

Rosa Lydia Martinez, M.S.

Associate Clinical Professor

Woolfolk School of Communication Sciences and Disorders

College of Professional Studies

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Academic Background

M.S. Southern Connecticut State University, Communication Sciences and Disorders, 1997

B.S. Texas A & M University at Kingsville, Communication Sciences and Disorders, 1995

Professional Certifications

Process of Facilitating Clinical Skills – Certificate of Completion – December, 2020

More Than Words – Hanen Program Certification – Certified to run this program for parents of children with Autism December, 2014

It Takes Two to Talk – Hanen Program Certification – Certified to run this program for parents of children with speech-language delays December, 2009

Certificate of Clinical Competence in Speech Language Pathology, 1998

Initial Educator Teacher Certification – Required for Speech-Language Pathologists to work in the public school system in Connecticut, 1998

Connecticut State Department of Public Health Speech and Language Pathologist Licensure 1997-2001

License from Texas Department of Licensing and Regulation for Speech-Language Pathology and Audiology, 2001 to Present

Work Experience

Our Lady of the Lake University of San Antonio: San Antonio, Texas August 2001- present

- **Assistant Clinical Professor/Clinic Director**

Clinical educator for diagnostic and treatment practicum. Serve as Director of Clinical Education with administrative and clinical responsibilities.

Please reference Job Description for further details.

Updated: 2.14.23

Hamden Independent School District: Hamden, CT

• **Speech-Language Pathologist**

August 1999-July 2001

Conduct evaluations and provide treatment to pediatric population with a variety of communication and swallowing disorders. Participated in interdisciplinary approaches for providing intervention to middle-school level adolescents as well as kindergarten teaming to provide effective and efficient services to children and their families. Focused and specialty population was working with children diagnosed with Autism Spectrum Disorders (team assessment and intervention).

St. Vincent's Special Needs School, Trumbull, CT

• **Speech-Language Pathologist**

June 1997 - May 2000

Responsible for determining program eligibility and providing direct and consultative therapeutic services to children with disabilities or developmental delays, birth to three years of age. Teach family members and caregivers intervention strategies for utilization in the natural environment. Maintain documentation in accordance with federal and state laws, early childhood intervention policies and organization requirements.

Transdisciplinary teaming to provide assessment and intervention for children with genetic syndromes, autism spectrum disorders and related disorders, as well as birth to three set-up.

SERVICE TO THE STUDENTS (Graduate)

CSCD 6165-6265-6365-6366-6167 Graduate Practicum Course and Supervision

Years	Students Supervised	
2001-2010	Supervised 9-10 students each semesters (HJC)	<ul style="list-style-type: none"> • Supervised students in pediatric practicum • Caseload included preschool and younger toddlers with a range of communication disorders <ul style="list-style-type: none"> ○ Development speech and language delays ○ Autism spectrum disorders ○ Apraxia of speech disorders (pediatric and adult) • Conducted individual and group meetings • Initiated and implemented various types of programs for pediatric and adult populations (neurogenic etiologies) • Dr. Acevedo and myself initiated collaboration with HNS within the context of a grant partnership. I coordinated and implemented that practicum for 7 to 8 years with positive outcomes. • Consistently managed caseload and student supervision with positive supervisor feedback evaluations (80-100% at the strongly agree or agree rating levels)
2001-2005	Supervised students at Parent Child Incorporated (PCI) Headstart and HJC clients	
2005-2010	House of Neighborly Services (HNS) and HJC clients	
2010-2012	<ul style="list-style-type: none"> • Manage student clockhours, competency evaluations, Clinic Remediation Plans (CRP) for graduate students manually. • Manage student clinical observations for undergraduate and leveling students via CALIPSO 	
2012-2022	<ul style="list-style-type: none"> • Manage student clockhours, competency evaluations, Clinic Remediation Plans (CRP) for graduate students manually. • Manage student clinical observations for undergraduate and leveling students via CALIPSO • 2020 managed and included use of new features for tracking MOUs, Faculty Credentials, and Follow-up 	

SERVICE TO THE STUDENTS (Graduate)

