



In collaboration with the
Communication Sciences and Disorders Program
at the University of Texas-Rio Grande Valley

presents

Special Topics in Serving Multicultural Populations: An Ethical Perspective

October 27, 2018
7:45 am – 4:00 pm CST

Location: The University of Texas—Rio Grande Valley
1201 West University Drive
Edinburg, TX 78539

Edinburg Dining and Ballroom Complex (EDBCX) Ballroom
(see #18 on the UTRGV campus map)

Course Description

The 2018 TOMMAS conference provides an ethical perspective about a range of topics, from changing demographics to multicultural and ethical considerations when providing services in the areas of augmentative and alternative communication (AAC), general rehabilitation issues when serving pediatric and adult clients, specific considerations for working with multicultural populations with trach/vent dependencies, and a session focusing on applying ethical theories to common workplace situations using the ASHA Code of Ethics. This course is offered for 0.6 ASHA CEUs, and includes six hours of ethics training.

Learning objectives

At the end of this course, participants will be able to:

1. Describe the changing demographics of the U.S. and Texas populations, and discuss ethical implications for SLPs serving diverse populations.
2. Explain how a social justice perspective impacts service delivery
3. Describe at least one ethical challenge when using AAC devices by CLD students with complex communication needs.
4. List at least two best practices for working with Spanish speaking individuals in medical settings
5. Analyze common work situations that clinicians encounter using ethical theory and the ASHA Code of Ethics

TOMMAS Conference Schedule

7:45 to 8:20 am	Onsite registration, Edinburg University Center (EUCTR) Ballroom
8:20 to 8:30 am	Welcome, Housekeeping, and Overview
8:30 to 9:30 am	Changing Demographics and the Ethical Implications for our Profession (Teri Mata-Pistokache)
9:30 to 10:30 am	Working with Multicultural Populations Through the Rehabilitation Process (Kim Nyugen-Finn)
10:30 to 10:45 am	Break
10:45 to 11:45 am	AAC and Multicultural Considerations (Mayra Perez)
11:45 to 12:15	TOMMAS Business Meeting (Ruth Fernandez)
12:15 to 1:00 pm	Lunch
1:00 to 2:00 pm	Adult Geriatric Swallowing Trachs/Vents Considerations for a Multicultural Population (James Culbertson, Myrna Bodden)
2:00-2:15 PM	Break
2:15 to 4:15 pm	Applying Ethical Theories to Issues Confronted by ASHA Professionals (Gregory Gilson)

For course descriptions, learning objectives, agenda, and speaker bios and disclosures for each session, see below. **No partial credit is offered.** Pearson Assessments Division is ASHA CE Provider for this continuing education event. Facilities provided by the Communication Sciences and Disorders program at the University of Texas-Rio Grande Valley. Refreshments and lunch provided by TOMMAS.



Pearson Assessments Division is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.6 ASHA CEUs (Intermediate level, Professional area.)

ASHA CEUs are awarded through the ASHA CE Registry to SLPs, audiologists, or speech/language/hearing scientists. To receive ASHA CEUs, eligible persons must join the ASHA CE Registry, which functions like a college registrar. In addition to maintaining a permanent, cumulative record of courses and ASHA CEUs (taken from ASHA Professional Development as well as other providers), you may also request official transcripts from the CE Registry. [Learn about the CE Registry.](#)

Joining the Registry is optional. If you are eligible to earn ASHA CEUs, but choose not to join the Registry, you may track your own professional development hours.

Who is eligible to earn ASHA CEUs?

Effective July 1, 2011, individuals must meet at least one of the following conditions in order to be eligible to earn ASHA CEUs.

- ASHA Member (includes Life member and International affiliates)
- ASHA Certificate of Clinical Competence (CCC) Holder
- Licensed by a state or provincial regulatory agency to practice speech-language pathology (SLP) or audiology
- Credentialed by a state regulatory agency to practice SLP or audiology
- Credentialed by a national regulatory agency to practice SLP or audiology
- Engaged in a Clinical Fellowship under the supervision of an individual with their ASHA CCC
- Currently enrolled in a masters or doctoral program in SLP or audiology

What does the ASHA CE Registry do to determine eligibility?

If we receive participant information for an attendee who is not in our database as an "eligible" Registry user, we will send an e-mail requesting the individual provide documentation of eligibility prior to awarding ASHA CEUs. An individual must have at least one eligibility criteria at the time they complete a course to be eligible to earn ASHA CEUs

How soon will a course be on my transcript?

ASHA CE Providers have up to 45 days from the course's end date to send your CEU Participant Form to us. Once here, processing time usually takes one week. During periods of heavy volume, processing time may be longer.

Three easy ways to sign up!

