

Look who's *Talking*

2021 Speech-Language Pathology
University of Toronto Alumni Association Newsletter

S-LP in the Time of COVID-19

COVID-19 has significantly impacted clinical practice and service delivery in our field across all populations and settings. Here are two of our own alumni reflecting on their experience:

My COVID-19 Experience

By *Selvana Toma, IT5*

On April 1st, 2020, my manager gathered the team for an impromptu meeting and with a calm voice she uttered, “As of this afternoon, our 5J Respiriology Unit will be the new COVID-19 Unit”. I was nervous. I looked around and everyone felt the same. After a few minutes, panic mode turned into “get ready mode”. At that time, I was juggling both the COVID unit and the ICU. This was not easy. During this time, we were prepped for what was about to come: new prioritization lists, printed communication boards, laminated swallowing strategies, training and mentoring colleagues on how to be ICU-ready and how post-extubated patients with COVID pneumonia may present.

Earlier in the pandemic, the majority of patients I serviced were older adults, geriatric and a few younger adults. However, in the ICU, it was a different story. I serviced patients of all ages. Patients constantly being “proned”, patients unable to be weaned off the ventilator, and patients unable to get a tracheostomy given its aerosolizing nature. Patients developing strokes and neurological/vascular changes that I have not seen before. But the worst part was seeing at least 1-2 body bags at the start of my shift. From all my years as an S-LP, I have never seen that many deaths on my caseload.

My whole experience as an S-LP on the COVID unit taught me to trust in my clinical skills. To adapt daily and to use the limited resources I have. To learn the true definition of being flexible. I could not send my patients to VFSS whenever I wanted. I did not have time to trial a diet and check tolerance later given the rapid change in their acuity. Familiarizing myself with new oxygen devices and their effects on the coordination between swallowing and breathing with this infection. And lastly, I have learned to trust my undervalued, interpersonal skills. Collaborating with my team is



what made this whole process “doable”. I am forever grateful for my S-LP team and my colleagues on the COVID unit.

Now to conclude, I would like to share a few more things:

Yes, I have days where I do not want to go to work.
Yes, I have days where I do not want to be an S-LP.

Regardless, I keep showing up for my patients and teams. I have learned to ask for help when I am overwhelmed. I will request time off when I need it, and I will always remind myself that this experience truly highlighted how resilient I am and that I can do more than I tell myself. In acute care, we are addicted to the fast pace and the chaos. As S-LPs we are hard on ourselves when we make a mistake. We keep telling ourselves we are not doing “enough” for our patients and families. At the end of the day, we must remember that showing up every day for work right now is more than enough. We must stop and take a minute to check in with our colleagues and most importantly check in with our own mental health.

Selvana works at Trillium Health Partners in the acute care setting.

COVID in the Community

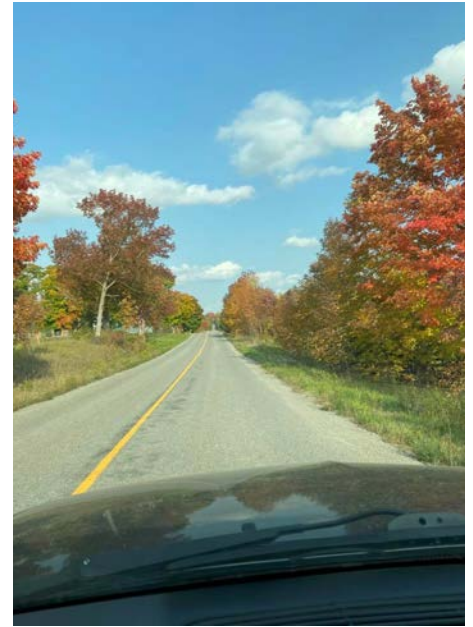
By Sierra Mackenzie 1T8

Rural community work requires a certain set of tools. A vehicle with four-wheel drive, knowledge of which four-corner towns have a usable gas station rest stop, and a good GPS. With much of my time spent traveling rural highways, I am treated to views of vast expanse – endless corn fields, rocky outcroppings of Canadian Shield, or scrubland as far as you can see. There are meadows with swarms of flitting butterflies, pick-ups towing boats and trailers, and horse-drawn carriages and hay wagons that rattle along the shoulder of the road. My client's home might be a winterized cottage tucked along one of the Kawartha's many waterways, a farmhouse with cows munching hay, or simply a nice little house in the country.

