

*Curriculum Vitae*  
**NINA SANTUS, Ph.D. CCC/SLP**  
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## **EDUCATION**

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**2012 –2016**                      **Ph.D. Communication Sciences**                      **University of Georgia**

**Ph.D. in Communication Sciences** *with a concentration in the treatment of fluency disorders and evidenced-based practices specializing in implementation science within the setting of the public schools.*

DISSERTATION: *Effects of Frequency and Duration Changes on Fluency Treatment within the Setting of the Public Schools for Elementary School Students Who Stutter*

**2003 – 2005**                      **M.S. Speech-Language Pathology**                      **Indiana University of Pennsylvania**

GPA: 4.0

*Summa Cum Laude*

**1999 – 2003**                      **B.S. Ed. Speech-Language Pathology**                      **Indiana University of Pennsylvania**

*Summa Cum Laude*

## **PROFESSIONAL MEMBERSHIPS, LICENSURE, AND CERTIFICATIONS**

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- Lee Silverman Voice Treatment Certification                      Summer 2019-present
- UGA Safe Space Training                      Fall 2018-present
- UGA Diversity, Equity, and Inclusion Certification                      Summer 2018-present
- CPR Certified for Pediatrics and Adults                      1999-present
- Stroboscopy Certification and Training                      November 2017-present
- GSHA Membership                      March 2012-present
- Georgia SLP Licensure                      March 2012-present
- Member of American Speech-Language Hearing Association                      May 2003-present
- Member of Special Interest Group 3: Fluency & Fluency Disorders                      November 2014-present
- Lidcombe Program Certification                      October 2013-present

- Myofascial Release Certification for the Head and Neck July 2011-present
- Vital Stimulation Certification for the management of Dysphagia May 2008-present
- Certificate of Clinical Competence (CCC) June 2006-present

## **ACADEMIC/TEACHING EXPERIENCE**

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- University of Georgia Fall 2019
  - Taught undergraduate course CMSD 4000 Special Problems in Communication Sciences and Disorders: An Independent Study (1 student).
  - Taught CMSD 6120E Phonetics (25 students).
  - Taught graduate level course CMSD 6740 Speech Sound Disorders course (25 students).
  - Supervision for graduate level course CMSD 7042 UGA Speech and Hearing Clinic rotation.
- University of Georgia Summer 2019
  - Clinical supervisor to graduate students CMSD 7044 at the University of Georgia Speech and Hearing Clinic.
- University of Georgia Spring 2019
  - Taught undergraduate level course CMSD 4010 Phonetics course (47 students). Areas of study include analysis, synthesis, and evaluation of speech sound systems in the world's languages, especially American English. Emphasis on IPA transcription of segmental and suprasegmental aspects; and narrow transcription of variants associated with individual differences, regional dialects, cultural variation, and speech disorders.
  - Taught undergraduate level course CMSD 4110 Speech Disorders (81 students). Areas of study included analysis, synthesis, and evaluation of scholarship about the nature, assessment, and intervention of articulation, phonological, voice, fluency, and acquired motor speech disorders.
  - Taught course CMSD online course for UGA CMSD 6150E Speech Disorders (28 students). Areas of study included analysis, synthesis, and evaluation of scholarship about the nature, assessment, and intervention of articulation, phonological, voice, fluency, and acquired motor speech disorders.
  - Taught graduate level CMSD 6750 Voice Disorders Assessment and Intervention (29 students). Areas of study include the nature and treatment of physiological neurophysiological disorders of pitch, loudness, and voice quality, including those associated with cleft palate and laryngectomy. Aspects of anatomy, physiology, and neurophysiology of the normal voice. Assessment and intervention plans are devised for each type of voice client.
- University of Georgia Fall 2018
  - Taught undergraduate course CMSD 4000 Special Problems in Communication Sciences and Disorders: An Independent Study (1 student). Areas of study include analysis, synthesis, and

evaluation of various adult disorders including: dysphagia, aphasia, expressive and receptive language disorders, dysarthria, and cognitive disorders. Shadowing of SLPs, reflections, review of journal articles, researching various university programs, etc.

- Taught graduate level course CMSD 6740 Speech Sound Disorders course (29 students). Areas of study include nature and treatment of disorders of the production of speech sounds. Phonological development and phonological processes; using theoretical and etiological knowledge as the basis of clients' individualized assessment and intervention plans.
- Taught CMSD 6120E Phonetics (28 students). Areas of study include analysis, synthesis, and evaluation of speech sound systems in the world's languages, especially American English. Emphasis on IPA transcription of segmental and suprasegmental aspects; and narrow transcription of variants associated with individual differences, regional dialects, cultural variation, and speech disorders.

- University of Georgia

Summer 2018

- Developed online course for UGA: CMSD 6150E Speech Disorders. Areas of study included analysis, synthesis, and evaluation of scholarship about the nature, assessment, and intervention of articulation, phonological, voice, fluency, and acquired motor speech disorders.
- Developed online course for UGA: CMSD 6120E Phonetics. Areas of study include analysis, synthesis, and evaluation of speech sound systems in the world's languages, especially American English. Emphasis on IPA transcription of segmental and suprasegmental aspects; and narrow transcription of variants associated with individual differences, regional dialects, cultural variation, and speech disorders.

