**CURRICULUM VITAE**

**Gloria Macías-DeFrancé M.A., CCC-SLP**

1101 N Campbell Rm 403

El Paso, Texas 79932

Phone: (915) 747-8220

Email: gpmacias@utep.edu

**LICENSES:**

**Speech-Language Pathology License, State of Texas**

(TX. Lic. #100156)

**Speech-Language Pathology License State of New Mexico**

(NM. Lic. # 2662)

**Public Education Department Level III Pre K-12 Speech Language Pathologist License with Endorsement in Bilingual Education**

(NM. Lic. #259016)

**ACADEMIC PREPARATION:**

Institution Location Degree Date

New Mexico State University El Paso, TX. M.A. May 1999

 Communication Disorders

 Bilingual Endorsement

University of Texas-El Paso El Paso, TX. B.S. May 1995

Speech-Language Pathology

 Minor Early Childhood Education

**PROFESSIONAL EMPLOYMENT:**

**University of Texas-El Paso, El Paso, TX. November 2017 to Present**

 PROGRAM COORDINATOR/MANAGER August 2018 to Present

 OFF CAMPUS PRACTICUM COORDINATOR November 2017 to Present

AFFILIATION AGREEMENTS COORDINATOR November 2017 to Present

CLINICAL SUPERVISOR November 2017 to Present

Voice Modification Clinic for Transgender Persons August 2019 to Present

University Clinic November 2017 to August 2019

Cleft Palate Monthly Clinic November 2017 to Present

Service Learning Off Campus November 2017 to Present

 LECTURER November 2017 to Present

**Evolving positions within a progressive healthcare April 2008 to November 2017**

**company through numerous mergers and acquisitions.**

**2015** Therapy Director, Epic Pediatric Therapy, El Paso, Texas

 **2013** Operations Director, Epic Health Services, El Paso, Texas

 **2010** Area Manager, Santé Pediatric Services, El Paso, Texas

 **2008** Pediatric Rehab Manager, Santé Rehab Group, El Paso, Texas

**Gadsden Independent School District, August 1996-April 2008**

**Anthony, New Mexico**

Bilingual Speech Language Pathologist

Cluster Lead SLP

**Taos Municipal Schools, Taos, New Mexico 2002 to 2015**

Contract Bilingual Speech Language Pathologist and Consultant

**Aprendamos Intervention Team, Birth to 3 Program,**

**Las Cruces, New Mexico 2006-2008**

Contract Bilingual Speech Language Pathologist and Consultant

**Early Childhood Intervention Program, El Paso, Texas 2002-2007**

Contract Bilingual Speech Language Pathologist

**El Paso Rehabilitation Center, El Paso, Texas 2002-2007**

Contract Bilingual Speech Language Pathologist

**Las Cruces Independent School District,**

**Las Cruces, New Mexico 2002-2004**

Contract Bilingual Speech Language Pathologist and Consultant

**Deming Public Schools, Deming, New Mexico 2002-2004**

Contract Bilingual Speech Language Pathologist and Consultant

**Truth or Consequences Municipal Schools 2002-2004**

Contract Bilingual Speech Language Pathologist

**Autonomous University of Cd. Juarez,**

**Cd. Juarez, Chihuahua Mexico Spring 2000**

Lecturer

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:**

American Speech-Language-Hearing Association

Texas Speech-Language-Hearing Association

El Paso Speech-Language-Hearing Association

**PROFESSIONAL HONORS AND AWARDS:**

ESC 19 Head Start, Certificate of Appreciation for Service 2009-2019

YWCA Early Learning Academies, Certificate of Appreciation for Services 2018

Texas Speech Language Hearing Association,

Certificate of Appreciation for Service 2015

**PROFESSIONAL CERTIFICATIONS:**

**American Speech and Hearing Association** 2000 to Present

**Certificate of Clinical Competence**

 (ASHA # 09127829)