Year(s)	Description of Job Tasks	
2010-2022	HJC	<ul style="list-style-type: none"> • Maintain ½ time caseload (1-2 clients each student) • Supervise 2-4 students for treatment • Supervise Students for diagnostic assignments at least 4 times within the semester or more • Manage supervision and class coordination • Researching various models and formats for improving clinical education. • Researching various models for implementing different clinical education models for students • Researching various models for service delivery to community then implementing, piloting, and managing different programs with positive outcomes.
2016-2022	Pre-Practicum	<ul style="list-style-type: none"> • Developed, created, and implemented this 1 week entry level course that is officially a course, but I have consistently implemented this 1 week entry level pre-practicum experience over the past 5 years without overload pay and it is not part of my official job description or role. It was something that I determined students needed and no matter what was on my plate, I implemented it without fail. I worked with CTE to create a Black Board organization site for pre-practicum and have managing it successfully. The results from this pre-practicum is three-fold, for students it serves to prepare, for clients, it serves to minimize the students' learning curve, and for clinical faculty, it allows more time when the 1st semester starts to focus on scheduling students to work with clients and apply their entry level clinical skills.

Clinical Education Program 2020-2021

In the past, pre-COVID, clinic operations and administration was stabilized and delegation of Field Placement, HJC Clinic assignments were managed without difficulty. In the context of COVID 19 across 2020, many aspects of the clinical program required revamping, adding to our clinical education training, operational adjustments relative to the clinic budget, purchasing and accounts payable, designating the need for personal protective equipment (PPE) and ordering.

From March 2020 through Spring and Summer 2021, the management of clinical education and clinical operations due to COVID 19 took priority to make sure that all students enrolled in clinical practicum courses were gaining the learning experiences needed relative to clinical skill areas across assessment and treatment.

Service to Students

- Generated processes for 1st and 2nd year graduate students to engage in Simulation Experiences for practice and for earning ASHA required practicum hours within the Harry Jersig Clinic prior to transitioning to external field placement.

SERVICE TO THE STUDENTS (Graduate)

Clinical Education Program 2020-2022

Service to Students

- Generated processes for 1st and 2nd year students to transition from Simulation Experiences to online service delivery. Worked collaborative with one other clinical educator to establish a formal Telepractice Training program prior to COVID 19 as part of 2019-2020 project. It turned out to be providential that it was ready to be presented to 1st year students starting summer 2020. These students then were able to implement Telepractice assessment and therapy in fall 2020 and spring 2021.

Service to Students

- Worked collaboratively with field placement liaisons establishing guidelines for external field placements in the context of COVID 19. ALL 24 students from 2019 cohort found field placements with existing MOU affiliates as well as new MOU affiliates out of city and state.
- Set-up many synchronous regroups with students consistently per week

Service to Clients

- Managed client transition out of clinic during the initial COVID 19 months
- Established consistent communication with clients to communicate and provide status updates
- Managed appts and follow-up for clients on assessment and treatment waitlists

Service to Clinical Faculty

- Coordinated weekly or more with clinical faculty to maintain cohesive collaborations for the clinical program – Trainings for Telepractice, Trainings for Simulations, Trainings for Clinical Education during COVID 19, Trainings for following CDC Guidelines
- Consistently worked with clinical faculty virtually with clinical meeting minutes
- Established a faculty workload table that was presented visually as a draft

CSCD Practicum Courses Prior to COVID 19: Team taught, rotational lead for class, rotational coordinator for practicum course.

- Plan syllabus structure each semester
- Plan and generate course outline
- Modify class format based on current trends and patterns in clinical education
- Modify class format based on student input and need
- Present certain topics at least 3 times each semester across small and large graduate student groups

