

# GUIDELINES: Convergence 2025 Call for Papers

CSHA thanks you for participating in the Call for Sessions process. The high-quality content created by our presenters each year is what makes Convergence a can't-miss event.

Please take a moment to carefully review the guidelines below. They are intended to support you as you navigate the Call for Sessions process and to ensure that all content meets the requirements for ASHA CE eligibility. Incomplete proposals or proposals that do not follow these guidelines may be removed from consideration.

Convergence 2025 will be presented in Pasadena, Thursday, March 13 - Sunday, March 16, 2025, with sessions each day.

## Theme

CSHA Convergence is excited to announce that our theme this year is “**Embrace.**” We ask that you align your presentation with our theme. Please take a moment to reflect upon how you may incorporate the theme into your presentation:

- **Embrace Communication Diversity:** Highlighting the importance of embracing different communication styles, methods, and challenges faced by individuals with speech and language disorders.
- **Embrace Inclusivity:** Focusing on creating inclusive environments and practices that accommodate diverse communication needs and abilities.
- **Embrace Empowerment through Communication:** Exploring how effective communication empowers individuals to express themselves and participate fully in social, academic, and professional settings.
- **Embrace Innovation in Therapy:** Encouraging the adoption of innovative approaches, technologies, and research findings to enhance speech and language therapy outcomes.
- **Embrace Collaboration:** Emphasizing the collaborative nature of speech-language pathology, involving interdisciplinary teamwork, partnership with clients and families, and cooperation with other healthcare professionals.
- **Embrace Advocacy:** Promoting advocacy efforts to raise awareness about communication disorders, advocate for individuals' rights to communication access, and promote policies that support speech-language pathology services.
- **Embrace Lifelong Learning:** Encouraging continuous professional development and education to stay updated with advancements in the field and improve clinical practice.

## **Call for Sessions Deadline**

- Session proposals will only be accepted through the online proposal system.
- All proposals must be completed and submitted by Monday, September 30, 2024, at 11:59 p.m., PDT.

## **Selection Process/Notification**

Session proposals submitted by **Monday, September 30, 2024**, deadline will be double-blind reviewed. We will notify the primary presenter by email by **submissions@csha.org** about whether the proposal has been accepted or declined.

The primary presenter is responsible for notifying co-presenters if their session has been accepted or declined. If accepted, you agree to present your session in the assigned session format and on the day/time assigned by the Convergence Content Committee. The Convergence Content Committee will take the following into consideration: session format requests, session room availability, potential scheduling conflicts with similar topics, and speaker limitations. However, there is no guarantee and indicating that you are unable to present on a specific day(s) may limit your chances of acceptance.

If selected, the primary presenter is responsible for responding with acceptance by December 20, 2024. Any sessions not accepted by the deadline **will be removed from the conference schedule**. Please notify us at **submissions@csha.org** if there are any changes to presenter information. Individuals with questions or concerns regarding their scheduled presentations may contact us at **submissions@csha.org**.

## **PROPOSAL INFORMATION**

### **Proposal Requirements**

Each session proposal must include the following:

- A title with a limit of no more than 80 characters. Does the title of your session accurately depict the content of your session? Does it inspire the reader's interest?
- Three (3) Learner Outcomes
  - Please incorporate easy-to-measure action verbs such as: perform, identify, list, define, describe, explain, summarize, differentiate, specify, compare, and contrast.
  - Please do not include verbs that are difficult to measure such as: “understand,” “become familiar with,” or “appreciate.”
- A 150-word description for the online conference program. Please ensure that the description accurately depicts the content of the session. Please proofread and edit, as this will be what is posted in the online program.
- A program summary and description. Word limit: 750 words. The summary should include peer-reviewed references and the purpose, procedures, and results, including relevant evidence, provided in an in-text citation format. [Here is guidance on in-text citations](#).
- A time-ordered agenda of your presentation
- A list of three (3) journal references and/or practices that show the supporting evidence behind your topic.
- A completed statement of potential benefits and risks associated with the treatment or technique that will be discussed in your presentation.
- A completed submission and disclosure policy questions for each presenter.
- A completed presenter agreement.