- University of Georgia

August 2017 – present

- Clinical supervisor to graduate students at the University of Georgia Speech and Hearing Clinic. Supervising includes providing feedback on therapy techniques, interactions with clients, facilitating writing skills, and incorporating evidence-based practices into therapy sessions. Supervising clinicians while treating a variety of disorders including Autism, Aphasia, articulation, language, voice, and fluency. I am also supervising DawgTalk which is our group of adults with a diagnosis of Aphasia.

- University of Georgia

Spring 2018

- Taught undergraduate level course CMSD 4110 Speech Disorders (75 students). Areas of study included analysis, synthesis, and evaluation of scholarship about the nature, assessment, and intervention of articulation, phonological, voice, fluency, and acquired motor speech disorders.
- Taught undergraduate level course CMSD 4010 Phonetics course (40 students). Areas of study include analysis, synthesis, and evaluation of speech sound systems in the world's languages, especially American English. Emphasis on IPA transcription of segmental and suprasegmental aspects; and narrow transcription of variants associated with individual differences, regional dialects, cultural variation, and speech disorders.
- Taught undergraduate level course CMSD 4000 Special Problems in Communication Science Disorders Independent Study (1 student). Adaptation of the Communication Sciences and

Disorders curriculum to meet students' individual needs: supervised and directed reading, research, as well as clinical experiences.

- University of Georgia Fall 2017
  - Taught undergraduate level course CMSD 4010 Phonetics course (35 students). Areas of study include analysis, synthesis, and evaluation of speech sound systems in the world's languages, especially American English. Emphasis on IPA transcription of segmental and suprasegmental aspects; and narrow transcription of variants associated with individual differences, regional dialects, cultural variation, and speech disorders.
  
- Misericordia University Spring 2017
  - Re-designed and taught an undergraduate level course SLP 215 Development Across the Lifespan (40 students). This course was designed to address how humans typically develop speech and language abilities both in terms of comprehension and production as well as how humans change across the lifespan into the geriatric population.
  - Re-designed and taught a graduate level online course SLP 650 Professional Issues (35 students). This course was devoted to issues pertinent to the field of speech-language pathology, including pre-professional academic and practicum requirements, accreditation standards, ASHA practice policies and guidelines, legislative and regulatory policies, business practices, reimbursement issues, certification requirements, specialty recognition, licensure requirements, and professional ethics.
  
- Misericordia University August 2016
  - On and off campus clinical supervisor for graduate students at the Misericordia Speech and Hearing Clinic and surrounding placements in the county. Providing verbal and written feedback to graduate level clinicians regarding therapy techniques, interactions with clients and their families, facilitating writing skills, and incorporating evidenced-based practices into therapy sessions for a variety of disorders including Autism, Aphasia, articulation, fluency, voice, language, and literacy.
  
- University of Georgia August 2013 – July 2016
  - Clinical supervisor to graduate students at the University of Georgia Speech and Hearing Clinic. Supervising includes providing feedback on therapy techniques, interactions with clients, facilitating writing skills, and incorporating evidence-based practices into therapy sessions. Supervising clinicians while treating a variety of disorders including Autism, Aphasia, articulation, language, voice, and fluency. I supervised Hope Haven group therapy, which is a group of adults with varying disabilities and DawgTalk-- a group of adults with a diagnosis of Aphasia.
  
- University of Georgia Fall 2015
  - Designed and taught undergraduate level course CMSD 4000 (8 students). Research in Communication Disorders Instructed students regarding clinical research processes in communication sciences and disorders. Criteria for critical evaluation of clinical research for evidence-based, clinical decision-making. Basic steps for conducting clinical research, SMS

training, data collection training, and overview of fluency and fluency disorders. Supervised students as they collected research data.

- University of Georgia Fall 2015
  - Guest lecture to graduate students preparing for medical internships in which the evaluation and treatment of cognitive-linguistic deficits were reviewed in the acute care setting as well as discussing ethical issues that arise in acute care and SNF settings.
- University of Georgia Fall 2015
  - Guest lecture to undergraduate students in CMSD 4000 which is an upper level elective course exploring applied research and clinical practice across multiple disorders in communication sciences and disorders, and related fields. Designed to present an introduction to research in the field of communication sciences and disorders by providing information about the research being conducted in the department in which I instructed regarding past as well as current research, results of that research thus far, and future implications were also discussed.
- University of Georgia Summer 2015, Summer 2014
  - SmoothDawgs Fluency Program: Served as lead supervisor for an intensive two-week therapy program for adolescents and adults who stutter. Therapy took place for three hours each day for each client under my direct supervision. Instructed and trained graduate students on the best evidence-based practices for this population, taught therapy techniques, clinical writing skills, and reviewed charts/medical writings daily.
- University of Georgia Spring 2014
  - Guest lecture to graduate students preparing for medical internships in which dysphagia was reviewed in the acute care setting. Topics of instruction included a dysphagia lab in which students were given the opportunity to practice oropharyngeal and laryngeal exercises in a lab setting, sampling various diet consistencies, review medical jargon, as well as discussing documentation.
- Georgia State University Summer 2013
  - Co-taught graduate level course CSD 7540 Fluency Disorders (25 students) Instructed students regarding the nature and treatment of stuttering, cluttering, and acquired neurogenic stuttering. Using theoretical and etiological knowledge as the basis for clients' individualized assessment and intervention plans.
- University of Georgia Spring 2013
  - Guest lecture to graduate students preparing for medical internships in which the evaluation and treatment of cognitive-linguistic deficits were reviewed in the acute care setting as well as discussing ethical issues that arise in acute care and SNF settings.
- University of Georgia Spring 2013
  - Taught undergraduate level course CMSD 4110 Speech Disorders (75 students) Areas of study included analysis, synthesis, and evaluation of scholarship about the nature, assessment, and intervention of articulation, phonological, voice, fluency, and acquired motor speech disorders.