**Certificate in Effective College Instruction** 2020

Association of College and University Educators, Course in Effective

Online Teaching Practices, Center for Faculty Leadership and Development,

University of Texas at El Paso

**Team STEPPS Master Training Course** 2019

**Vital Stim Certification (#132168)** 2014

**Safety Care** 2016

**Basic Life Support/Cardiac Pulmonary Resuscitation and First Aid** 2019

**Home health Administrator,**

**Texas Department of Aging and Disability Services** 2015

**Predictive Index Certification (#9603)** 2010

**CLINICAL ACCOMPLISHMENTS:**

**Transition to Telepractice for University Practicum SPLP 5369 2020-Present**

The 2020 COVID-19 pandemic conditions catapulted our clinical program into telepractice as an absolute necessity in order to offer continuation of both student needed practicum hours and client-needed high quality service delivery during the spring 2020 semester. SPLP program clinical supervisors worked to identify pre professional and supervisor training needs for telepractice and discussed strategies for designing and sustaining university clinical education that incorporates telepractice matched with community needs. As part of the clinical supervisors, I helped design and implemented a program to help students prepare, transition, and provide therapy assessment and treatment services to existing patient census. In addition, the clinical supervision team also added simulation cases to augment clinical instruction and practicum.

**Voice Modification Clinic for Transgender Persons 2019-Present**

Provide instruction and clinical supervision of 12 graduate students within the Transgender Voice Modification Clinic for Transgender persons within the Brain, Language and Voice Lab under the direction of Dr. Patricia Lara, Clinical Associate Professor at the University of Texas at El Paso. The clinic focuses on provision of services to individuals who require voice services to align their voice and communication with their gender identity and presentation. Work within the lab seeks to add to the existing but limited research in this specialty field of speech and language pathology. Students learn data collection, analysis, and interpretation along with methodology for voice disorders and not specific to TG persons. In addition, the clinic provides a service to this underserved and vulnerable population that is not available in the border region. Services also focus on advocacy for access to services and LGBTQ friendly providers. Within the clinic graduate students work in collaboration with the patient, family and clinical supervisor to assess all aspects of verbal and nonverbal communication, such as vocal pitch, intonation, voice quality, resonance, fluency, articulation, pragmatics and vocalization. Graduate students learn cultural awareness in communication with patients by learning to use inclusive, respectful, and nonpathologizing terminology.

**Health-Focused Interprofessional Education Community of Practice 2019-Present**

As an active member of the community of practice, I provide clinical supervision and instruction to SPLP students who participate in IPE experiences. Students from multiple CoHS programs and programs outside of the University come together for simulations involving a transgender case, an interpreter training, and a homeless case. As a member I assist with set up of events, promote a welcoming an safe place for student-led conversations, monitor the content of small-group and large-group discussions, and have served as a moderator for one of the cases in the fall of 2019.

In Sept. 2019, I completed training as a Master Trainer for TeamSTEPPS. TeamSTEPPS is a “teamwork system that is evidenced-based and seeks to improve patient safety through improved communication and teamwork skills among healthcare professionals” (<https://www.ahrq.gov/teamstepps/about-teamstepps/index.html>). After completing this training, I incorporated the principles of the TeamSTEPPS in my SPLP 5369 and SPLP 5379/5389 staffing courses and service learning experiences. The students reported increased confidence in working collaboratively with other professions as they headed for their off-campus clinical practicum sites due to the additional components learned via IPE experiences.

**Interprofessional Education Opportunity**

**Interdisciplinary Developmental Evaluations 2018-Present**

Graduate student clinicians were paired with students from other college of health science programs i.e. occupational therapy, physical therapy, social work, etc and were tasked with completing interdisciplinary developmental evaluations. Students engaged in interprofessional education (IPE) within the SPLP program in-house clinic. Interprofessional education is an important pedagogical approach for preparing health professions students to provide patient care in a collaborative team environment. IPE teaches students to begin to work together in a collaborative manner to positively impact patient care. Developmental Evaluations are completed using The Developmental Assessment of Young Children Second Edition (DAYC-2) a standardized assessment. The DAYC-2 is a popular test used to identify children with possible delays in five different developmental domains: Cognition, Communication, Social-Emotional Development, Physical Development, and Adaptive Behavior. Graduate student clinician teams will obtain information about a child’s abilities through observation, interview of caregivers, and direct assessment. Students are also responsible for writing a short report and reporting the outcomes of the evaluation to parents and/or caregivers. Interdisciplinary Developmental Evaluations can also be scheduled at an off campus practicum site with a community partner.

