

**Full Curriculum Vitae
Linda Schmitz, MS CCC-SLP**

EDUCATION:

University of Redlands
1984-1985
Master of Science in Communicative Disorders
Crawford Award (Outstanding Student)

Chapman College
1982-1984
Bachelor of Arts in Communicative Disorders
Grey Key Award
Magna cum Laude

CERTIFICATION/LICENSURE:

Certificate of Clinical Competence
American Speech-Language-Hearing Association

Licensed Speech-Language Pathologist
California Speech-Language Pathology and Audiology Board

TEACHING POSITIONS AND RANKS HELD:

Lecturer
San Diego State University
School of Speech, Language and Hearing Sciences
Part-time and Full-Time
2007-Present

PROFESSIONAL EXPERIENCE:

1/2015 -Present

Lecturer, Part-time
San Diego State University
School of Speech, Language and Hearing Sciences
Responsibilities include supervising MA students enrolled
in both the Diagnostics and Intervention portions of their adult
clinical practicum.

Instructor, Acquired Brain Injury Program

Responsibilities include teaching classes for adult students with communication impairment secondary to an acquired brain injury.

- 2014- 2016 **Per-Diem Speech/Language Pathologist
Sharp HealthCare**
Responsibilities include providing assessments and intervention for patients in the inpatient rehabilitation unit and/or Community Re-Entry Programs, who present with varying degrees of cognitive and linguistic impairment.
- 2008-2014 **Lecturer, Full-time
San Diego State University**
School of Speech, Language and Hearing Sciences
Refer to responsibilities listed above.
- 2007-2008 **Lecturer, Part-time
San Diego State University**
School of Speech, Language and Hearing Sciences
Refer to responsibilities listed above.
- 1998-2008 **Instructor, Acquired Brain Injury Program**
Developed and implemented curriculum for adult students who exhibited varying degrees of cognitive and linguistic impairments secondary to acquired brain injury. Classes taught included: Communication, Pragmatics, Memory, Cognitive Skills, Listening, and Writing. Supervised SDSU MA students as part of their off-campus clinical experience.
- 1992-1997 **Speech-Language Pathologist
Community Re-Entry Program**
Sharp Memorial Hospital
Responsible for diagnosing and treating speech, language, and cognitive impairments in adults with neurological disorders. Provided treatment within individual sessions, group sessions, clients' homes, their immediate community, and/or their work site. Supervised SDSU MA students as part of their off-campus clinical experience.
- 1986-1992 **Speech-Language Pathologist
Sharp Memorial Hospital/Rehabilitation Center**
Responsible for diagnosing and treating speech, language, and cognitive impairments in adults with varying degrees of neurological impairment at all levels of care (acute, in-patient rehabilitation, and outpatient). Supervised CF candidates.

PROFESSIONAL MEMBERSHIPS:

American Speech-Language Hearing Association (ASHA)

GUEST LECTURES:

Aphasia Assessment

Guest Lecturer, 609A

Fall 2016

Fall 2015

Fall 2014

Fall 2013

Fall 2012

Fall 2011

Fall 2010

Glasgow Coma Scale and Rancho Levels of Cognitive Function

Guest Lecturer, 609B

Spring 2009

Spring 2010

Cognitive Assessment/Treatment

Guest Lecturer, 609B

Spring 2016

Spring 2015

Spring 2013

Spring 2011

Dysarthria - Listening Practice

Guest Lecturer, 3 class meetings, 608

Spring 2011

627, 629/929 - Graduation/CFY Preparation

Fall 2014

Spring 2013

ACADEMIC COURSES TAUGHT:

SLHS 525 Clinical Methods

Spring 2016
Fall 2015
Spring 2015
Fall 2014
Spring 2014
Fall 2013
Spring 2012
Fall 2012
San Diego State University

525 Clinical Methods:

This course was co-taught with other supervisors and the Clinic Director. Each week a presentation was given pertaining to various clinical topics.