For questions about the ASHA CE Registry, call an Action Center representative Monday through Friday from 8:30 a.m. – 5:00 p.m. ET at 800-498-2071 or e-mail continuinged@asha.org.

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Conference Fees

Registration Fees	Early Bird Registration	On-Site Registration
Professional	\$99.00	\$125.00
Student	\$20.00	\$ 35.00

Please download a TOMMAS 2018 registration form from tommasonline.net and follow the instructions for submitting your Registration Form and payment.

For course descriptions, see pages 3-8.

Course Descriptions and Disclosures

8:30 – 9:30 AM

Changing Demographics and the Ethical Implications for our Profession
Speaker: Teri Mata-Pistokache, Ph.D CCC-SLP

Course Description

An update of Nationwide and State (Texas) Demographics for Minority Populations. In addition, the most recent demographics for Speech Language Pathologists in terms of minorities, and bilingual service providers will be presented. The presentation will conclude with Ethical Responsibilities regarding Identification, Assessment and Treatment of patients who are multicultural and multilingual.

Learning objectives

At the end of this course, participants will be able to:

1. Describe the nationwide and state growth of Multicultural Populations.
2. Discuss the reduced number of bilingual service providers as per ASHA.
3. Identify pertinent principles and rules of the ASHA Code of Ethics as they apply to Multilingual and Multicultural populations.

Agenda

15 minutes	Changes in nationwide demographics
20 minutes	Demographic information about speech-language pathologists serving multicultural individuals
15 minutes	Principles and Rules of the ASHA Code of Ethics as they apply to Multilingual and Multicultural populations
10 minutes:	Q&A

Bio: Teri Mata-Pistokache, Ph.D. is an Associate Professor at the University of Texas-Rio Grande Valley. Her primary interests include the appropriate identification, assessment and treatment of patients who bilingual and bicultural.

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Disclosure

Financial: Teri Mata-Pistokache is employed by the University of Texas Rio Grande Valley, the co-sponsor of this continuing education event.

Non-financial: Teri Mata-Pistokache is the Chair of the TOMMAS Board, the co-sponsor of this continuing education event.

9:30 – 10:30 AM Working with Multicultural Populations Through the Rehabilitation Process
Speaker: Kim Nguyen-Finn, MA LPC-S

Course Description

This presentation focuses on working with those who have communication disorders from a multicultural framework. It explores the cultural implications of various communication disorders, and current literature related to multicultural interventions for those with communication disorders. The incorporation of social justice perspectives (including postcolonialism and Liberation Psychology) as a way of moving beyond multiculturalism to better serve individuals will also be discussed.

Learning objectives

At the end of this course, participants will be able to:

1. Identify how cultural issues affect various communication disorders.
2. Compare current literature on multicultural interventions for communication disorders.
3. Evaluate current treatment modalities' effectiveness.
4. Describe the incorporation of social justice perspectives, especially with a predominantly Hispanic population.

Agenda

10 minutes	Introduction and explanation of multiculturalism
15 minutes	Application of multiculturalism to specific learning disorders
10 minutes	Explanation of social justice, postcolonialis, and Liberation psychology concepts as extensions of multiculturalism
15 minutes	Application of social justice perspectives to the treatment and management of communication disorders
10 minutes	Q&A

Bio: Kim Nguyen-Finn, MA, LPC-S, a mental health counselor since 1998, is a Texas Licensed Professional Counselor Board-approved Supervisor. She provides individual, family, and couples counseling for a wide range of issues, including anxiety disorders, OCD, depression, trauma resolution, and gender identity. Ms. Finn is a doctoral candidate and lecturer at UTRGV's Counseling and Guidance program, and serves as consulting counselor for UTRGV's Office for Victim Advocacy and Violence Prevention and as an expert witness for domestic violence and sexual assault cases. Ms. Finn earned her Master of Arts in Educational Psychology from the University of Texas at San Antonio.

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<p>Disclosure</p> <p>Financial: Kim Finn is employed by the University of Texas Rio Grande Valley, the co-sponsor of this continuing education event. She will receive an honorarium from TOMMAS for this presentation.</p> <p>Non-financial: There are no non-financial relationships to disclose.</p>
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10:45 – 11:45 AM

AAC and Multicultural Considerations

Speaker: Mayra Perez, MS CCC-SLP

Course Description

Augmentative and alternative communication (AAC) devices are important tools for children with complex communication needs. Children who use AAC belong to many cultural groups. For children who are culturally & linguistically diverse there are often barriers in the evaluation, selection, acquisition, treatment, and carryover of AAC devices. This presentation will analyze the barriers and enablers that affect the use of AAC devices by CLD students with complex communication needs.