Before COVID-19, I did not often think about myself as a visitor in these homes. After all, I was there to do my job, and the

friendly chit-chat after my sessions as I stuffed on my boots and zipped my jacket was just part of the job. Now however, I am more conscious that I may be one of a few seldom visitors. Aside from the occasional journey to the grocery store, some of these rural residents may hardly see another person. While relatively low community infection in these areas have kept more of my patients safe, the restrictions and lockdowns affect them deeply. I ask more questions of their well-being, and linger longer to chat when I can.

I have also encountered more reluctance to attend the hospital for outpatient swallow studies, while understandable, can be incredibly frustrating. Furthermore, while virtual therapy is a great option for those with reliable internet, it is often not a feasible option as rural internet infrastructure can be lacking. In-person support, such community aphasia and ABI groups, have been forced to move online, as has the work of some community support workers. For some of my clients, these in-person supports provided vital structure and social connections. Furthermore, some



clients find themselves thrust into new support roles (often in the form of childcare) that strains and delays their recovery, and aggravates symptoms. COVID-19, it seems, leaves no life unaffected.

Sierra works in home and community care in the Kawartha area.

Just over the horizon

Completing the MHS degree during a global pandemic

Two recent graduates look back on their experiences as S-LP students in the time of COVID-19



By Michelle Simmons T20

THE FIRST FAINT WHISPERINGS OF A NEW "FLU" fluttered around my head early in my Unit 7 placement. We talked of our hope that it would remain safely beyond the horizon.

For much of the winter of 2020, it seemed our hope might be well-placed. While the virus gained a name during that time (COVID-19), news of it receded into the background of North American life. My classmates and I completed our placements, revelled in the all-too-short break between Units, and had our final academic unit comfortably under way when the GTA abruptly locked down. We went from a packed classroom to studying remotely from the safety of home. Just one week prior, the Premier had been encouraging Ontarians to go on their March Break vacations. Now they were frantically being called back. The borders closed. We queued for toilet paper.

continued on next page

Typically, the final academic unit of the MHSc degree consists of three courses requiring in-person attendance. With classrooms shut, the Department pivoted on a dime to a completely virtual model. The openness, adaptability, and flexibility of the faculty was commendable, particularly during the dynamic first two months of the pandemic. They developed new ways to deliver lecture material, reconsidered how group projects could be facilitated virtually, and how evidence for completion of work could best be submitted. Despite being physically distanced, the circumstances engendered a type of compulsory, but nonetheless remarkable intimacy.

What was envisioned to be a two-week pause from in-person studies, ended with us completing the term entirely from a distance. And then it became apparent that the real challenge was beginning: how to proceed with clinical placements with the pandemic still raging?

My final placement morphed from hospital-based to research-based. What would have been a completely in-person experience, turned into a completely virtual one: I only met my clinical educator face-to-face once during that time!

Since we are at a point where morale seems to be required, I would like to

suggest that completing a degree during a global pandemic is not something I would necessarily recommend. BUT, if you ever did find yourself in such a scenario while studying in the Department of Speech-Language Pathology, you could rest assured that your colleagues and instructors would be invested in supporting your professional success. Their support would help shore you up. And, you might even surprise yourself with the depth of your own reserves and ingenuity, which will serve you well as you adapt to the challenges the world throws at you ... especially when you need to figure out how to take a great selfie for official convocation composite photoshopping!

By *Todd Reesor T20*

I REMEMBER BACK IN MARCH OF 2020, my class of 2nd year S-LP students had just returned back to 500 University Avenue for an in-person semester, after finishing a 2-month clinical placement.

Little did we know that we would have only one week together before all universities would be ordered to move to an online format. While we were all aware of the spread of COVID-19 in other countries at this point, it seemed far-fetched, almost like an impossibility that we in Canada would so soon be directly affected and enter the global pandemic. The transition to online classes was fairly smooth, with much credit being due to the faculty and administrative staff of the S-LP Department at UofT. Being in lockdown and adapting to virtual learning brought new challenges, but also had some unexpected benefits.

