

**PATHWAYS TO PROGRESS CONFERENCE, 2025
LEARNING OUTCOMES**

**Session 1, Kia Noelle Johnson, Understanding the Power of Implicit Bias,
Microaggressions, & Privilege on Your Road Towards Cultural Humility**

Content Subject: Diversity, Equity, and Inclusion in Education, Training, Service Delivery, Public Policy

Content Code: Related

Level: Intermediate

Learner Outcomes:

By the end of this session, participants will be able to:

1. Explain the difference between cultural competence and cultural humility.
 2. Explain the difference between equity and equality
 3. Identify challenges and opportunities in service delivery to culturally diverse populations.
 4. Describe ways to implement culturally responsive practices that can be applied in clinical settings and professional interactions.
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**Session 2, Tiana Cowan and Natalie Mason, The Converging Evidence Framework: How
to Use Multiple Pieces of Diagnostic Data to Reduce Bias in Language Evaluations for
Dual Language Learners**

Subject Code: DLD

Content Code: Professional

Level: 2 Intermediate

Learning Outcomes (see attached CEB Manual Requirement 6 PDF for additional information)

1. Identify benefits of incorporating language sample analysis into language evaluations for dual language learners.
 2. Identify benefits of incorporating dynamic assessment into language evaluations for dual language learners.
 3. Evaluate currently used language experience questionnaires for comprehensiveness.
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**Session 3, Kia Noelle Johnson, Mitigating Fluency Conformity by Championing
Evidence-based CARE**

Content Subject: Fluency Disorders (Including Stuttering and Cluttering)

Content Code: Professional

Level: Intermediate

Learning Objectives

By the end of this session, participants will be able to:

1. Explain the paradigm shift away from fluency conformity in stuttering treatment.
2. Define the components of the CARE (Communication; Advocacy; Resiliency; Education) Model.
3. Formulate goals for implementing the CARE Model.

Session 4, Lisa Goffman, Motor, Language, and Speech Deficits in DLD

Content Subject: DLD

Content Code: Professional

Level: Intermediate

Learning Outcomes: By the end of this session, participants will be able to:

1. Define DLD, SSD, and CAS, and the features that overlap across and also differentiate these disorders.
 2. Describe how and when gross and fine motor deficits are likely to co-occur with these disorders.
 3. Describe domain-general accounts of DLD and CAS that incorporate language, speech (motor and phonological), and gross and fine motor components of these disorders.
 4. Formulate assessment and intervention approaches that follow from this domain-general interactive perspective.
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Session 5, Karla McGregor, Clinical Considerations for Individuals with DLD

Content Subject: DLD

Content Code: Professional

Level: Intermediate

Learning Outcomes (see attached CEB Manual Requirement 6 PDF for additional information)

After participating in this course, learners will be able to:

1. Describe how DLD might present in a five year old; a 10 year old; a young adult.
 2. Explain the relationship between DLD and reading development.
 3. List three measures that are sensitive to the identification of DLD.
 4. Articulate the role of the school speech-language pathologist in diagnosing DLD.
 5. Identify three ways that they can advocate for individuals with DLD.
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Session 6, Krystal Werfel, Supporting Personal Narrative Production in Preschoolers who are Deaf and Hard of Hearing

Content Subject: DLD

Content Code: Professional

Level: Intermediate

Learning Outcomes (see attached CEB Manual Requirement 6 PDF for additional information)

After participating in this course, learners will be able to:

1. Describe elaborative reminiscing as a personal narrative intervention technique
 2. Describe personal narrative difficulty in preschoolers who are DHH
 3. Write personal narrative goals for a preschooler who is DHH
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Session 7, Scott Busteed, Supervision in Speech-Language Pathology

Subject Content: Supervision in Clinical Education

Content Code: Related

Level: Advanced

Learner Outcomes:

By the end of this session, participants will be able to:

1. Identify various models of clinical supervision.
 2. Define expectations & roles of mentors and mentees.
 3. Determine leadership & learning styles.
 4. Delineate fundamental clinical supervision skills.
 5. Develop a toolkit for efficient & effective clinical supervision.
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Session 8, Amy Tyler Krings and clinical SLPs, Ethics Panel

Content Subject: Ethics and Ethical Decision Making

Content Code: Related

Level: Various

Learning Outcomes

After this course participants will be able to:

1. Describe the Principles from the ASHA Code of Ethics.
2. Explain how to apply at least 3 principles of the Code of Ethics to everyday practices in speech-language pathology.
3. Describe the reporting process in the event that a practice has been found to be in violation of state licensure or certification.