

IM Adult Rehabilitation Best Practices: Cognitive Skills



Course Description:

Although adolescent/adult patients benefit greatly from auditory and auditory-visual IM, some continue to demonstrate deficits in visual processing, attention, and executive functions. This was the observation of a Speech-Language Pathologist (SLP) at a Level II Trauma hospital in St. Petersburg, Florida. In order to help these patients achieve further recovery, she developed several IM best practices that proved to be extremely beneficial to her patients. Spurred on by the treatment outcomes achieved by this SLP, other clinicians in her field developed and implemented additional best practices for the treatment of language processing and executive functions.

Across the U.S. in Arizona, another SLP reported integrating treatment tasks for Aphasia and Apraxia of Speech with IM, improving treatment outcomes for communication and language. This clinician has since developed best practices for using IM in skilled nursing facilities and with patients who suffer from dementia. This course contains helpful assessment and treatment strategies for the treatment of cognitive-communicative deficits in neurologically impaired adolescents/adults. Where applicable, specific treatment tasks, stimuli, and hierarchy are described in detail.

**Contact hours/ASHA and AOTA CEUs are offered pending successful completion of a written exam at the end of the course.*

Target Audience:

This webinar welcomes the following professionals who have completed the Interactive Metronome Certification Course.

- Speech and Language Pathologist
- Speech and Language Pathology Assistant
- Occupational Therapist
- Occupational Therapy Assistant
- Licensed Medical, Rehabilitation or Mental Health Professional
- Music Therapist

Instructional Level:

Advanced

Learning Outcomes:

Upon completion of this course, participants will be able to:

- Enhance treatment outcomes for cognitive abilities using Interactive Metronome;
- Demonstrate evidenced-based practice through appropriate use of objective & functional assessments to measure treatment outcomes;
- Successfully implement IM best practices for remediation of cognitive abilities in neurologically impaired adolescents/adults in order to improve ADLs.

**Note: This course covers information that pertains to licensed therapists and therapy assistants. OTA professionals must practice IM under the supervision of an OT.*

Specific Learning Outcomes for Speech-Language Pathologists & Audiologists:

- Identify adolescent/adult patients who will benefit from integrating cognitive-communicative tasks with Interactive Metronome (IM);
- Demonstrate evidenced-based practice through appropriate use of objective & functional assessments to measure treatment outcomes;
- Successfully implement IM best practices for remediation of cognitive-communicative abilities in neurologically impaired adolescents/adults.

**Note: This course covers information that pertains to licensed therapists and therapy assistants. SLPA professionals must practice IM under the supervision of a licensed SLP.*

Authors:

Dara Coburn, MS, CCC-SLP received her undergraduate and masters degree from the University of Central Arkansas and holds the Certificate of Clinical Competence issued by the American Speech-Language-Hearing Association. Dara is the National Program Champion for Interactive Metronome within the HealthSouth Corporation. She also serves as Interactive Metronome's Clinical Support contact person for Life Care Centers of America. With expertise and experience in the field of neurological disorders, Dara was able to accept this new treatment tool and has been able to successfully integrate it into her practice by modifying it to individually meet her patient's needs.

Nicole Viegut, MS, CCC-SLP received her undergraduate and graduate degree from the University of Wisconsin-River Falls in 1995 and holds the Certificate of Clinical Competence issued by the American Speech Language & Hearing Association (ASHA). Nicole has had wonderful opportunities to travel as a therapist, specializing and training in the geriatric population with competencies in Dementia Staging and collaborating programs for patients, family and staff. Nicole has also had the privilege to serve and treat the palliative population. Over the years, Nicole has worked in various settings, including pediatric private practice, UPARC, medically fragile 0-3 population for home health care as well as acute care, rehabilitation and outpatient rehabilitation. Nicole has specialized training in Vital Stim, is currently training in Experia procedures, and presently providing speech-language pathology services in an acute care rehabilitation hospital specializing in neurological disorders, traumatic brain injury, stroke and other neurological disorders that affect speech, language, communication, swallowing and cognition. Nicole has several years of experience with Interactive Metronome, enhancing treatment outcomes for cognitive-communicative abilities. She is dedicated to her patients and families so that they may have quality of life and live their lives to the fullest.