While I fully understood that staying home was important to curb the spread of COVID-19, it did bring a level of social isolation. I quickly realized that I really underappreciated those short moments of friendly small talk with classmates, either in the elevator, between classes, or for lunch excursions to the Village by the Grange. Being online meant that those candid opportunities for genuine social interaction were harder to come by, with most of us signing on for lectures and promptly logging out when they were finished. Having no in-person commitments meant that I was able to escape to my cottage in Collingwood for most of that March-May semester, enjoying the nature and views of Georgian Bay for a few months. I was also happy to be saving time and money on not having to commute from North York to UofT campus for classes everyday.

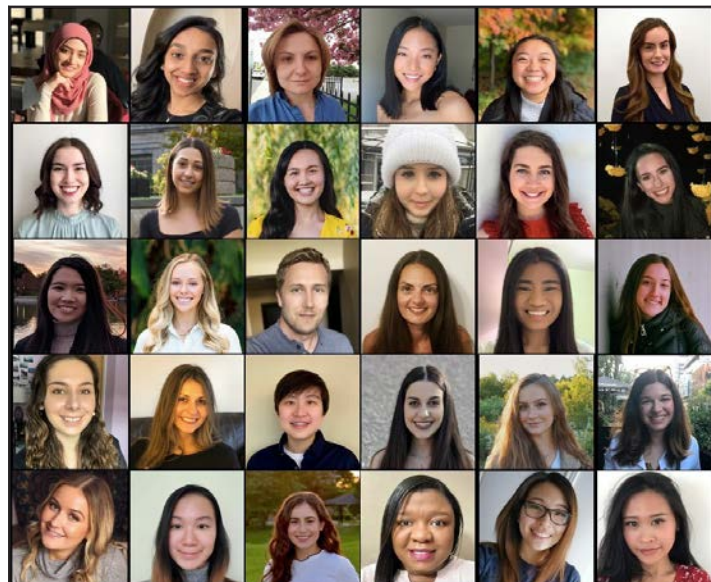
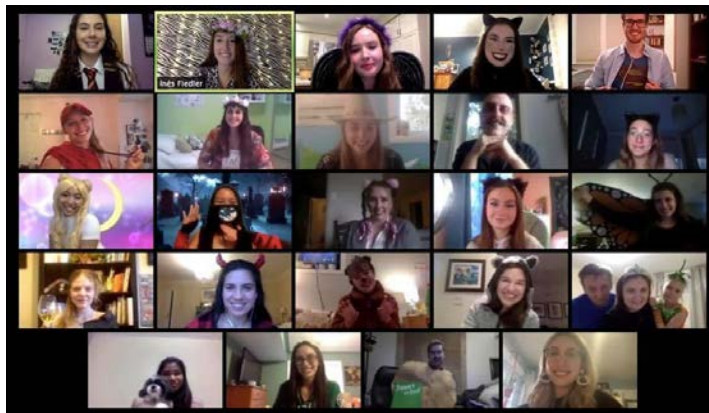


Each of our personal circumstances during this pandemic has ultimately shaped our experiences, however I know that our class as a whole has developed a great deal of resiliency adapting to the various challenges brought on by COVID-19. I bet that the current students of the S-LP program are probably sick of hearing the words flexibility and adaptability, and it may not seem like it now, but I feel that completing an education and starting a career during these times has forced us to become more unrelenting and determined in achieving our goals. With the vaccine now slowly rolling out, I can only hope that we will soon see an end to this pandemic and be able to slowly reclaim a degree of normalcy in our lives.

Year One Report

Getting to know the class of 2022

By : Kristen Wong and Brianna Kuchurean



Greetings from the class of 2022! Studying from the comfort of our own bedrooms, we are a class of 60 students who are awaiting the day we can walk through the doors of 500 University Avenue. Although we haven't met each other in person, any outsider would see us as a fun-loving and supportive S-LP family. From online parties to pet show-and-tells, the last 5 months have been filled with laughs, virtual hugs, and endless memories. To get to know us a little better, we thought we would share some of our newfound quarantine talents and favourite memories from the program so far...

