
Lecturer Vitae

Name	Department	Date
Katharine A. Blaker	Speech & Hearing Sciences	5.1.15

Educational History:

07/1993 Master of Science Degree in Communication Disorders
Emphasis in Speech-Language Pathology
University of New Mexico, 1700 Lomas NE, Suite 1300, Albuquerque NM 87131

05/1977 Bachelor of Arts Degree in Anthropology, with Distinction
Minor Studies: English (declared) Linguistics (undeclared)
University of New Mexico, 901 Vassar NE, Albuquerque NM 87131

Certification Status, current:

New Mexico Professional License--Speech-Language Pathology #1845
Certificate of Clinical Competence/American Speech-Language Hearing Association

Supplemental Training:

12/92 Porch Index of Communicative Ability (PICA)
5/93 Orton Gillingham Training: Reading/Specific Learning Disabilities
12/96 Certified: Lee Silverman Voice Treatment (LSVT)

Employment History:

9/1/93-12/31/93 Speech-Language Pathologist, Lovelace Medical Center, Albuquerque, NM

January 1994 to present:

University of New Mexico, Department of Speech & Hearing Sciences
Speech-Language-Hearing Center, Albuquerque NM

Position: Senior Lecturer II, Speech-Language Pathologist/Clinical Instructor

-Faculty Representative: InterProfessional Education (IPE) Initiative, UNM Health Sciences,
Fall 2011-Spring 2012

-Interim Program Director: Summer Clinic, Mexico City, August 1998-1999

-Clinical Instructor/Supervisor Comunidad Crecer, Mexico City, August 1994-1997

Teaching:

Responsible for teaching clinical methodology pertaining to assessment and treatment techniques in the areas of child and adult communication disorders.

Teach diagnostics clinic lab class 500-02 Spring & Fall semesters: incorporates problem-based learning (PBL) techniques through case discussion. Currently team taught.

Clinical Training: Responsible for management, scheduling, instruction and supervision in clinical practica (diagnostics and intervention) of graduate students in speech-language pathology. Direct & indirect supervision of diagnostic and treatment sessions per ASHA regulations.

Clinical caseload: comprises developmental and acquired neurogenic communication disorders, from pediatric to geriatric age span across speech and language. Group as well as individual services provided. Specifically: language-learning disabilities, language processing and pragmatic language (social communication) disorders; neurogenic communication disorders (aphasia, apraxia, dysarthria, traumatic brain injury), voice, swallowing, fluency, augmentative communication; and aural rehabilitation.

Also includes elective services, such as Accent Modification.

Specialty areas: Aphasia/Primary Progressive Aphasia; Voice Feminization; Accent Modification; Fluency; Supervisory Process

09/1996-07/2008

Concurrent Positions

Faculty Tutor & Facilitator, Rural Health Interdisciplinary Program, based in UNM Health Sciences Center.

Facilitated Problem-Based Learning Tutorials through case-based discussions among groups of 7-12 students representing up to 12 health care disciplines in the Albuquerque area as well as in rural Communities (Silver City, Grants, Gallup, Taos and Las Vegas, NM)

Other Teaching:

Various presentations within academic and clinic classes, covering topics such as adult intervention, team assessment, fluency; accent modification.

Case presentations for Clinic Lab Class 500.003-004, Fall semesters, 2013 to present.

Prior to 1993 (01/1977-12/1990)

Coordinator for various Educational Programs in Albuquerque, NM including:

New Mexico Law-Related Education/New Mexico Bar Foundation, Communication Strategies, Inc., Educational Research Associates, Summer Institute of Linguistics for Native Americans.

Educational Honors & Professional Affiliation:

- | | |
|-----------|--|
| 2010-2011 | Recipient of the Department of Speech & Hearing Sciences, <u>Teacher of the Year Award</u> (selected by Graduate Students) |
| 2009-2010 | Recipient of the Department of Speech & Hearing Sciences, <u>Teacher of the Year Award</u> (selected by Graduate Students) |
| 2006 | 10 year Recognition/Service Award as Faculty Tutor for contribution to UNM Health Sciences, Rural Health Interdisciplinary Program (RHIP), |
| 1996-1997 | Recipient of the Department of Communicative Disorders <u>Teacher of the Year Award</u> for Clinical Instruction (selected by Graduate Students) |
| 1993 | Augmentative Communication Grant Award & Stipend Recipient |
| 1991-92 | President, UNM Chapter of NSSLHA, 1991-92 |

