

## **EDUCATION**

### **Master of Arts in Education, Speech-Language Pathology**

San José State University (San José, California)

August 2007

### **Master of Arts in Classical Languages and Literatures**

University of Kentucky (Lexington, Kentucky)

August 2004

## **LICENSES AND CREDENTIALS**

Speech-Language Pathologist License, Washington

Certificate of Clinical Competence, American Speech-Language-Hearing Association

## **CLINICAL EXPERIENCE**

### **SPEECH-LANGUAGE PATHOLOGIST**

#### **Harrison Medical Center, Pediatric & Adult Outpatient and Adult Inpatient Acute Care**

Silverdale & Bremerton, Washington

September 2007 – Present

- Provide Direct Patient Care including Appropriate and Evidence-Based Identification, Assessment, Treatment, Home Program, Counseling, and Discharge of Patients and Families
- Demonstrate Competent Performance in Pediatric Modified Barium Swallow Studies
- Provide Individual Therapy, Disability Management Help, and Advocacy for Patients (2 Years and Higher) with Various Swallowing/Communication Disorders and Developmental Delays Secondary to Medical, Neurological, Cardiology-Pulmonary, Psychological, Wound, or Unknown Etiologies
- Write Comprehensive Evaluation and Follow-Up Reports to Include Current Skill Levels and Treatment Recommendation
- Review and Discuss Medical and Developmental Case Histories and Treatment Progress with Interdisciplinary Pediatric and Adult Neuro Team to Determine Client Needs and Strategies
- Organize and Facilitate Stroke Support Group within Community
- Participate in Development and Design of Electronic Medical Records (HERO) for Department
- Actively Participate in Cross Coverage Efforts within Outpatient and Acute Care Settings
- Pursue Ongoing Continuing Education and Present to Staff

### **STUDENT SPEECH-LANGUAGE PATHOLOGIST**

#### **Milford Memorial Hospital, Inpatient Rehabilitation Unit**

Milford, Delaware

June 2007 – August 2007

- Provided Direct Patient Care including Identification, Assessment, Treatment, and Counseling of Patients with Swallowing/Communication Disorders and Their Families
- Provided 1:1 Therapy and Disability Management Help for Adults with Hearing Loss, Traumatic Brain Injury, Right-Hemisphere Deficits, Left-Hemisphere Deficits, Executive Planning Deficits, Visual Field Deficits, Thought Formulation Deficits, Self-Monitoring Deficits, Aphasia, Dysphagia, Receptive/Expressive Language Deficits, Pragmatic Deficits, and Fluency Disorders
- Designed Patients' Therapy Programs and Monitored Progress
- Coordinated with Rehabilitation Physicians, Nurses, Psychologists, Social Workers, and Occupational and Physical Therapists to Support Patients' Rehabilitation Program
- Participated in Modified Barium Swallow Studies to Assess for Dysphagia
- Engaged in Professional Practice Activities, Directed/Instructed "Normal Deficits and Mental Health Disorders in the Aging Population" to Staff Members

#### **Campbell Union High School District**

Campbell, California

Jan 2007 – May 2007

- Managed Caseload of 24 at Leigh and Branham High Schools (Public) and Beacon School (Non-Public) under the Supervision of a Licensed Speech-Language Pathologist

- Provided Individual and Group Speech-Language Therapy for Students with Hearing Loss and Disorders of Articulation, Phonology, Auditory Processing, Expressive and Receptive Language, Voice, Fluency, Pragmatics (social language and skills), and Mental Health
- Conducted Initial and Ongoing Assessments, School- and Home-Based Using Standardized, Criterion-Referenced, Informal, and Deep Testing
- Provided Written Reports Containing Background History, Identification, Present Communicative Status, Progress, and Treatment Recommendations
- Prepared Lesson Plans and Recorded Student Progress Using Graphs and SOAP Notes
- Adjusted Therapy Sessions as Needs and Teachable Moments Arose
- Participated in Ongoing Annual, Triennial, and Transitional Individualized Education Plan meetings
- Consulted with Parents/Teachers on Student Progress, Recommendations, and Skill Generalization
- Applied Sensitivity to Students with Culturally and Linguistically Diverse Backgrounds
- Employed Direct and Consultative Models of Service Delivery