How we spent our quarantine:

1. Becoming professional chefs and bakers, creating delicious treats such as cookies, pies, and breads of all kinds
2. Staying active and exploring the outdoors
3. Sitting down to enjoy a good book or podcast.

Favourite memories thus far:

1. All the great guest lecturers
2. Creating our parody video
3. Our Epic Discord, Rob's Christmas Trivia, green screen *magic show*, virtual Halloween party, Helmholtz Resonator Model with your hands... (Hard to choose)

What we're most looking forward to:

1. Meeting and hugging (with consent) all our classmates!
2. Moving to Toronto and going out to eat at a restaurant
3. Hanging out with friends and family

We are approaching Unit 3 as we write this and are getting excited to have our green screen and homemade crafts ready for our first clinical placement (which is likely the new norm—virtual!) Despite the uncertainties ahead, we are confident that with the continued support and our excitement for the field of speech-language pathology, we will strive as successful student clinicians. We would like to take this time to thank the program faculty that have worked hard to navigate through the past couple of months with us. Without you, we could not have accomplished all that we have thus far.

As part of the Year 1 tradition, our class went all hands (and video cameras) in to create our parody music video to Dancing Queen (S-LP). Be sure to check it out!

www.youtube.com/watch?v=cKCK_eH5vyQ&t=3s



The Alumni Association is going green!

If you would prefer to receive your annual newsletter electronically, send an email with the subject 'SLP alum e-newsletter' to address.update@utoronto.ca. Help us make a difference!

Year Two Report

S-LP class of 2021



With graduation fast approaching, our class has been reflecting on how much we have learned and grown over the past year. In March 2020, like students all over the world, we adjusted to online classes. While it has been difficult not seeing each other every day in our 4th floor classroom, we have remained connected through Facebook, Zoom and our virtual classroom. One thing's for sure, after an entire year of virtual courses, we have become experts at completing class projects with classmates located across the country! In October, we returned to 500 University Avenue for in-person aphasia and dysphagia workshops (wearing PPE of course!). It was fun seeing our classmates in person! With the help of our wonderful professors and S-LP facilitators, we learned how to work through case studies, how to perform swallowing assessments and so much more. From November 2020 to February 2021, we completed our Unit 3 and 7 placements. During this time, we had the opportunity to work with paediatric and adult populations, and experienced everything from teletherapy, to working in hospitals during the pandemic. It was definitely a learning curve, but our class rose to the occasion! As we write this, we are about to head into Unit 8 and then begin our final placement for Unit 9... oh how time flies!

We asked our class how they're feeling about life after graduation... Here's what they replied:

1. When asked about the population and setting our class would like to work in:

Responses varied from working in acute care to early intervention and everything in between! Many even want to pursue a career in research!

2. How you've grown since Year 1:

"More open-minded and determined to be the best clinician possible."

"Greater appreciation of interprofessional collaboration!"



"The class of 2021 has been very resilient to change. I think that will make us all great future clinicians."

3. 4 words to describe how you are feeling about graduating:

"Excited. Exhausted. Elated. Energized."

"Want to try everything!"

"Extremely nervous, but excited!"

4. Any messages you would like to share with the alumni?:

"We're excited to be your future colleagues!"

"Thank you for helping us make it this far, especially under these circumstances!"

"Thank you for helping us throughout our clinical journey from guest lecturing and facilitating ILEs/teaching clinics, to taking the role of clinical educators!"

Your Year 2 Alumni Reps,
Kaylee Miller and Christine Muscat

Research Corner

UofT is famous for its world-class research programs

In this edition of Research Corner, we highlight the work of two of our MSc students. Insiya Bhalloo walks us through her research in the early predictors of literacy development in Urdu-English Bilingual children, while Kai Ian Leung discusses her research into pediatric stroke.



Insiya Bhalloo

Insiya is a MSc student at the Bilingual and Multilingual Development Lab under the supervision of Dr. Monika Molnar.

“My MSc project focuses on the development of an age-appropriate and culturally/linguistically-relevant (i.e., based on language-specific phonological and orthographic properties) Urdu phonological awareness test.