Nikki Smith, MS, CCC-SLP is a speech-language pathologist. She graduated from the University of South Florida with a Master's in Communication Sciences and Disorders in 2001. Nikki participated in a five-part research thesis, chaired by Dr. Elaine Silliman, that examined the relationship between African-American English and phonological processing. Nikki specializes in pediatrics and currently works at a rehabilitation hospital where she treats children and adults with a variety of diagnoses. She also helps facilitate their Brain Injury Support Group. She has been certified in Interactive Metronome (IM) since 2006 and has used it with many of her pediatric and adult patients with much success.

Amy Vega, MS, CCC-SLP received her master's degree in speech-language pathology from the University of South Florida in 1994 and holds the Certificate of Clinical Competency from the American Speech Language & Hearing Association (ASHA). She specializes in adolescent and adult rehabilitation for patients diagnosed with traumatic brain injury, stroke, epilepsy, brain tumor & and other disease processes that affect communication, cognition, and behavior. She currently serves as Director of both the Clinical Education Department and the Clinical Advisory Board for Interactive Metronome, Inc. and is their Continuing Education Administrator. She provides clinical support to IM providers globally, serves as Editor in Chief for IM's clinical publications and website FAQ/Best Practices search engine, develops IM certification materials, and is the master-trainer for IM certification instructors.

Disclosures:

Dara Coburn, MS, CCC-SLP

Instructor Financial Disclosure(s): Dara is an active member of Interactive Metronome's Clinical Advisory Board, for which she receives an annual honorarium from Interactive Metronome, Inc. She is the author/co-author of educational offerings on the clinical application of Interactive Metronome technology, for which she has received honoraria from Interactive Metronome, Inc. She does not receive royalties or any other form of compensation for the continued publication and use of educational materials she has authored/coauthored. Dara is also an instructor for Interactive Metronome, for which she receives a fee for teaching each course and reimbursement of travel expenses from Interactive Metronome, Inc. Dara provides clinical consultation to IM providers and receives a consulting fee from Interactive Metronome, Inc. for these extended educational services. Dara does not sell or receive compensation for the sale of Interactive Metronome products.

Instructor Nonfinancial Disclosure(s): Dara does not have any relevant nonfinancial relationships to disclose.

Nicole Viegut, MS, CCC-SLP

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Instructor Nonfinancial Disclosure(s): Nicole uses the Interactive Metronome in clinical practice at HealthSouth.

Nikki Smith, MS, CCC-SLP

Instructor Financial Disclosure(s): Nikki has been a member of Interactive Metronome's Clinical Advisory Board, for which she received an annual honorarium from Interactive Metronome, Inc. She has authored/co-authored courses that focus on the clinical application of Interactive Metronome technology, for which she has received honoraria from Interactive Metronome, Inc. She does not receive royalties or any other form of compensation for the continued publication and use of educational materials she has authored/coauthored. Nikki has been an instructor for Interactive Metronome, for which she has received a fee for teaching each course and reimbursement of travel expenses from Interactive Metronome, Inc. Nikki does not sell or receive compensation for the sale of Interactive Metronome products.

Instructor Nonfinancial Disclosure(s): Nikki uses the Interactive Metronome in clinical practice at HealthSouth.

Amy Vega, MS, CCC-SLP

Instructor Financial Disclosure(s): Amy is an employee of Interactive Metronome, Inc (IM). She receives a salary for her role as IM Clinical Education Director, Clinical Instructor, and IM Clinical Advisory Board Director from Interactive Metronome, Inc. She has also received limited shares of stock as compensation from Interactive Metronome, Inc. Amy has authored/coauthored IM training modules for which she received honoraria from Interactive Metronome, Inc. She does not receive royalties or any other form of compensation for the continued publication and use of educational materials she has authored/coauthored. When teaching, she receives a fee and

Education Department Contact Info:imcourses@interactivemetronome.com, 877-994-6776 opt 4 (US Only), 954-385-4660 opt 4, Fax: 954-385-4674

reimbursement of travel expenses from Interactive Metronome, Inc. Amy does not sell or receive compensation for the sale of Interactive Metronome products.

Instructor Nonfinancial Disclosure(s): Amy does not have any relevant nonfinancial relationships to disclose.

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Course Origination Date*: 3/16/2010

*Course content is reviewed annually to make sure it remains current and relevant to the practice of Interactive Metronome.