Service to Students				
<i>CSCD Practicum Courses at the onset and during COVID 19: Team taught, rotational lead for class, rotational coordinator for practicum course.</i>				
<ul style="list-style-type: none"> Coordinated a well-planned and organized workflow for clinical faculty relative to student and client assignments Established a strong real time synchronous presence for students, faculty, and clients in order to effectively continue the clinical education training, and services to clients Too many positive and innovative adjustments to mention them all, but they all resulted in 24 graduate students from our fall 2019 cohort graduating this spring 2021. 				
Undergraduate CSCD Overload Courses				
Course	Year(s)	No.of Students	Course Evaluation	Lecturer Role
UG-CSCD 3343 Taught this course in previous years (6yrs)				<ul style="list-style-type: none"> Generated syllabus Established Means of Assessment Adjusted and modified as needed to improve learning outcomes for students. Incorporated clinical application to course content/theory.. Bridged the content across courses for students to understand cohesiveness of the CSCD curriculum Guest speakers Included treatment videos
Spring	2014	17	4.6 avg	
Spring	2015	14	4.7 avg	
UG-CSCD 3412 Taught this course in previous years (8yrs)				
Fall	2013	Sect.1=28 Sect.2=22	4.6 avg Both sect.	
Fall	2014	Sect. 1=21 Sect.2=24	4.5 avg Both sect.	
Fall	2015	Sect. 1=13 Sect.2=25	4.7 avg 4.5 avg	
Fall	2016	Sect. 2=25	4.8 avg	
Fall	2017	Sect.1	4.91 avg	
Fall	2018	Sect.1	4.99 avg	
Fall	2019	Sect.1	4.49 avg	
Fall	2020	Sect. 1	4.50 avg	
UG-CSCD 4411 Taught this course in previous years (6yrs)				
Spring	2014	33	5.0 avg	
Spring	2015	21	4.9 avg	
Spring	2016	19	4.8 avg	
Spring	2017	11	4.6 avg	
Spring	2018	Sect.1	4.99 avg	
Spring	2019	Sect.1	4.81 avg	
UG-CSCD 6242 Taught this course in previous years (5 yrs)				
Summer	2014	22	3.7 avg	
Summer	2015	15	3.4 avg	
Summer	2016	23	4.5 avg	
Summer	2017	17	4.7 avg	
Summer	2018	24	4.32 avg	
UG-CSCD 3200	2017-2019	15-20avg	4.86-4.95	
UG-CSCD 3200	2018-2019	15-20avg	4.83-4.97	
UG-CSCD 3200	2019-2020	15-20avg	4.70-4.78	
UG-CSCD 3200	2020-2021	Adjusted to Qualtrics Course Evaluation Surveys		
UG-CSCD 3200	2020-2021	Adjusted to Qualtrics Course Evaluation Surveys		
Service to Students (Undergraduate) 2010-2015 1st and 2nd year CSCD Guided Clinical Observations				
2011-2018	Development of process and system to manage Undergrad-Leveling Clinical Observations (25 hours of clinical observation required by ASHA)			

2011-2018	Development of process and system of Clinic Remediation Plans for Graduate Students – 95% positive outcomes for student retention in program
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Service to Students				
Course	Year(s)	No.of Students	Course Evaluation	Lecturer Role
CSCD 7371	2018-2021	23-24 avg	4.2-4.9 avg	Clinical Educator
Redesigned this course in 2018 to include diagnostic simulations for which students earn 5-10hrs of dx practicum hrs within 4-week course.				
I guide the students through each of the simulations providing pre-briefs, guided practice, and debriefs.				
Online format that transitions into in person in fall of their first semester.				
Undergraduate CSCD Overload Courses				
Fall	2016	Lab		
Spring	2017	Lab		
Fall and Spring	2018	Lab		
Fall and Spring	2019	Lab		
Fall and Spring 2020	2020	Lab		
Fall and Spring 2020	2021	Lab		
Graduate Selected Topics 1 credit hour				
Neuroanatomy for UG	2005-2007	<ul style="list-style-type: none"> Initiated and started this course then taught it for a few years. 		
Spanish for SLPs	2002-2003	<ul style="list-style-type: none"> Created application-based selected topic courses, Generated the syllabus. For Autism course created a brochure. 		
Play-Based Dx and Tx	2003-2004			
Adv. Articulation	2007-2009			
Autism: Dx and Tx	2007-2009			
CSCD 7171 and 7172	2003-2010			
Service to University – SERVICE TO THE UNIVERSITY, PROFESSION, AND COMMUNITY				
June 2009-2010	Presented Autism Workshop: Communication	Also served on committee with others from psychology and other disciplines.		
June 22, 2012	Presented Autism Workshop: Assessment and Treatment	Mentored a student who shared presentation responsibility.		
2010-2016	Served on Betty Carrow-Woolfolk gift to CSCD.	Went to Houston approximate year 2010 to visit Dr. Woolfolk. Met several times through the time frame noted to develop, define, refine proposal for Dr. Woolfolk		
2007	Served on Search Committee for Voice and Swallowing faculty	Developed process for interviewing consistently by generating questions and ratings.		
2017-2021	Recommendation Letters for UG and Graduate students	Approximately 5-8 UG per semester and avg of 10 for graduate students per spring semester.		
2001-2021	Clinic Remediation Mediator	My role has evolved within our CSCD department, but I have always been involved in working with students needing		

		remediation. The outcomes have always turned out positive and in the best interest of the student.
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Service to University – SERVICE TO THE UNIVERSITY, PROFESSION, AND COMMUNITY