Phonological awareness (i.e., the ability to recognize and manipulate language-specific sound structures) is a cognitive-linguistic and literacy precursor skill that is important for future reading development. However, current standardized oral language and literacy precursor screening tools involving expressive vocabulary and phonological awareness, are primarily developed based on monolingual English-speaking norms. There is a lack of research, globally and in Canada, on developing literacy precursor screening tools in order to identify potential reading difficulties and provide early reading intervention in both

languages. This is despite a growing number of Canadian children speaking/understanding two languages (~ 37%; Statistics Canada, 2011, 2016). Our cross-cultural tele-assessment research study seeks to develop an Urdu phonological awareness test, and then to use this test in order to determine how well phonological awareness predicts Urdu and English word reading, both within- and across-languages.

We recently tested 90 Urdu-English simultaneous bilingual children, aged 6-7 years (i.e., in Grades 1-2), across Canada and Pakistan on their Urdu and English expressive vocabulary, phonological awareness skills, and reading abilities. The results from this study will facilitate linguistic diversity in speech-language and literacy assessment development as well as encourage further investigation into the influence of heritage language maintenance and cross-linguistic skill transfer across additional spoken languages.”



Kai Ian Leung

Kai is a 2nd year MSc student in the BAM! TO Lab, at the Rehabilitation Sciences Institute under the supervision of Dr. Monika Molnar.

“My current project is a collaboration with the Hospital of Sick Children’s Stroke Imaging Lab, specifically using a registry following children post-stroke. Awareness for pediatric stroke is growing, and so is its incidence. Each year, 200-300 Canadian children will experience pediatric stroke. In the multilingual context of Canada, of these children with stroke, 40-50% will grow up bilingual. We are interested to see if early language exposure, whether a child grows up bilingual or monolingual, affects language and cognitive recovery in these children

post-stroke. Currently, there is some belief among clinicians that bilingual children will fare worse compared to monolingual peers. Our research is finding the opposite trend: in certain age groups, bilinguals seem to actually be recovering better. I’m hoping this work will contribute to the understanding of atypical developing, bilingual development for parents, S-LPs and researchers alike, as there is little to no research on this growing population. Since the data I am using for this study is secondary, I can see this project developing to collect data to expand on our results and answer more specific questions that we haven’t been able to so far.”



Like us on Facebook! The Alumni Association is on Facebook! Find and join us by searching for the “U of T SLP Alumni” group, and clicking “join”. It’s that easy to stay in touch!

Distinguished Service Award

Ruth Martin

 MHS, PhD

Each year, the Alumni Association sends out a call for nominations for our distinguished service award, which recognizes Alumni of the department who have made outstanding contributions to the fields of communication disorders and swallowing in at least two of the following areas: academic achievement, clinical services, and promotion of the profession.

Dr. Ruth Martin is this year's recipient.

Dr. Ruth Martin is Associate Vice-Provost at the School of Graduate and Postdoctoral Studies, and Professor of Communication Sciences and Disorders, Physiology and Pharmacology, Otolaryngology, Neuroscience, and Health and Rehabilitation Sciences at The University of Western Ontario. She is also a fellow of the Canadian Academy of Health Sciences. Dr. Martin received her MHS in Speech-Language Pathology (S-LP) from the University of Toronto in 1982.



Dr. Martin has published over 30 peer-reviewed articles. She has received the Premier's Research Excellence Award as well as the Ontario Ministry of Health and Long-term Care Career Scientist Award. Dr. Martin was also awarded the 2018 Vanguard Innovator of the Year Award by Western University for her innovations in swallowing rehabilitation.

Dr. Martin's research is directed towards understanding the neural basis of swallowing through brain imaging and behavioural studies. Her laboratory has developed new approaches for the rehabilitation of swallowing and other upper airway health problems, with special interest in the use of oral sensory stimulation.

We are pleased to share an excerpt of Dr. Martin's remarks from this year's virtual award ceremony:

"I WISH TO EXPRESS MY SINCERE GRATITUDE TO THE UOFT S-LP ALUMNI ASSOCIATION for awarding me the Distinguished Service Award this year. I would like to thank Dr. Hillary Ganek, President of the Alumni Association, for her leadership, and Dr. Rosemary Martino for nominating me for the award. It is indeed a wonderful honour.

