kevin Kock, AuD, MPH, CCC-A, is a private-practice audiologist at Quad Cities Audiology Consultants who specializes in hearing loss prevention, amplification, leadership strategy, and integrating public health principles within audiology. He serves as Vice President for Audiology Practice on the ASHA Board of Directors and is dedicated to advancing audiology locally and nationally. Based in Davenport, Iowa, Dr. Kock serves patients of all ages in Iowa and Illinois. He strives to empower patients with the tools they need to be successful advocates and communicators. He has previously served on the ISHA Board and as the Chair of the Iowa Licensure Board for Speech Pathology and Audiology.