CLINICAL COURSES TAUGHT:

**SDSU
Speech and Language Clinic:**

SLHS 626 B Neuro Speech-Language Intervention
SLHS 626C Voice/Fluency/Dysphagia Clinical Practicum

Full-time:

Fall, Spring, Summer 2014
Fall, Spring, Summer 2013
Fall, Spring, Summer 2012
Fall, Spring, Summer 2011
Fall, Spring, Summer 2010
Fall, Spring, Summer 2009
Fall, Spring, Summer 2008

Part-Time:

Spring 2017
Spring, Summer, Fall 2016
Spring, Summer, Fall 2015
Spring, Summer 2007

SLHS 618B Diagnostic Practicum - Adult:

Spring, 2017
Fall, Spring, Summer 2016
Fall, Spring, Summer 2015
Fall, Spring, Summer 2014
Fall, Spring, Summer 2013
Fall, Spring, Summer 2012
Fall, Spring, Summer 2011
Fall 2010
Fall, Spring 2009
Fall, Spring, Summer 2008
Fall 2007
Summer 2007

SLHS 541 Hearing Screening in Children:

Fall, Spring, Summer 2010
Fall 2009

TEACHING PHILOSOPHY/APPROACH:

I believe that beginning clinicians first need a great deal of support/information in order to gain the confidence they will need to become competent clinicians. As the semester progresses, my approach involves gradually weaning that level of support depending upon each clinician's skill/confidence level. However, even at the time of their first semester, I treat the students as "the clinician." and "the expert". As the semester progresses, I assist the students in thinking critically, developing sound clinical judgment, initiating and incorporating information from their academic classes and previous clinical experience, and "thinking on their feet". I do this by providing specific and constructive feedback and encouraging each student to ask questions and provide their best solution. From there, we can actively problem-solve as a team. I believe in being a very "hands-on" supervisor, and strive to impart my passion for the field to each student.

CLINICAL TEACHING RESPONSIBILITIES:

626 B.C:

Responsible for coordinating the schedule, managing cases, and providing direct supervision of students treating a caseload of 17-20 adult clients with the following diagnoses: Left CVA, TBI, Anoxia, Encephalitis, Voice, Fluency, SLI, and Cluttering. Treatment approaches for the remediation of aphasia, apraxia, dysarthria, cognitive-linguistic disorders, voice, and fluency are discussed and practiced. Treatment is provided in both group and individual formats. During the onset of the semester, I provide students with specific resources (including sample treatment plans, treatment approaches, etc.) and suggestions to enable them to be successful immediately when working with their adult clients. Throughout the course of the semester, I provide each student with written feedback following each session specifying areas of strength as well as skills needing improvement; I work with the client and clinician in the treatment room when needed; I review daily notes and daily treatment plans; I edit multiple versions of Case Summary Reports; and I respond to questions through e-mail on a daily basis.

I meet with students both individually and in group staffings. During individual meetings, specific issues pertaining to that student's cases are discussed including: intervention approaches, strategies to improve clinical writing, strategies to improve treatment delivery, and strategies to improve counseling skills. During group staffings, time is devoted to teaching: characteristics of disorders on my caseload; evidence-based treatment approaches; data collection; treatment delivery/modification; clinical writing including SOAP notes, goals, and reports; as well as providing the students with a forum in which they can actively problem-solve issues that have arisen over the course of the week.

Other aspects of case management include: providing education and counseling to families, clients, other professionals, and other SDSU Departments (Department of Disabled Student Services, Campus Police) during the treatment day as needed; assisting clients and families in problem-solving a variety of issues (i.e., transportation); acting as a liaison between clients and community resources (i.e. Acquired Brain Injury Program); returning phone calls, and responding to e-mails from clients/family members/allied professionals.

618B:

My responsibilities for this diagnostic practicum include scheduling and providing direct supervision to students conducting complete assessments to adults with a variety of speech, language, and cognitive disorders.

Specifically, prior to their administering assessments to actual clients, I have the students practice multiple assessments taken from the Assessment Protocols generated by the Academic Faculty. I then review cases; request additional records when needed; speak with families/clients regarding expectations (both theirs and ours), and schedule the assessment.

Once the case is scheduled, I assist the students in identifying appropriate assessment tools and developing an appropriate assessment plan, including conducting an interview with the appropriate entities (clients, families, allied professionals, MD's, etc.). As a team, we discuss ways to modify the assessment if needed, and I provide assistance in answering questions which have arisen during the practice phase.

During the assessment, I provide students with written feedback and provide direct modeling and teaching as needed when questions/problems arise.

Following the assessment, I meet with the team to provide feedback/impressions pertaining to the diagnosis and discuss appropriate recommendations. Additionally, I am available to meet with students regarding scoring of the protocols, interpretation of assessment results, and discussion of methods of imparting the information to the clients/families at the time of the post-assessment conference. Report format/expectations are also given at this time. Written feedback is given on each team report. Multiple revisions of reports are completed prior to providing the final copy to the client/family.