Learning objectives

At the end of this course, participants will be able to:

1. Describe at least one challenge when using AAC devices by CLD students with complex communication needs.
2. List at least two “enablers” the help clinicians acquire an appropriate device that meets CLD students’ needs.
3. Explain at least one technique that facilitates carryover for CLD students using AAC devices.

Agenda

10 minutes	Overview: AAC devices and multicultural populations
30 minutes	Barriers and enablers affecting use of AAC devices
10 minutes	Case studies
10 minutes	Q & A

Bio: Mayra Perez, MS,CCC-SLP, received her undergraduate and graduate degrees from The University of Texas—Pan-American. She has worked with students with communication disorders for 21 years in schools and home health settings. Currently she is employed by Hutto ISD as a Bilingual SLP and AT Specialist. Mayra specializes in the evaluation and support of children with complex communication needs. She has presented on various AAC topics at the local, regional, and state level. **Email:** mayraperez.slp@gmail.com

Disclosure

Financial: Mayra Perez is employed by the University of Texas Rio Grande Valley, the co-sponsor of this continuing education event.

Non-financial: There are no non-financial relationships to disclose.

1:00 – 2:00 PM

Geriatric Swallowing Trach/Vent Considerations for a Multicultural Population

Speakers: James Culbertson, MA CCC-SLP and Myrna Bodden, BAT

Course Description

This presentation provides clinicians in medical settings with essential information about providing appropriate care for Spanish-speaking individuals with a tracheostomy/vent dependence. The session will include a discussion of best practices for serving Spanish speakers in medical settings, and will outline a pathway of care for individuals with a tracheostomy/vent dependence. Case studies will be discussed.

Learning objectives

At the end of this course, participants will be able to:

1. List at least two best practices for working with Spanish speaking individuals in medical settings
2. Describe a pathway of care for clients with a tracheostomy/vent dependence

Agenda

10 minutes	Overview of working with individuals with tracheostomy/vent dependence
20 minutes	Best practices for working with Spanish-speaking individuals in medical settings
20 minutes	Pathways of care for Spanish speaking clients with tracheostomy/vent dependence
10 minutes	Q&A

Bios

James Culbertson MS-CCC/SLP is a speech-language pathologist with over 20 years of experience helping clients achieve improved voice, swallow and communication abilities. He is employed at Solara Hospital Brownsville and is an adjunct lecturer at the University of Texas-Rio Grande Valley (UTRGV). He is experienced in acute/long-term care, home care, and ICU involving adult, geriatric, and pediatric clients. **Email:** james.culbertson@utrgv.edu

Myrna Bodden, BAT, is a respiratory therapist skilled in managing respiratory care services in a variety of settings a respiratory therapist. A 2001 graduate of the University of Texas--Brownsville, she is employed at Solara Hospital Harlingen. She is experienced in acute/long-term care, home care, NICU, ICU, ER, geriatrics, and pediatrics. She is skilled mechanical ventilation & working with artificial airways. **Email:** myrnatexada@sbcglobal.net

Disclosures

Financial: James Culbertson is employed by Solara Hospital Brownsville and is an adjunct lecturer at the University of Texas-Rio Grande Valley, the co-sponsor of this continuing education event.

Myrna Bodden is employed by Solara Hospital Harlingen, and will receive an honorarium for this presentation.

Non-financial: There are no non-financial relationships to disclose.

Course Description

This session will provide an overview of how a philosophical approach to ethics can be applied to concrete questions of ethics clinicians encounter in the workplace. Specific case studies and situations commonly encountered by speech-language pathologists will be discussed. Participants will learn how to engage theoretical ethical principles to help apply the rules embodied in the ASHA Code of Ethics when working with administrators and clients.

Learning objectives

At the end of this course, participants will be able to:

1. Describe the three main philosophical approaches to ethical theory: Utilitarianism, Deontology, and Virtue Theory.
2. Categorize or analyze common situations that clinicians encounter using the main approaches of ethical theory.
3. Describe the relationship between the main philosophical ethical theories and the codes and rules embodied in ASHA's Code of Ethics.

Agenda

10 minutes	Philosophy and the application of philosophy to concrete questions of issues
30 minutes	Ethical theory
35 minutes	Case studies
35 minutes:	Applying ASHA's Code of Ethics
10 minutes:	Q&A

Bio

Gregory Gilson received his PhD in Philosophy from the University of Wisconsin Madison. He has experience teaching and researching in the Philosophy of Science, the Philosophy of Mind, and Applied Ethics. He is currently an Associate Professor and the Chair of Philosophy at the University of Texas Rio Grande Valley.

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Disclosure

Financial: Gregory Gilson, Ph.D. is employed by the University of Texas Rio Grande Valley, the co-sponsor of this continuing education event. He will receive an honorarium from TOMMAS for this presentation.

Non-financial: There are no non-financial relationships to disclose.