Drexel University
Elkins Park Campus

Brain-Based and Identity Focused:
The New Frontier of SLP Clinical Education

Presented by Patricia Martin Mayro, MA, CCC-SLP

Date,Time & Location

Wednesday, March 18, 2026 – 7:00 p.m. to 8:00 p.m. ET via Zoom

Cost

Course offered at no charge

Course Description

Effective clinical supervision requires navigating the complex intersection of neurobiology, learning theory, and cultural identity. This course introduces clinical educators to a "Cognitive and Cultural Tools" framework that synthesizes evidence from Mind, Brain, and Education (MBE) science and Culturally Responsive Practices (CRP). Participants will examine how the brain's "safety-threat detection system" (neuroception) impacts a student's executive function and ability to accept feedback. The session explores practical strategies to manage "Cognitive Load" (The Capacity Tool) and leverage "Prior Knowledge" (The Anchor Tool) to scaffold complex clinical tasks. Furthermore, educators will learn to mitigate power imbalances and bias through "Asset-Based" frameworks (The Strength Tool), transforming student diversity into a fund of knowledge that accelerates clinical competence.

About the Speaker

Patricia Martin Mayro, MA, CCC-SLP is a pediatric speech-language pathologist and assistant clinical professor in the Department of Speech-Language Pathology at Drexel University. She is a clinical educator and doctoral student specializing in the intersection of Mind, Brain, and Education (MBE) science and Culturally Responsive Practice (CRP). Trish focuses on bridging the gap between theoretical research and actionable clinical resources. She is currently investigating how learning sciences can transform clinical supervision and professional development. Trish is committed to the creation of high-quality, accessible resources that streamline the transition from classroom learning to clinical mastery.

Statement of Learning

The content will be presented in an online lecture, supported by visual slides, case study analyses of clinical supervision scenarios, and guided self-reflection exercises.

Satisfactory Completion Requirement Statement

Learning outcomes will be assessed through a post-course knowledge check (quiz) and a case-based application activity in which participants select the appropriate supervision tool for a hypothetical student scenario.

The Speaker and all relevant personnel have completed a disclosure form.
Financial Disclosure: Patricia Martin Mayro is an employee of Drexel University, Elkins Park and receives a salary. There are no other relevant financial relationships to disclose.
Non-Financial Disclosure: Patricia Martin Mayro has no relevant non-financial to disclose.

Learning Objectives

After completing this course, participants will be able to:

1. Describe the neurobiological relationship between the amygdala's "safety-threat" response and a clinical student's working memory capacity during supervision.

2. Apply strategies to reduce extraneous cognitive load and activate prior knowledge (The Anchor Tool) to facilitate schema construction in novice clinicians.

3. Identify specific "Asset-Based" and "Cultural Humility" techniques to mitigate unconscious bias and cultivate psychological safety in the supervisory relationship.

Time-Ordered Agenda (60 Minutes)

7:00 – 7:10 p.m.   **Introduction and The Neurobiology of Supervision**

7:10 – 7:25 p.m.   **Set A: The "Brain" Tools (Cognitive Science)**
The Safety Tool (Emotional Regulation)
The Capacity Tool (Cognitive Load)
The Anchor Tool (Prior Knowledge)

7:25 – 7:40 p.m.   **Set B: The "Culture" Tools (Culturally Responsive Practices)**
The Strength Tool (Asset-Based Lens)
The Context Tool (Sociopolitical Consciousness)
The Openness Tool (Cultural Humility)

7:40 – 7:50 p.m.   **Mitigating Bias in Clinical Education**
Recognizing and interrupting microaggressions in clinical contexts
The "Pause and Assess" framework for responding to bias

7:50 – 8:00 p.m.   **Case Application and Q&A**
Applying the tools to a "stuck" student scenario (e.g., a student overwhelmed by a bilingual evaluation)
Q&A

For more information

Please contact Kara Maharay, MS, CCC-SLP, BCS-S, km4352@drexel.edu or 215.780.1377
Course planners and instructors support accessible and inclusive course design throughout its development and implementation. Accommodations are available for learners attending both virtual and in-person events. All CE Policies and Procedures can be found by visiting:
https://www.salus.edu/colleges/optometry/continuing-education-events.html

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