### **Presentation Types**

The primary presenter will be asked to choose one of the presentation types:

- **Short Course (3 hours)** - These sessions typically discuss published intervention approaches, models, and practices.
- **Seminar (90 minutes)** - These sessions typically discuss published intervention approaches, models, and practices, but are more conducive to the 90-minute format.
- **Poster Session** - A poster session is the presentation of research information in the form of a paper poster that conference participants may view. There will be 10-12 posters presented during the session. Poster sessions may be presented by students, SLPAs, and professionals. The maximum poster size is 44.5" tall by 91" wide. Presenters will be scheduled for a 90-minute session at Convergence. Presenters will prepare a 15-minute short oral presentation to support their visual display and should then provide a Q&A session to engage with viewers in a discussion of their presentation. Poster sessions are eligible for 30 minutes of PDHs/CEUs.
- **Student Research Presentations (15 minutes)** - These 15-minute presentations typically discuss completed or nearly completed research by students as part of their thesis or culminating projects. Five to six student presentations will be scheduled within a 90-minute session. Student presentations are oral and should include a PowerPoint presentation. Accepted Student Research Presentations will be listed as subheadings under a general session name. These sessions will be moderated by CSHA.

## CONTENT AREAS

In the Call for Sessions process, you will be asked to choose the content area which is most closely aligned with your session.

In order to better help attendees sort and select content specific to their setting or area of interest, the CSHA Convergence Content Committee has clarified and separated a variety of topics and will be providing even more transparency for seminars that primarily highlight one product or service. The Convergence Content Committee reserves the right to make changes to the content area listed on submitted proposals if necessary.

There are 16 content areas:

- **Acquired Cognitive Communication Disorders**
  - Topics related to the description, assessment, comparison, treatment, and/or prevention of acquired cognitive or cognitive-communication disorders. This includes, but is not limited to, the effects of normal aging processes, mild cognitive impairment, focal and diffuse brain damage due to stroke (left/right hemisphere; cortical/subcortical, focal/diffuse), neurodegenerative diseases (e.g., amyotrophic lateral sclerosis, Alzheimer's disease, long-term effects of COVID-19, Lewy body dementia, multiple sclerosis, Parkinson's disease, primary progressive aphasia, progressive supranuclear palsy, etc.), or traumatic injuries (e.g., traumatic brain injury/chronic traumatic encephalopathy, concussion, head injury, or blast injury) across the lifespan.
- **Acquired Language Disorders in Adults**
  - Topics related to the description, assessment, comparison, treatment, and prevention of acquired neurogenic language disorders in adults. Topics may relate to effects of normal aging processes, focal and diffuse brain damage due to stroke (left/right hemisphere, cortical/subcortical, focal/diffuse), degenerative diseases (e.g., amyotrophic lateral sclerosis, Alzheimer's disease, Lewy body dementia, multiple sclerosis, Parkinson's disease, primary progressive aphasia, progressive supranuclear palsy), and intervention approaches.