2009-2010	Served on Search Committee for Department Chair	Developed process for interviewing consistently by generating questions and ratings
Fall 2012-Spring 2013	Adjustment of Practicum Courses from 1 credit hr holding an "X" across three semesters to 3 credit hr practicum courses.	Better accounted for clinical faculty's time training, mentoring, and teaching. Resulted in a net increase of \$120,000 in CSD graduate tuition.
2015-2018	Proposed and went through process of designing and managing clinical observation in a course format rather than managing without a consistent course structure.	Implement first class during fa2016-sp2017. Positive student outcome. Resulted in a net gain of \$52,500.00 for University.
2018	Search Committee Member for Woolfolk School Program Director – chaired by Rebecca Gomez	Attended search committee planning and interviewing meetings consistently. Organized the schedules for candidates within the CSD department.
2018-2019	Faculty Evaluation Task Force	Consistent went to bi-monthly meetings across 1 and ½ years and presented at a professional staff development day in August 2019 with other task force members.
2019	Implemented two Advanced Assessment Procedures Courses in Summer 1 for 2 nd yr grad. students and Summer 2 1 st year graduate students.	Positive student outcome prepping for additional assessment simulation experiences for 5-10 hrs of dx practicum.
2017-2021 Continuing	Space Committee Member – chaired by Rosalinda Garcia	Consistently went to all meeting
Fall 2020 to Fall 2021 Continuing as needed	Re-organization Task Force member with assigned roles: <ul style="list-style-type: none"> • Note-taker • Reporter 	Consistently attended and participated in bimonthly mtgs (2 hours each) during fall 2020. Assigned to take minutes and report to Faculty Forum mtgs (1 time a month for fall 2020).
2019-2022	Participated in New Clinic Meetings with other program and clinic directors.	Consistently attended mtgs and provided input requested by architects and administration.

<u>Service to Department</u>		
2010-2022	Clinic Main Office Operations	Conducted needs assessment Implemented interoffice communication via bi-wkly mtgs. Positive Outcomes 2019 – Clinical Main Office Operations – Processes and Systems Stabilizing. 2020 – COVID 19 Generated Adjustments, Clinic Guidelines for Students, Clients in Audiology and Speech-Language Clinic.
2012-2016	Audio-Video Equipment Update	Interactively worked with (Marcheta Evans, Joe Deck, Raquel Moncado, and Randall Jacobs) to find and implement current audio-video solution. Positive outcome – optimal solution.
2016	New intelligent Streaming Audio-Video Equipment	Initiated transition to new system. Manage and train students and faculty regarding equipment use.
2010-2019	Main office hiring, recruitment and retention <ul style="list-style-type: none"> • Bookkeeper • Office Manager • Business Manager • Clinic Manager 	Vetting, Chairing Search Committees, Coordinating, Processing via HR, and Managing successful transition into positions.
	Clinic faculty hiring, recruitment, and retention. Chaired the following clinical faculty (speech and audiology) search committees for hiring: Search 1 for audiologist 2016 (audiologist quit then initiated another search) and,	Vetting, Chairing Search Committees, Coordinating, Processing via HR, and Managing successful transition into positions.
2010-2019	<ul style="list-style-type: none"> • Search 2 for audiologist in 2018. <p>High turn-over for one speech-language pathology position – Chaired 7 successful search committees for the clinical faculty positions (reason for high turn-over across all seven clinical faculty hired varied from personal, to needing to find jobs with higher pay rate). Retention of 4 other clinical</p>	Vetting, Chairing Search Committees, Coordinating, Processing via HR, and Managing successful transition into positions.