The Alumni Association's Distinguished Service Award is particularly special because it is personal and reminds me of my graduate studies in speech-language pathology at UofT. I was a Master's student between 1980 and 1982. When I graduated in 1982, I took up my first S-LP position at the Clarke Institute of Psychiatry. I find it hard to believe that was some 40 years ago! When I think back on that 40-year period, I can think of no time that comes close to the present day in terms of highlighting the relevance and importance of S-LP. The COVID-19 pandemic has introduced novel voice and swallowing problems and underscored the importance of early detection and recognition of these problems. It has highlighted airway and respiratory compromise with effects on speech and swallowing, intubation effects on voice and swallowing, and neurological impairments affecting language, cognition and speech. It has focused attention on the burden of chronic disease and current models of long-term care. It has caused interruptions to the diagnosis and treatment of other conditions, for example, cancers of the head and neck. In this context, I think that 2021 is an extraordinary time to be an S-LP student. I encourage you to embrace

Know someone deserving of a Distinguished Service Award?

Consider nominating your peers! For more information about this award please visit: <http://www.slp.utoronto.ca/alumni/alumni-association/>

this opportunity to carve out your niche within S-LP in the context of this global health challenge.

While 2021 is a unique time to be studying S-LP at any university, this is particularly so in the context of UofT. UofT is a vast, rich, dynamic community of scholarship offering unparalleled resources. I am so proud and thankful for my UofT credentials and experiences – for all that UofT taught me that has served me so well throughout my career and my life."



Speech-Language Pathology
UNIVERSITY OF TORONTO

Yes! I would like to support the Speech-Language Pathology Alumni Association at the University of Toronto.

The Speech-Language Pathology Alumni Association is constantly striving to improve student life at the Graduate Department of Speech-Language Pathology, University of Toronto. Your financial assistance is invaluable in helping us reach our goals.

If you wish to participate in improving the student experience you can do so by contacting:

Donations Management
J. Robert S. Prichard Alumni House
21 King's College Circle
Toronto, ON M5S 3J3

1-800-463-6048 1-416-978-0811

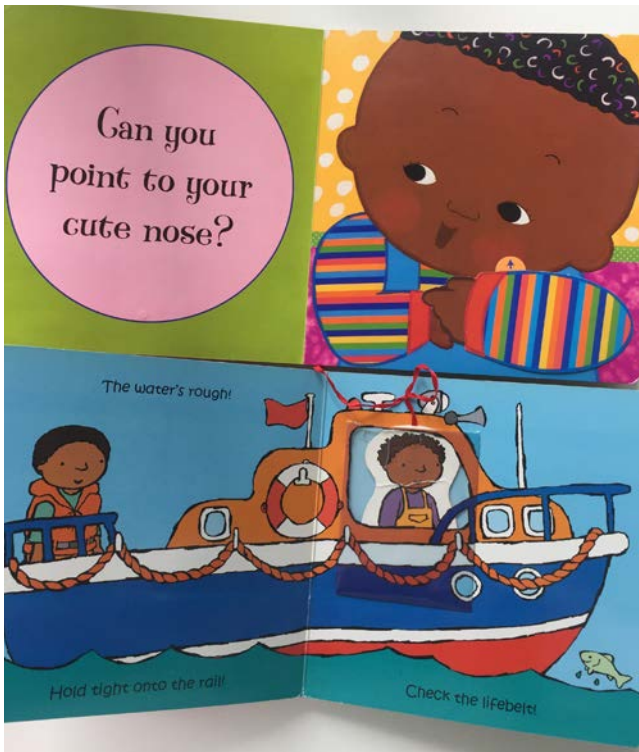
or visit

<http://donate.utoronto.ca/slp>

Equity, Diversity, and Inclusion

Presenting Our New EDI Committee

By Trish Watts 1T3 and Kirsten Muller 1T7



WE ARE S-LPS EMPLOYED IN THE DEVELOPMENTAL SECTOR AND WORKING WITH CHILDREN WITH DEVELOPMENTAL DISABILITIES AND AUTISM.