**Cleft Palate and Maxiofacial Deformities Monthly Specialty Clinics 2018-Present**

Provide instruction and clinical supervision of 4 to 6 graduate students within the Cleft Palate and Maxiofacial Deformities monthly specialty clinics. Graduate students work on the cleft lip and palate team that is endorsed by the American Cleft Palate Association (ACPA), and is composed of specialists renowned for the treatment of cleft lips, cleft palates, and craniofacial abnormalities. Students gain instruction via interprofessional education working alongside two or more professions in health and social care and they learn together during their professional training which focuses on cultivating collaborative practice for providing patient-centered health care. Students are also exposed to Team STEPPS an evidence-based teamwork system to improve communication and teamwork skills among health care professionals. Students implement three of the communication strategies: huddles, debriefings, and handoffs.

**Diversification of Off-Campus Practicum and Service Learning 2018-Present**

Development, planning, and implementation of clinical instruction and supervision for graduate students enrolled in SPLP 5369 practicum course. During fall and spring semesters scheduled, provided instruction and clinical supervision of 20-22 graduate students in off campus practicum experiences and community engagement via service learning experiences to include but not limited to: adult hearing screenings at Community Adult Recreation Centers, speech and language screenings at Canutillo ISD, speech and language screenings at Head Start Preschool Centers, speech and language screenings at YWCA Early Learning Academies. In the summer semesters, worked with community partners to develop, plan, and implement clinical instruction and supervision for graduate students enrolled in SPLP 5369 practicum course. Summer camps included the following: Autism Camp, Fun with Language and Learning Hearing Impaired Camp, Socorro ISD Fluency Camp, Ysleta ISD Fluency Elementary Camp, Ysleta ISD Fluency Secondary Camp, TEACCH Camp, Cleft Palate Clinic, Social Skills Group Camp, and Autism Camp. Students engaged in the provision of speech and language screening and therapy services to individuals that need this service. These experiences helped students build connections between what they are learning in class and what they are or will be doing in the workplace. By adding an experience component that involves both service to others and a chance to observe significant community problems or issues, students added a completely new dimension of quality to their learning.

**Diversification of Off-Campus Practicum and Service Learning Experiences 2017-Present**

Established and diversified off-campus clinical practicum and service learning experiences by establishing specialty rotations for graduate students within the El Paso and surrounding communities, November 2017 to present. Since the implementation of these specialty rotations with community partners, we have had 3 cohorts of (20-22 students) who have had clinical experience that encourages graduates to pursue clinic specialties in the community such as working with the Elderly, Auditory Verbal Therapy, SOS Feeding Certification, and Social Communication Disorders, etc. In 2019 I worked and provided clinical supervision to students on the grant by Lara P, Summers, C. DesJardins, J. & Macias-DeFrance, G. CHS Grans for Strategic Transformation, Transformative Teaching and Learning Fund, University of Texas at El Paso. Role: Co-PI

**Site Supervisor Training 2017-Present**

Designed and presented annual site supervisor training for all off-campus practicum sites. The training consisted of supervision updates from the state licensing board, the American Speech Language and Hearing Association, and the Council for Clinical Certification in Audiology and Speech-Language Pathology. Supervisors received training on safe and ethical clinical practice, updates on certification standards, policies, and changes for the upcoming 2020 certification standards. Supervisory knowledge and skills were reviewed in the areas of supervisory process and clinical education, relationship development with the supervisee, and communication skills to set expectations and goal setting.