	faculty was stable over the years from 2010 through 2019.	
<u>Service to Department</u>		
2007-2015	<p>Piloting and implementing various clinic programs for community and student training.</p> <ul style="list-style-type: none"> • Autism • Fluency • Accent Modification • Aphasia 	<ul style="list-style-type: none"> • Generated selected topic courses • Generated flyers <p>Met with different entities in community regarding services.</p>
2011-2013	Co-director of Cleft Palate Camp (CPC)	Assisted in trouble-shooting assigning students, and working with Director of CPC.
2014-2015	Transition of Faculty Associates to Faculty	Generated proposal, researched market trends and patterns. Advocated persistently for retention and recruitment purposes.
2010-2018	Researching trends and patterns for best practice management of university clinic mission to train students and serve community.	<p>Modifying clinical education in a forward movement.</p> <p>Communicating trends and patterns to Department Chair and others in OLLU administrative positions. Assessing future direction of clinical education within CSD program.</p>
Spring 2017	Initiated meeting with new CTO (Curtis Spears regarding clinical program needs.	Recapped and provided overview of HJC clinic
2010-2022	Management of clinic budget, accounts payable and receivable.	Researching trends across university settings, communicating with state and national speech-language organizations regarding billing medicare, Medicaid. Implementing clinic processes based on research findings.
2012-2022	Management of Clinical Practicum for students via CALIPSO server	<p>Stabilized and converted student tracking, evaluations, credentials and immunizations all to CALIPSO server.</p> <p>Follow-up and adjustment secondary to COVID 19 – adjusting practicum hours to include Telehealth,</p>

		and Immunization documentation (COVID Vaccine and COVID Training)
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Service to Department

Fa2016-2020	<p>Initiated meetings with Compliance officer regarding MOUs, billing medicare and HIPAA.</p> <p>Continue to engage and initiate meetings to make sure the clinic program is always in compliance across HIPAA, FERPA, and more recently COVID-19 updates on MOUs (new sites and current sites)</p>	Sharing and gather information in order to implement processes appropriately within clinic
Fa2016-2020	<p>Initiated meetings with ADA officer regarding CSD students with disability accommodations in practicum.</p> <p>Continue to engage and connect with ADA officer to make sure that we're in compliance with students who have accommodations as well as to make sure that the clinic is appropriately managing clinic remediation plans (CRPs) for students needing accommodations</p>	<p>Translating course accomodations to practicum accomodations within reason.</p> <p>Follow-up and management.</p>
Fall 2010-2022	HJC Advisory Board Meetings	Participate and provide clinic updates/reports at quarterly HJC Advisory board meetings
2018-2021	<p>Facilitated transition of Patti Solomon-Rice and primary contact.</p> <p>Currently, still attending the MACer mtgs and provided information per request/as needed.</p>	Transitioned from primary contact person over to Program Director Patti Solomon-Rice as primary contact person.
Spring 2018	Chaired Electronic Medicat Records Committee	Deciding on a system for the Clinic – Selected Medicat system to pilot for 3 years.
Fall 2019	UG-Graduate Curriculum Committee member	Committee members drafted a proposal for UG and Graduate curriculum adjustments that were discussed at faculty mtgs resulting in positive outcomes for program and students.
Fall 2020	Chaired SLPA Course Program Committee	Researched the viability of a summer course program and then presented final recommendations.
Fall 2020	IPP-IPE Committee	Initiated in fall and continued in spring

<u>Service to Community</u>		
2017-2018	Networked with VA	Discussions with Vocational Counselors regarding veteran clients with communication disorders due to stroke or other traumatic brain injuries and ideas of program options.
2017-2018	<p>MultiAssistanceCenter (MAC a Gordon Hartman project.</p> <ul style="list-style-type: none"> • Clarified MAC needs and HJC participation. • Submitted initial proposals for establishing a connection with the MAC <p>Chaired meetings that included HJC clinic manager, HJC audiologist, and MAC representative</p>	Served as primary contact person who initiated initial mtgs between Allan Castro (MAC representative) for establishing a connection between HJC and the proposed MAC project. Initially for audiology and pediatric speech-language pathology.

<u>Service to Professional</u>		
2015-2022	<p>Focus of CEUs is on</p> <ul style="list-style-type: none"> • Supervisor Training (HJC and Field Placement) • Telepractice and training students in telepractice • Management of individuals with aphasia • Medicaid and Medicare compliance. <p>Clinical Education</p>	Developing and improving current implementation of supervisor and student training across current speech-language pathology practices across settings and across disorders.
Hanen Certified	More than Words It takes Two	Developing programs for parent training in the community.
2007-2009	Autism Coalition, SA Tx	Participant
2010-2022	<p>Special Interest Divisions (ASHA)</p> <p>Sig. 11: Administration and supervision</p> <p>Sig. 2: Neurogenic Communication Disorders</p> <p>Sig. 10 Issues in Higher Education</p> <p>Sig. 18: Telepractice</p>	Obtain information and contribute information.
2012-2013	<p>Served on student thesis defense.</p> <ul style="list-style-type: none"> • LC • DH 	SLPA Second Language Learners
2008, 2009, and 2010	Guest Speaker – Presented on Language development.	Coordinated with Dr. Alison Beck in 2008 Through 2010.