Our clientele make up a diverse cross section of the city of Toronto and many are part of BIPOC (Black, Indigenous, and People of Colour) communities.

When the Black Lives Matter movement gained prominence last spring, we began having discussions about race, diversity, and inclusion within our profession. We recognized that the diversity of our clientele did not match the clinicians working with them. In ASHA's 2019 member count, only 8.3% of ASHA's members and affiliates identify as racial minorities. www.asha.org/uploadedFiles/2019-Member-Counts.pdf (2020 data not yet available). Unfortunately, neither the CASLPO nor SAC annual reports for 2019 have listed demographic information of members in Ontario and Canada, though anecdotally we've found that there is a similar underrepresentation.

In light of this we have created a committee to address these concerns. What started as a monthly meeting in our workplace has expanded to a new Equity, Diversity, and Inclusion (EDI) Committee, a part of the UofT S-LP Alumni Association. The committee is made up of 4 S-LPs and our faculty liaison is Graduate Coordinator Rosemary Martino. We meet on a monthly basis in addition to the regular Alumni meetings and our goal is to gather information and perspectives from S-LP students and alumni to further inform future direction and initiatives.

Here are some of the initiatives we've started so far.

- We have written letters to key stakeholders within our profession asking for accountability and change (CASLPO, SAC, and U of T).
- Joined the S-LP Department's December retreat to speak on the subject of equity, diversity, and inclusion and facilitate a discussion with faculty.
- Proposed a new EDI representative position on the S-LP Student Council. The representatives will identify areas for change and advocate for this with support from the EDI committee.
- Created a survey for current and former students of the program which will be open until June 30, 2021. https://docs.google.com/forms/d/e/1FAIpQLScHAGFcl5H_TvsFjzj1WDyINkKxSvDCwz9FB-viRk8LMqgKgMQ/viewform

There are a lot of ways to get involved. Here are some places to start:

- Write a letter to your regulating body. Ask about what they are doing to improve diversity in our field or suggest actions you'd like to see them take.
- Join the EDI committee! Contact us if you're interested: UofTSLP.EDI@gmail.com. OSLA members can also join their new Diversity, Equity, and Inclusion (DEI) Committee.
- Start the conversation at your workplace. Reach out to your colleagues or directors.
- Register for the JF Walker lecture Driving Change in Healthcare: Clinicians Talk About Equity, Diversity and Inclusion on June 18th, 2021
- Rethink the resources that you use with your clients. Make them representative.



ALUMNI EXECUTIVE 2020-21

Hillary Ganek, 1T7 President	Clarice MacGillivray, T20 Halee Pinto, 1T3	Christine Muscat, T21 Andrea Guran, 1T6
Stefanie Haws, 1T0 Treasurer	Vanessa Panes, 1T8 Newsletter	Brianna Kuchurean, T22 Kristen Wong, T22
Jessica Davenport, 1T1 Anna Mersov, 1T7	Francesca Granata, 1T8 Carly Yermus, 1T5	Trish Watts, 1T3 Kirsten Muller, 1T7
Lynn Ellwood, 1990 Faculty Liaison	Ashley Sirko, 1T6 Faiza Ali, 1T7 Newsletter	Michelle Simmons, T20 Todd Reesor, T20
Pauly Brar, 1T5 Madison Erb, T20	Kaylee Miller, T21	

Newsletter layout and design by Steven Janovsky

Shoutout to our CEs!

By Faiza Ali 1T7



THE COVID-19 PANDEMIC HAS BROUGHT ALONG ITS FAIR SHARE OF CHALLENGES, one of them involving the uncertainties of scheduling and last-minute shuffling of our students' clinical placements. Our Coordinators of Clinical Education have had to put on their thinking caps and were able to secure placements for the entire Class of 2020 to allow them to graduate on time, together.

This evermore challenging period brought to light some unconventional but innovative placement experiences including opportunities in the research labs of Drs. Catriona Steele, Elizabeth Rochon, and Monika Molnar. Another novel placement experience involved a new site and client population—York Hills Centre for Children, Youth and Families which accommodated a Year 2 student by means of a virtual placement in child and youth mental health.