Professional Memberships:

- 1991-present Certificate of Clinical Competence, American Speech & Hearing Association (ASHA)
- 1993-present Member, American Speech-Language-Hearing Association (ASHA)
- 2002-present Member, Special Interest Division 11, Administration & Supervision, ASHA
- 2008-present Member, Special Interest Division 2, Neurogenic Communication Disorders (ASHA)
- 1994-present New Mexico Speech-Hearing Association (NMSHA)

Continuing Education: Teaching

- 2013 UNM OSET Training: Designing Effective PowerPoint Presentations: Theoretical and Practical Perspectives
- 2010 UNM OSET Training: Designing Courses for Effective Student Learning
- 2010 Brain Research, Learning & Applications, Fourth Annual Summer Institute, Albuquerque Academy, Albuquerque NM
- 2007 UNM Symposium: Educating for Innovation, sponsored by UNM College of Engineering Anderson School of Management and Albuquerque Chamber of Commerce, NM
- 2007 UNM Writing Across the Curriculum: Initiative to strengthen college student writing skills,
- 2002 UNM TriAlliance Consortium. Workshop: Participant & Facilitator: Creative Clinical Teaching, Interdisciplinary Education, and Strategies for Clinical Supervision in a Clinical Setting (presented to students from *Physical Therapy, Occupational Therapy* and *Speech Pathology* training programs) Albuquerque NM
- 1996 Faculty Tutor Inservice, Problem-Based Learning, UNM Health Sciences, 1996

Continuing Education: Clinical Instruction

- 2015 Harnessing the Power of Dynamic Assessment and Multi-Tiered Language Intervention, Presented by Doug Petersen, Albuquerque NM
- 2014 Communication, Brains & Personalities. Margaret Menache, UNM Family, Community Medicine & Faculty Ombuds Representative, November 2014.
- 2014 Functional Cognitive Activities for Adults with Brain Injury or Stroke. Cross Country Education November 2014
- 2014 Best Practices in Dysphagia Assessment & Respiratory Swallowing, Bonie Martin-Harris September 2014
- 2013 Cognitive Neurology & Alzheimer's Disease Center: FTD/PPA Annual Conference Northwestern University Feinberg SOM, November 2013
- 2013 Defensible Speech-Language Assessments, Webinar
- 2011 Evidence-Based Assessment of Accented Speech Leading to Structured Therapy, Albuquerque NM. Presented by Ameer Shah PhD, CCC-SLP
- 2011 Challenges of Basic Concept Assessment, Ann Boehm, Webinar
- 2010 Transgender Wellness and Communication: University of North Carolina, Greensboro, NC, May 2010
- 2009 Vulnerability in Individuals with Asperger's Syndrome or other Social-Cognitive Differences, Albuquerque NM
- 2006 Fluency Seminar, ASHA E-Training, Tim Mackesey, SLP
- 2005 Stuttering: Assessment, Planning Therapy & Current Research, Tetnowski, New Mexico Speech & Hearing Association (NMSHA) Annual Conference
- 2001 Autism and Sensory-Motor Deficits: Effective Speech-Language Treatment Techniques

	2-day conference, Theresa Szypulski, Albuquerque NM
2001	NMSHA
2000	The Annual National Language Conference, Linguisystems
1997	Assistive Technology Workshop, Albuquerque NM
1997	Strategies for Student Assessment, Joanne Whipple, PT, Albuquerque NM
	UNM TriAlliance Consortium. Workshop
1990-current	Intermittent: American Speech-Language Hearing Association (ASHA) Annual Conference New Mexico Speech-Language Hearing Association (NMSHA) Annual Conference (most recently, 2015)
1992-2008	UNM Chapter of the National Student Speech-Language Hearing Association (NSSLHA) Annual Spring Conference

Research, Teaching and Service Interests:

Research

I am open to and maintain a collaborative attitude to supporting Research within the Department, as well as at the national level (speech discrimination studies, participation in clinical training research, etc.)