Time-Ordered Agenda				
TIME	CONTENT	INSTRUCTIONAL PERSONNEL	INSTRUCTIONAL METHODOLOGIES	LEARNING RESOURCES
Self-paced: Estimated completion time is 20 minutes	CHAPTER 1: Course outline	Amy Vega, MS, CCC-SLP (Editor & Contributing Author)	<ul style="list-style-type: none"> Assigned reading 	<ul style="list-style-type: none"> Course manual
Self-paced: Estimated completion time is 35 minutes	CHAPTER 2: Introduction to IM Adult Rehabilitation Best Practices: Cognitive Skills	Amy Vega, MS, CCC-SLP (Editor & Contributing Author)	<ul style="list-style-type: none"> Assigned reading & references Research bibliography for Efficacy of Rate, Rhythm & Timing Interventions 	<ul style="list-style-type: none"> Course manual
Self-paced: Estimated completion time is 95 minutes	CHAPTER 3: Improving Visual Attention, Processing, & Executive Functions with IM	Amy Vega, MS, CCC-SLP (Editor & Contributing Author)	<ul style="list-style-type: none"> Assigned reading Chapter review questions 	<ul style="list-style-type: none"> Course manual
Self-paced: Estimated completion time is 40 minutes	CHAPTER 4: Improving Executive Functions with IM	Nikki Smith, MS, CCC-SLP	<ul style="list-style-type: none"> Assigned reading Chapter review questions 	<ul style="list-style-type: none"> Course manual
Self-paced: Estimated completion time is 25 minutes	CHAPTER 5: Integrating Treatment of Cognitive-Linguistic Abilities with IM	Nicole Viegut, MST, CCC-SLP	<ul style="list-style-type: none"> Assigned reading Chapter review questions 	<ul style="list-style-type: none"> Course manual
Self-paced: Estimated completion time is 25 minutes	CHAPTER 6: IM Best Practices for Aphasic/Apraxic Population	Dara Coburn, MS, CCC-SLP	<ul style="list-style-type: none"> Assigned reading Chapter review questions 	<ul style="list-style-type: none"> Course manual

TIME	CONTENT	INSTRUCTIONAL PERSONNEL	INSTRUCTIONAL METHODOLOGIES	LEARNING RESOURCES
Self-paced: Estimated completion time is 25 minutes	CHAPTER 7: IM Best Practices for Patients with Dementia	Dara Coburn, MS, CCC-SLP	<ul style="list-style-type: none"> Assigned reading Chapter review questions 	<ul style="list-style-type: none"> Course manual
Self-paced: Estimated completion time is 25 minutes	CHAPTER 8: Using IM in Skilled Nursing Facilities	Dara Coburn, MS, CCC-SLP	<ul style="list-style-type: none"> Assigned reading Chapter review questions 	<ul style="list-style-type: none"> Course manual

Contact Hours/ASHA and AOTA CEUs:

0.45 ASHA (4.5 contact hours)

0.45 AOTA / 5.625 NBCOT PDUs (4.5 contact hours)

Other Disciplines Not Listed Above: If your discipline or state is not listed above, you may submit paperwork to your state board or association for CEUs if they allow you to do so. Please check with your state board/association prior to registering for this course.

This is not a co-sponsored or cooperative course offering. Interactive Metronome, Inc. is the organization responsible for creating the content & awarding AOTA CEUs.



Interactive Metronome is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.45 ASHA CEUs (Advanced level, Professional area).

Effective July 1, 2011, individuals must meet at least one of the following conditions in order to be eligible to earn ASHA CEUs.

- ASHA Member (includes Life member and International affiliates)
- ASHA Certificate of Clinical Competence (CCC) Holder
- Licensed by a state or provincial regulatory agency to practice speech-language pathology (SLP) or audiology
- Credentialed by a state regulatory agency to practice SLP or audiology
- Credentialed by a national regulatory agency to practice SLP or audiology
- Currently enrolled in a masters or doctoral program in SLP or audiology



Interactive Metronome, Inc is an AOTA Approved Provider (#4683). This advanced course is offered for 4.5 contact hours/ 0.45 AOTA CEUs (Classification Codes - Domain of OT-ACTIVITY DEMANDS, Domain of OT-PERFORMANCE SKILLS, OT Process-INTERVENTION). The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.