One well-deserved mention goes to this year's recipient of the 2020 Faculty Recognition Award for Teaching Excellence in a Clinical Placement is a clinical education team: Elizabeth Faraone, S-LP and Clinical Coordinator, and the marvelous team of S-LPs at the March of Dimes, Aphasia and

Communications Disabilities Program (ACDP). This team of 5 S-LPs have had a pair of students from both Year 1 and 2 for 12 of 14 consecutive months! Class of 2021 students Daniella Einhorn and Madeline Cullis nominated their clinical educators (CEs) Elizabeth Faraone and Ellen Cotton for this award. The nominees provided a litany of examples of outstanding placement best practices. But their CEs did more than that. In the words of the student nominators, "Elizabeth and Ellen were very approachable, caring, and understanding... Often, it is hard to build a relationship when working strictly virtual, however, Elizabeth and Ellen took the time to get to know us, our learning styles, and our goals. I really felt like my clinical educators wanted their

students to succeed not only in their current placement, but in their upcoming placements and future jobs."

We would like to give an enormous shoutout to all our CEs who have made it possible for the Year 1 and 2 students to gain clinical experience both virtually and in-person. **THANK YOU** for your commitment and ongoing support to providing meaningful experiences to our future S-LPs!

To initiate placements at your workplace, or to learn more about becoming a clinical educator, please reach out to Lynn Ellwood (lynn.ellwood@utoronto.ca) or Jennifer Wadds (jennifer.wadds@utoronto.ca) — they would love to hear from you!



Alumni Association Presents

DRIVING CHANGE IN HEALTHCARE: HEALTHCARE PROFESSIONALS TALK EQUITY, DIVERSITY & INCLUSION

Andrea Benjamin Coke, M.H.Sc. S-LP, Reg. CASLPO

- Chief Speech-Language Pathologist at Toronto Catholic District School Board. 20+ years experience as a Teacher & Speech-Language Pathologist. Adjunct Lecturer - University of Toronto. M.H.Sc. S-LP from the University of Toronto.
- She presents widely on early identification & intervention and diversity & equity in learning.
- Awarded the TCDSB 2020 Innovative Exemplary Practice Award for her work promoting and implementing special education programs for students with communication needs.



Jaspal "Pauly" Brar, M.H.Sc. S-LP, Reg. CASLPO

- Speech-Language Pathologist in the Greater Toronto Area serving one of the most ethnically diverse regions in Canada. M.H.Sc. S-LP from the University of Toronto.
- As a person of colour and daughter to first generation immigrant parents from Punjab, India, her roots have inspired her to advocate for all voices and equitable care for all of her patients.
- She has volunteered her time to mentor students from diverse cultural backgrounds. She has coordinated events for clinicians & students through the S-LP Alumni Association for 7+ years and currently supports EDI initiatives for UofT's Temerty Faculty of Medicine S-LP program.

Stephanie Nixon, Ph.D.

- Associate Professor - Department of Physical Therapy, cross-appointed at the Rehabilitation Sciences Institute and the Dalla Lana School of Public Health at the University of Toronto.
- HIV activist and global health researcher for 20 years. PhD in Public Health & Bioethics from the University of Toronto, post-doc from the University of KwaZulu-Natal in South Africa.
- A straight, white, middle class, able-bodied, cisgender, settler woman who tries to understand the pervasive effects of privilege on health & community care, research & education, and the role of people in positions of unearned advantage. She developed the Coin Model of Privilege and Critical Allyship, conducting workshops with 100+ groups across Canada and internationally.



JUNE 18, 2021 8:30AM - 12:30PM
VIRTUAL EVENT | MICROSOFT TEAMS

- Defining and understanding equity, diversity & inclusion (EDI)
- Managing systemic and attitudinal barriers to equitable services impacting clients
- Promoting diverse, equitable and inclusive healthcare and education services
- Supporting clinicians experiencing barriers in the workplace

Pricing Early Bird | \$39 (deadline: May 7th) Regular | \$55 (deadline: June 4th)

CLICK HERE FOR SPEAKER LINEUP & TO REGISTER:

<https://uoft.me/JFWALKER2021>