Teaching

Primary teaching responsibilities at the Departmental level encompass (1) applied clinical training across a broad range of communication disorders incorporating direct and indirect clinical supervision, and (2) teaching a clinic lab class focusing on diagnostics in speech-language pathology. I see my role as an instructor, facilitator, mentor, and collaborator. My approach to teaching is interactional and promotes collaborative learning, incorporating “problem-based learning” (PBL) methods through case study application, founded on research/best practices. My goals are to prepare students in developing competence and confidence in making good clinical decisions, ultimately developing a strong foundation for their careers as Speech-Language Pathologists. I use a hierarchical model of direct instruction initially, leading to progressively more collaborative instruction as students demonstrate integrated learning, initiative and independence in clinical skills. Clinical training includes initiation and completion of all steps involved in providing client services, from development of diagnostic questions through implementation of effective client-specific treatment plans, incorporating data management to record progress. Mentoring of students is integral to the clinical teaching process. Regular student self-evaluation is incorporated to ensure reflection on learning. I routinely seek ways to improve my teaching by taking advantage of UNM workshops and continuing education opportunities. I am continually on the alert to refining my clinical supervision skills by accessing current research in this area.

In addition, at the University level, I held the position of Faculty Tutor for a federally-funded Rural Health Interdisciplinary Program (RHIP) under UNM Health Sciences Center for twelve years (1996-2008) which continues to inform my teaching style, specifically incorporation of Problem-Based Learning methods, presentation of case studies, and incorporation of multi-disciplinary approaches as appropriate.

Service Interests

I have demonstrated several levels of service throughout my employment at UNM, at Departmental and University levels, locally and more recently, at national levels. Long term departmental service has included positions on the Graduate Admissions committee and long-term Non-degree Student

Advisement; in the past 2 years I have served on various Faculty Search Committees. Previous service has included chairing the Graduation Committee, Retention & Recruitment and Continuing Education Committees. At the University level, I have collaborated with several departments to extend services for Accent instruction (through the Department of Math & Statistics, Department of Nursing & Pharmacy on north campus, as well as CELAC). In addition, our Department has hosted World Voice Day in Spring semester 4+ years (offering free voice screenings to the UNM community and beyond) which I coordinate with other colleagues and SHS students); for year 2, collaborated with the Music Department to include a Flash Mob component to celebrate World Voice Day. Co-host an Adult Evening Fluency Support Group once monthly, which serves members of UNM and the community and provides SHS graduate students with exposure to perceptions of individuals who stutter. Serve as a consultant to a local Aphasia Support group, as well as on the National Aphasia Association Board. Presented annually to the New Mexico Transgender Support Group through 2012. Maintain involvement with the North Fourth Arts Center, which supports arts education training to individuals with disabilities. Volunteer, American Heart Association--Southwest Affiliate to support Health Prevention Initiatives, as of 2014.

Teaching Achievements

Classroom Teaching:

Record of Teaching Load, Classes, Enrollment, AY 2009-10 through AY 2013-14

Semester, Year	Course No. Title	Enrollment*
Fall 2009	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=3-5 N=6
Spring 2010	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=7-9 N=5
Summer 2010	SHS 500 Clinic Practicum	N=4-5
Fall 2010	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=6-8 N=6
Spring 2011	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=10 N=10
Summer 2011	SHS 500 Clinic Practicum	N=5-6
Fall 2011	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=4-6 N=6
Spring 2012	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=6-8 N=6
Summer 2012	SHS 500 Clinic Practicum	N=6-8
Fall 2012	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=5 N=10
Spring 2013	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=5 + 2 N=9
Summer 2013	SHS 500 Clinic Practicum	N=0 (medical leave)
Fall 2013	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=6 N=11
Spring 2014	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=4 + 2 N=10
Summer 2014	SHS 500 Clinic Practicum	4 + 2
Fall 2014	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=6 + 2 N=14
Spring 2015	SHS 500 Clinic Practicum SHS 500.002: Clinic Lab Class: Diagnostics	N=5 + 1 N=12

Note

Number of clients per semester = average of 18+

Range of students: When multiple Diagnostic Evaluation training opportunities become available, Clinic Instructor brings in additional (more advanced) student clinicians to pair up with primarily assigned clinicians. Students may therefore be enrolled in any Clinic 500 Practicum section (500.01, 02, 03, 04)

Undergraduate Student Mentoring:

None (primary teaching responsibilities with graduate students)

Professional Service: Please refer to Table

Reviewer (January 2006) *Transgender Speech Feminization/Masculinization: Suggested Guidelines for BC Clinicians* by Shelagh Davies, M.Sc., S-L-P (C) and Joshua Goldberg, Education Consultant, Transgender Health Program, Vancouver BC, Canada

Publication:

Blaker, K., Harbaugh, D., & Finn, P. (1996/97). Clinician attitudes toward stuttering: A survey of New Mexico. *TEJAS: Texas Journal of Audiology and Speech-Language Pathology*, 22, 109-114.