541:

For this practicum, my responsibilities included: coordinating scheduling two dates per site (one for the initial screening and one for the re-screening); disseminating permission slips/purpose of the screenings to parents; supervising students in administering hearing screenings at a variety of private schools in San Diego County from pre-school to high school; providing written results on those students that failed the screening; counseling parents/students; and providing information to physicians and teachers as needed.

OTHER DUTIES:

Clinical Administrative Duties:

Clinical administrative duties include: attending monthly supervisor meetings; scheduling clients/clinicians; assisting the Clinic Director and other supervisors as needed in actively problem-solving and acting on discussion/agenda items.

Consultation:

I meet periodically with second year students regarding resume writing, answering questions pertaining to job placement/sites. Additionally, I write multiple letters of recommendation and provide references by telephone.

Clinic/Division Activities:

Developed Supervisor Orientation Checklist for newly hired clinical faculty.

Clinic-wide activities involving all or most of clinic staff.

Faculty/Division Activity – School- or division-wide activities involving all pertinent faculty members.

CEU Requirements – Attending professional development to maintain CA license, and ASHA certification

TEACHING AWARDS:

2015 -Most Influential Faculty Member nominated by Jessica Supernaugh – Outstanding M.A. Student

SCHOOL/ COMMUNITY SERVICE:

School:

Participated in M.A Open House – 2/15, 10/15, 10/16

Committee to develop SLPD proposal

IT Committee member (2009-2012)

2010 – Collaborated with UCSD Doctoral Student, Ann-Marie Piper, regarding development of digital pen to be used with aphasic individuals.

Research Activities:

Collaborated with Dr. Nip on the project, "Kinematic Correlates of Speaking Rate in Children with Cerebral Palsy: Preliminary Results" (currently being published)

Community:

2015, 2016 - Participated with SDSU M.A. students in “Walk for Thought”, a fund-raising event, supporting the Brain Injury Foundation.

2013 – Participated with SDSU M.A. students in “Walk for Thought”, a fund-raising event, supporting the Brain Injury Foundation.

2012 – Participated with SDSU M.A. students in “Walk for Thought”, a fund-raising event, supporting the Brain Injury Foundation.

2010 – First department to provide services at the West Senior Center conducting hearing screenings. Consulted/educated staff regarding strategies to improve communication in persons with hearing loss; provided education to family members and clients regarding resources/compensatory strategies. Had bilingual students translate information in Spanish and Chinese for staff to utilize at the Center.

CONTINUING EDUCATION:

2016 – Successful Supervision (RPE) - CSHA

2015 - California Speech-Language and Hearing Association Conference:

Presentations attended:

- What does “Counseling” Really Mean for Speech-Language Pathologists and Audiologists?
- Neuroplasticity and How to Maximize Potential Through Home Programs
- Linking Patient-Centered Goals to Evidence-Based Treatments for Adults with Neurogenic Language and Cognitive Impairments
- Receptive Language and Information Processing Skills and Deficits: How They Impact Adolescent Academic Achievement

2014 - “Supervision Advancing Knowledge and Skills” –SDSU

“Language and the Brain: Learning from Aphasia” - SDSU

“Hot Topics in Medical Speech-Language Pathology” – Scripps Memorial Hospital, Encinitas

2013 – “Language Intervention – What Really Matters” - SDSU

2012 – The 2nd Annual Southern California Cognitive Neuroscience Meeting

2012 – SLHS Spring Symposium – “Follow Me I’m Right Behind You! How to Lead and Influence Others.

2011 – American Speech-Language and Hearing Association National Conference

Presentations attended:

- Understanding and Treating Acquired Impairments of Written Language: Update 2011
- Systematic Review of Dysarthria Related to ALS: Assessment and Treatment
- Attentional Systems That Support Communication and Intervention
- Clinical Education for Clinical Educators: Examining the Supervisory Process

- iPads, Apps, Research, and SLPs: What Are We Doing?
- Diagnostic Training Program for First-Year Master's Students
- Voice Therapalooza
- Acquired Stuttering in Post-Deployed Service Members: Neurogenic or Psychogenic?
- Self-Help Conferences for People Who Stutter: An Interpretive Phenomenological Analysis

2011 – California Speech Language and Hearing Association Conference:

- Attended 12 hours of continuing education on a variety of topics pertaining to adult neurogenics.

2011 - "Current Topics in Autism" - SDSU

2010 – "Diagnosis and Treatment of Speech and Language Disorders" - SDSU

2009 – "Motor Speech Disorders and Localization and Diagnosis of Neurologic Disease" - SDSU

2009 - "Strategies for Excellence in Stroke Care"

2009 – "Vocal Medicine: The Perfect Prescription" – Scripps La Jolla