**Kay Armstead Center for Communicative Disorders, San José State University**

San José, California

Sept 2005 – Dec 2006

- Provided 1:1 Speech, Language, and Hearing Services in Clinical Settings to Children and Adults from Culturally and Linguistically Diverse Backgrounds under the Supervision of Licensed Speech-Language Pathologists and Audiologists
- Administered Hearing Screenings at Various Sites, such as Head Start and Senior Living Centers, and Recommended Appropriate Services
- Conducted Hearing Aid Orientation, Maintenance, and Troubleshooting to Adults with Moderate-to-Severe Hearing Losses
- Utilized Skills of Interpreters and Translators to Assist in Hearing Screening of and Hearing Aid Orientation for Clients
- Administered Formal and Informal Assessments and Generated Appropriate Goals/Recommendations
- Collaborated with Clients, Caregivers, Supervisors, Other Student Clinicians to Provide the Highest Level of Speech-Language Services

**DIRECT-SERVICE PARAPROFESSIONAL**

**The Institute for Effective Education**

San Diego, California

Dec 2003 – May 2004

- Supervised and Assisted Students in the Classroom, Playground, and Field Trip Settings
- Assisted Instructional Team in Maintaining Student Progress and Appropriate Behaviors
- Instructed Students 1:1 and Small Group according to Individual Education Plan
- Integrated California Curriculum Standards to Address Needs in Speech-Language Domains
- Promoted Student Independence, Generalization, Maintenance, and Self-Management of Skills to Encourage a High Ratio of Positive to Negative Consequences in Daily Activities

**PROFESSIONAL EXPERIENCE**

**LECTURER, FILIPINO LANGUAGE AND CULTURE**

**Department of Communicative Disorders and Sciences, San José State University**

San José, California

June 2005; January 2008; January 2010

- Designed, Managed, and Implemented Curriculum for Undergraduate and Graduate Level Students
- Lectured on Filipino Socio-Economic, Political, Migrant, Educational, and Literary Histories
- Described Phonological, Morpho-Syntactic, Semantic, and Pragmatic Features of Tagalog
- Facilitated Student Learning and Discussion of Cultural and Linguistic Differences Affecting the Identification, Assessment, and Treatment of Filipino Individuals with Speech-Language Disorders
- Instructed on Using an Ethnographic Approach as an Assessment Protocol
- Developed Student Awareness in the Use of Interpreters and Translators and How Bilingualism May Affect a Student's Development of the English Language

## **Antonia G. Burkhard**

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- Emphasized Advocacy for Individuals in Need of Special Services

### **LATIN TEACHER, GRADES 6-12**

#### **Old Orchard Upper School (Latin I-III and MicroSoft Lab, Private School)**

Campbell, California

Sept 2005 – June 2007

#### **Cresskill Junior-Senior High School (Latin I to Advanced Placement Latin, Public School)**

Cresskill, New Jersey

Sept 2001 - June 2002

#### **Bryan Station Magnet High School (Latin I and II Combined, Public School)**

Lexington, Kentucky

Jan 2001 - June 2001

- Developed and Managed Latin Curriculum in Public and Private School Settings (Grades 8-12)
- Developed and Managed MicroSoft Lab Curriculum in Private School Setting (Grades 6-8), including MS Word, Powerpoint, and Publisher
- Analyzed and Compared Ancient Literature, Philosophy, and Poetry
- Integrated Technology into Latin Curricula
- Created Lessons Cultivating the Arts, such as Roman Theatre with Modern Theatre, Mythological Couples Described in the French Poetic “Cinquain/Diamante” Form, Celebrating “Saturnalia” in Costume, Having a Roman Feast, and Stained Glass Arts
- Facilitated Independent Thinking and Discussion in Philosophy and Morality
- Participated in Facilitation of Literacy and Writing across the Curriculum
- Adjusted Curriculum to Meet the Needs of Special Students
- Collaborated with Parents, Staff, and Students concerning Progress and Behaviors
- Managed Classroom Budget and Awarded Grants for Student Activities and Projects

### **ADDITIONAL PROFESSIONAL TRAINING**

BLS for Healthcare Providers (CPR/AED) for Infants, Children and Adults (American Heart Association)

Facilitating Spoken Language Development for Young Children with Hearing Loss

Pediatric Swallowing and Feeding

Very Best Treatment for ADHD and the Processing Disorders

ASHA 2009 Convention, Various Courses