- **Audiology, Hearing Sciences, Deaf, & Hard of Hearing**
  - This topic area spans across professions encompassing issues applicable to audiologists, speech language pathologists, and research scientists who work with children and adults with hearing loss and vestibular issues, their families, and professionals who serve them.
- **Augmentative & Alternative Communication (AAC)**
  - Topics related to the implementation of AAC across the lifespan that include ways in which existing and emerging technologies, strategies, and techniques are used to enhance the language development, quality of life, and independence of individuals with significant communication challenges across service delivery settings.
- **Clinical/Professional Issues: Early Intervention**
  - Topics related to clinical and professional issues in early intervention, specifically evaluation and treatment for babies and children aged 0 - 3 years. This includes areas such as parent coaching, feeding/swallowing for infants and young children, language acquisition treatment for infants and young children, and resources related to developmental disabilities for infants, young children, and their families.
- **Clinical/Professional Issues: Medical Settings**
  - Topics related to clinical and professional issues in medical settings (e.g., hospitals, acute rehabilitation, skilled nursing facilities), such as policy, regulatory requirements, productivity, and advocacy.
- **Clinical/Professional Issues: Models of Academic and Clinical Education**
  - Topics related to clinical and professional issues in academic and clinical education such as undergraduate and/or graduate models of teaching and learning in higher education. Areas within those may include clinical, scholarship of teaching/training, academic education models. Interprofessional education, practice, and/or research that addresses the implementation of interprofessional competencies within curricular or practice models or the evaluation of collaborative care outcomes specific to models of academic and clinical education
- **Clinical/ Professional Issues: School-Based**
  - Topics related to clinical and professional issues in the school setting, such as eligibility, service delivery, advocacy, and interprofessional collaboration.
- **Considerations for Autistic Populations**
  - Topics related to the research and clinical advancements in understanding the diverse experiences of autistic\* persons across the lifespan in all aspects of life, including communication and language learning and use, social interaction and relationships, and life skills. May include clinical or educational services (diagnosis, assessment, planning, and treatment), and education, administration, and research involving autistic individuals.
- **Business & Practice Management: Private Practice**
  - Topics related to clinical and professional issues in the private practice setting, such as insurance reimbursement, coding, billing, business development, employee management, regulatory requirements and advocacy.
- **Equity, Inclusion, and Cultural-Linguistic Diversity**
  - Topics related to diversity, equity, inclusion, and power relations within speech, language and hearing sciences. The special focus is on addressing systemic disparities, marginalization, and the needs of under-served communities. Proposals should indicate how culture, language/language variations, and other

- sociocultural factors (such as race/ethnicity, socioeconomic status, national origin, immigration status, gender, sexuality, religion and dis/ability)
- **\*\*Note** - Speakers are encouraged to reference [ASHA certification requirements](#) for *Cultural Competency, Cultural Humility, Culturally Responsive Practice, or Diversity, Equity, and Inclusion (DEI)*
  - **Language, Learning, & Literacy**
    - Topics related to the aspects of acquisition of spoken and written language and learning in children, adolescents, and adults with developmental disorders, including those with and without a diagnosis. Topics may relate to the prevalence, assessment, treatment, and advocacy as it relates to areas such as phonemic awareness, morphology, syntax, comprehension, expressive and receptive language, spelling, or written expression.
  - **Motor Speech Disorders Across the Lifespan**
    - Topics related to examining the etiologies, nature, assessment, differential diagnosis, and treatment of apraxia of speech and/or dysarthria in either pediatric or adult populations. Submissions can include clinical and research implications related to motor speech disorders, aspects of motor speech control across the lifespan associated with development, disease, and other relevant factors that affect its function.
  - **Professional Issues (Includes Diversity, Inclusion & Culture\*)**
    - Topics impacting service delivery, case management, teletherapy and professional practice including issues concerning the diversity, inclusion and culture of our profession.
  - **Special Populations**
    - Topics that reference the communication assessment and intervention for individuals with specific disorders, health conditions, or non-mainstream language backgrounds. Examples include topics related to accent modification, supporting individuals who stutter, or supporting individuals with Down syndrome
  - **Swallowing and Feeding Disorders**
    - Topics related to procedures and instrumental techniques used to assist in diagnosis and management of swallowing and feeding disorders including cognitive, communication, behavioral, and psychological factors contributing to dysphagia and/or feeding care across the lifespan.
  - **Supervision, Leadership & Management**
    - Topics related to the supervision process, leadership and management of students and paraprofessionals in various settings including academic, educational, health care and our professional association.
    - **\*\*Note** - Speakers are encouraged to reference [ASHA certification requirements](#) for the *supervision of staff/clinical education of students/CF mentorship*
  - **Voice, Resonance, and Upper Airway**
    - Topics related to people with normal or disordered voice, resonance, or upper airway issues, throughout the lifespan. This includes areas such as professional and occupational voice use, chronic cough, paradoxical vocal fold motion, gender-affirming voice and communication, neurogenic voice (including laryngeal dystonias), craniofacial disorders, and tracheostomy and ventilator dependence

### **Diversity, Equity and Inclusion/Ethics & Supervision Sessions**

There are ASHA professional development requirements for DEI, ethics, and supervision content. See if your session meets those requirements [here](#). For sessions to meet ASHA requirements, a minimum of 50% of the content from your presentation must be directly related

to DEI, ethics, or supervision. Only one special designation will be accepted per proposal that meets ASHA standards.