**PUBLICATIONS AND MAJOR PRESENTATIONS:**

**Macías-DeFrancé, G.**, Peterson, D., Rau, A., and Valles, B. Poster Presentation “Student, Faculty, and Client Reflections on a Rapid Transition to Telepractice during COVID19”, Council of Academic Programs in Communication Sciences and Disorders, April 2021 Convention.

**Macías-DeFrancé, G.**, Peterson, D., Rau, A., and Valles, B. Poster Presentation “Student, Faculty, and Client Reflections on a Rapid Transition to Telepractice during COVID19”, American Speech Hearing Association, 2020 Convention.

Desjardins, J., Lara, P., Summers, C., and **Macías-DeFrancé, G.** (Proposal to present November 2020). “The Effect of Service Learning on Graduate Students’ Perceptions of Older Adults”, American Speech Hearing Association, 2020 Convention.

**Macías-DeFrancé, G**., Yoshinaga-Itano, C., Bowar, C., and Rascon, M. (2019). Panel Q&A. En Voz Alta’s 5th Bi-National Symposium: Hearing Losss and Comorbidities in Children- Research and Interventions, El Paso, TX.

**COURSES TAUGHT AT UTEP:**

SPLP 2313 General Phonetics Fall 2020

SPLP 3310 Language Development Fall 2020

SPLP 5369 University Clinic Graduate Practicum Fall 2017 to present
 Service Learning

 Voice Modification Clinic for Transgender Persons

SPLP 5379 School Setting Graduate Practicum Fall 2017 to present

SPLP 5389 Hospital/Agency Graduate Practicum Fall 2017 to present

DRSC 1301 Intro to Rehab Sciences- Guest Speaker Fall 2019

SLP 5376 Multicultural/Multilingual Issues in

Communication- Guest Speaker Fall 2018

**THESIS COMMITTEE MEMBER:**

None

**SERVICE TO THE UNIVERSITY OF TEXAS AT EL PASO:**

University UTEP AWARE Class XXIX 2019-2020

Health-Focused Interprofessional Education Community of Practice 2019-present

OT Program Coordinator Search Committee 2019-present

College Scholarship Application Review 2019-present

College Clinical Coordinators Committee 2018-present

College Clinical Compliance Committee 2018-present

**SERVICE TO THE PROGRAM:**

COVID-19 Operating Guidelines Committee 2020

Comprehensive Exam Committee 2020

Handbook Committee 2018-present

Workload Policy Committee 2018

Program Admissions Committee 2018-present

Program Orientation Committee 2018-present

Alumni Relations Committee 2018-present

**SERVICE TO THE PROFESSION:**

First Vice President, El Paso Speech-Language-Hearing Association 2020 to present

El Paso Cleft Palate Monthly Clinic Volunteer 2018 to present

Regional Seminar Grans Chairperson, Texas Speech hearing Association 2013-2017

**SERVICE TO THE COMMUNITY:**

Parent Advocate for Children with Disabilities, Tu Mundo Es Mi Mundo 2019 to present

Mi Club de Amigos Social Skills Group, Tu Mundo Es Mi Mundo 2019 to present

El Paso Speech Language and Hearing Association Board 2019 to present

En Voz Alta Symposium Planning Committee 2018 to 2019

YWCA Early Learning Academy Advisory Committee 2018 to present

Speech-Language-Hearing therapeutic services, UTEP Clinic 2017 to present

Community Health Fairs/Camps; 2017 to present

 San Elizario, Texas Annual Health Fair

 Socorro ISD Lower Valley Health Fair

Texas Mission of Mercy Free Dental Clinic

Socorro ISD Lower Valley Health Fair

Ysleta ISD Fluency Camp

Ysleta ISD Social Skills Camp

Ysleta ISD Motor Skills Camp

Socorro ISD Fluency Camp

Fun With Learning and Language Camp, En Voz Alta

Camp Everyone Talks, Region 19

Head Start Health Services Advisory Committee 2008 to present

Vista College Curriculum Advisory Committee 2008 to 2018