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		<p>Dr. Beck was a guest speaker in my selected topics course on Autism. I reciprocated and went as a guest speaker in her O.T. course at UTHealthScience</p>
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Service to Professional

Spring 2018	Attended and participated in the Clinic Director Symposium	Discussions regarding the profession and clinical education.
Spring 2019	Guided observation – Collaboration with MFlahive	Completed Questionnaire and provided input.
Spring 2020-2021	Collaborative Research – MSCLE	Completed survey each week throughout the spring 2021 semester.

Research and Presentations

Tepper, Amy and Vaughn, Amy (2021) Processes of Facilitating Clinical Education - Participant in clinical education study for all of spring 2020 completing surveys and 1 final post participation regroup.

OLLU Autism (Assessment and Treatment) workshop series in June 2010 and June 2012

Hammer, D., Nwokah, E., Fernandez, M. R., & Martinez, R. (2012). *A comparison of university and speech language pathology supervision*. American Speech- Language Hearing Association Convention, Atlanta, GA, Nov. 14-17.

Nwokah, E. & Martinez, R. (2012). *Graduate Student Speech-Language Pathology Assistants: The Elephant in the Room*. Paper presented at the Council on Academic Programs in Communication Sciences & Disorders (CAPCSD) Conference, Newport Beach, CA, April 18-21.

Carmichael, C.M., Martinez, R.L. (2008, April 4). *Effects of Respiratory Muscle Strength Training for Traumatic Brain Injury: A Case Study*. TSHA Annual Convention, Austin, Texas.

Martinez, R., Blasing, K., Fernandez, M.R., Carmichael, C.M. (2008, April 4). *Effects of Smoking on Pulmonary Function and Vocal Handicap in Hispanics*. TSHA Annual Convention, Austin, Texas.

Date Credit Awarded	ASHA CEUs	Course Name	Approved ASHA CE Provider
01/27/2023	0.10	Dementia: Writing Appropriate Goals for Patients	Speechpathology.com
12/01/2022	0.10	Working with Students and Patients from Generation Z	Speechpathology.com

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11/06/2022	0.45	Lewy Body Dementia: The Role Of The PT, OT, And SLP In Person-Centered Care	Speechpathology.com
09/30/2021	0.10	Where Do I Start with My Client with Aphasia?	Speechpathology.com
04/10/2021	1.55	2021 CAPCSD Annual Conference	Council of Academic Programs in Communication Sciences and Disorders
02/23/2021	0.15	Supervision in the Era of COVID-19: Tips from a Trauma-Informed Perspective	ASHA Professional Development
02/17/2021	0.20	Tele-Ethics: Principles To Inform Ethical Telepractice	ASHA Professional Development
12/19/2020	0.60	Creating Maximally Supportive Clinical Learning Experiences	Ohio Speech-Language-Hearing Association
05/04/2020	0.15	Apps and Web-Based Materials for Telepractice	ASHA Professional Development
05/01/2020	0.15	Serving Students With Autism Using Telepractice	ASHA Professional Development
04/30/2020	0.25	Integrating Simulation Education in Communication Sciences and Disorders	Speechpathology.com
04/30/2020	0.15	Telepractice: What You Need to Know for Practical Application in Pediatrics	Speechpathology.com
04/18/2020	0.10	Preparing to Offer Quality Services through Telepractice: An Introduction	ASHA Professional Development
07/31/2019	0.15	Assessing Children's Phonological Systems	Speechpathology.com
07/31/2019	0.15	Language Evaluations: Back to the basics	Speechpathology.com

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06/30/2019	0.10	C.A.P.E: 4 Essential, Evidence-Based Categories for Aphasia Assessment/Treatment	Speechpathology.com
06/30/2019	0.10	Person-Centered Care 101 for Neurogenic Disorders	Speechpathology.com
05/31/2019	0.10	EBP in Selecting and Using Standardized Tests: Purposes of Testing and Test Uses	Speechpathology.com
05/31/2019	0.10	Interpreting Test Scores & Key Concepts with Standardized Tests	Speechpathology.com
07/31/2018	0.15	EBP: Leading to Evolution of New Treatment Approaches for Aphasia	Speechpathology.com