***NOTE: The following content areas have been identified as high-demand for Convergence 2025.***

- Advanced-level courses across all content areas
- Audiology, Hearing Sciences, Deaf, & Hard of Hearing
- Acquired Language Disorders in Adults
- Clinical/ Professional Issues: Medical Settings
- Content accessible to or related to duties within the scope of practice of SLPAs

## **ADDITIONAL PRESENTER REQUIREMENTS**

**Registration is required of all presenters.**

All primary presenters and co-presenters are required to register for the Convergence 2025. **Presenters are responsible for payment of their convention registration fees.**

### **Conduct and Conflict of Interest**

CSHA policy requires all presenters (and attendees) to abide by the CSHA Event Code of Conduct (Policy 6.4: [https://www.csha.org/wp-content/uploads/2020/08/CSHA\\_Policies\\_v4.pdf](https://www.csha.org/wp-content/uploads/2020/08/CSHA_Policies_v4.pdf)).

In addition, ASHA's Continuing Education Board defines a conflict of interest as any financial or non-financial consideration or relationship relevant to course content that compromises or has the potential to compromise professional judgment. Providers of events approved for ASHA CEUs must identify and disclose to participants any such interest on the part of any speaker or instructor.

\*Having a disclosable financial or non-financial relationship does not prevent you from speaking. Disclosing such relationships is intended to give convention attendees a more complete context in which to consider the information you provide. As a general guideline, err on the side of disclosure. Refusal to disclose any financial or non-financial relationships disqualifies you from speaking at Convergence. If your presentation is accepted, any conflict of interest you indicate will be disclosed on the conference website. Note that for financial relationships, dollar amounts are not disclosed.

In addition, you will be expected to disclose relevant relationships on-site at the time of your presentation, either verbally or visually. We will provide guidelines for on-site disclosures after acceptance.

### **Disclosure Policy**

All Convergence presenters are required to complete the disclosure questions in order to be considered for presentation. Requirements from ASHA's Continuing Education Board require these practices of all providers of ASHA continuing education units. The most substantial addition is known as Requirement 3: Transparency in Course Planning, Delivery, and Marketing, which took effect in 2012. Designed to promote transparency in the design, development, and

presentation of courses offered for ASHA CEUs, the requirement aligns ASHA with current practices among other professions, particularly in the continuing medical education arena. As a result, everyone submitting a presentation, or listed as an author for a presentation for consideration at an ASHA event, is required to complete a disclosure indicating any financial or non-financial relationship related to the content of the proposed session.

Examples of relevant and disclosable financial relationships may include:

- Being an employee of, or a paid consultant to, an organization whose product or service you discuss in your presentation
- Receiving grant funds for a research project you discuss in your presentation
- Receiving royalties from the sale of a book whose content you discuss in your presentation
- Patent holder
- Ownership interest (stocks, stock options or other ownership interests)

Examples of relevant and disclosable non-financial relationships may include:

- Serving as a formal advisor to a review panel
- Sitting on the board of an organization whose product or service you discuss in your presentation
- Receiving an award of honor from an organization whose product or service you discuss in your presentation
- Serving on any committees or holding an elected position in CSHA

### **Singular Focus in Presentation**

You must indicate whether your proposed session will focus on only one approach, product, product line, tool, technique, service, or model without mention of, or information about, other similar approaches, products, services, techniques, tools, or models. Transparency is required in order to allow attendees to make informed decisions regarding potential sessions. A particular response will not preclude a session from being considered for presentation.

### **Questions?**

For more information or inquiries regarding the Call for Sessions, please send an email to **submissions@csha.org**. We look forward to seeing you at Convergence 2025! Thank you for your interest.