Oral Presentations at Professional Meetings:

Blaker, K., Sisneros D., & Trujillo, K. (October 2014). *Evolution of a Communication Topic Board: Lessons Learned*. Poster Presentation. Presented at New Mexico Speech-Language Hearing Association (NMSHA) Annual Convention, Albuquerque NM.

LeCesne, T., **Blaker, K.**, Borrego, M., Harris, & J., VanLeit, B. (December, 2008). Oral presentation Medical Education for the 21st Century. Teaching for Health Equity: *Sustainability of a Rural Health Interdisciplinary Program*. Havana, Cuba.

LeCesne T., **Blaker K.**, Borrego M., & VanLeit B. (September 2006). *Moving Towards Social Accountability in Student Centered Education: A Three-Year History of Implementing a Student-Centered, Community-Based Project in Rural New Mexico*. (Poster Presentation). Presented at The Network: Toward Unity for Health Conference. Ghent, Belgium.

VanLeit B., Borrego M., Harris J., Geller Z, LeCesne T., & **Blaker K.** (October, 2005). *How the Rural Health Interdisciplinary Program Addresses Rural Primary Health Care Needs in Underserved Rural New Mexican Communities*. (Panel presentation) Hispano/Latino Summit. Albuquerque, NM.

LeCesne T., **Blaker K.**, Borrego M., Harris J., VanLeit B., & Constanz D. (May 2005). *Students Teaching Students: An Interprofessional Peer Mentoring Program in Rural New Mexico*. (Poster/Podium). Presented at the Northern American International Interprofessional Education Conference: Grounding Action in Theory, University of Toronto, Toronto, Ontario, Canada.

Blaker, K. (February 2003). *More than Just Voice: Parameters of Male-to-Female Transgender Assessment & Intervention* UNM Chapter, National Student Speech-Language Hearing Association (NSSLHA) Conference. Albuquerque, NM

Myers, N., & **Blaker, K.** (March 1998) *The Horse is out of the Barn—Supervision needs of the SLP Professional*. UNM Chapter, National Student Speech-Language Hearing Association (NSSLHA) Conference. Albuquerque NM

Lang, K., & **Blaker, K.** (April 1994) *The Role of the SLP in the Diagnosis and Treatment of Reading*. UNM Chapter, National Student Speech-Language Hearing Association (NSSLHA) Conference. Albuquerque NM

Other Presentations

Blaker, K. (July 2012) *Speech-Language Therapist Roles in Elder Care*. Presentation and panel discussion in conjunction with Anne Simpson, M.D., CMD, Professor of Medicine & Geriatrics, and Steven Rugala, Ph.D. Licensed Psychologist, Counseling Referral Assistance Services (CARS). UNM Student Union Building, Albuquerque, NM

Blaker, K. (December 2006). *Speech-Language Pathology: Scope of Practice*. Presented to UNM College of Nursing, Albuquerque, NM

Blaker, K. (October 2005) American Heart Association: “*What to do about Aphasia?*” HealthSouth Rehabilitation Hospital, Albuquerque, NM

Blaker, K. (April 2003, April, 2005, 2006; February 2009-2013.) *More than Just Voice: Parameters of Male-to-Female Transgender Assessment & Intervention*. To New Mexico Transgender Support Group. Albuquerque, NM.

Blaker, K. (April 2002) *More than Just Voice: Parameters of Male-to-Female Transgender Assessment & Intervention*. UNM Department of Linguistics--Class: Gender & Language. Albuquerque NM

Blaker, K. (February 1998) *Diagnostic Reporting in Speech-Language Pathology*: Panel Member for graduate class, UNM College of Education: Minds, Brains and Education, Albuquerque NM

Blaker, K. (April 1997) *Reading and the Role of the SLP*. (April 1997). Albuquerque Speech-Language-Hearing Center