## TEACHING INTERESTS

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- Fluency and fluency disorders
- Evidence-based treatment for children and adults who stutter
- Research in Communication Sciences
- Dynamics of the public schools
- Trends and Issues in Education
- Phonetics
- Speech and Language Disorders
- Speech Sound Disorders
- Voice
- Dysphagia: Evaluation, Treatment, and Management
- Ethics and professional issues in the field of speech-language pathology
- Incorporating service-learning into the field of speech-language pathology coursework
- Multi-cultural issues in SLP
- Diversity, Equity, and Inclusion
- Online learning

## RESEARCH INTERESTS

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- Fluency disorders
- Evidenced-based treatment protocols for fluency
- Pediatric speech and language therapy in the public schools
- Implementation of effective fluency therapy within the setting of the public schools
- Comfort and knowledge school-based SLPs possess when treating students who stutter
- Articulation disorders and the use of biofeedback
- Dysphagia: use of NMES
- Autonomic Nervous System function as it pertains to speech and language disorders
- Diversity, Equity, and Inclusion

## WORK EXPERIENCE

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### **Spring 2019-present**

### **Landmark Hospital**

Provide services to adults ranging in age from young adults to geriatrics for inpatient rehabilitation. Job responsibilities included screening, evaluating, and treating patients in the areas of voice and swallow function as it relates to tracheostomies and ventilatory support systems. Working with staff including physicians, nurses, therapists, respiratory therapists, and families to educate and treat patients with these deficits.

### **Summer 2017-present**

### **University of Georgia**

Clinical Assistant Professor in the Communication Sciences and Special Education Department in the College of Education. This position includes instruction for both undergraduate and graduate students both through coursework and supervision in the speech and hearing clinic. Currently pursuing research

opportunities in the areas of articulation and dysphagia with partnering universities (Georgia Institute of Technology and Misericordia University).

**August 2016-Spring 2017**

**Misericordia University**

Postdoctoral Scholar in the area of fluency and fluency disorders researching various areas of fluency disorders including the Autonomic Nervous System (ANS) response to stuttered speech, Near Infrared Spectroscopy (NIRS) measurements of brain oxygen concentration level changes during speaking and non-speaking tasks, creating a bullying inventory for adolescents who stutter, presenting research at the state, national, and international level. In addition to research, the position included a clinical supervisory role for graduate students at the Misericordia Speech and Hearing Clinic as well as being an instructor for undergraduate and graduate level courses.

**April 2015-present**

**Encore Rehabilitation**

Provide therapy to adults ranging in age from young adults to geriatrics for inpatient rehabilitation. Job responsibilities included screening, evaluating, and treating patients in the areas of voice, such as post-laryngectomies, cognitive-linguistic deficits, articulation and fluency disorders, as well as dysphagia disorders. Working with staff including physicians, nurses, therapists, and families to educate and treat patients with these deficits, including traumatic brain injuries, strokes, several dementia types, Parkinson's Disease, etc.

**April 2012-present**

**University Nursing and Rehabilitation Center**

Provide therapy to adults ranging in age from young adults to geriatrics for inpatient rehabilitation. Job responsibilities included screening, evaluating, and treating patients in the areas of voice, such as post-laryngectomies, cognitive-linguistic deficits, articulation and fluency disorders, as well as dysphagia disorders. Working with staff including physicians, nurses, therapists, and families to educate and treat patients with these deficits, including traumatic brain injuries, strokes, several dementia types, Parkinson's Disease, etc.

**May 2007 – April 2012**

**Life Care Center**

Lead inpatient Speech-Language Pathologist. Job responsibilities include screening, evaluating, and treating patients with various disorders such as fluency, articulation, language, cognition, voice, and swallowing. Supervise undergraduate and graduate students while obtaining hours of treatment time for their clinical rotations.

**February 2010 – April 2012**

**PRN Medical Resource Management**

Provided therapy in a private practice setting to children ages 3 to 12. Job responsibilities included evaluating and treating children with various speech disorders in the areas of articulation, language, and fluency.

**August 2005 – May 2007**

**Arcadia and West View Elementary Schools**

Provided therapy to children ages 4 to 15. Job responsibilities included screening, evaluating, and treating a caseload of 60 children with disorders in the areas of articulation, language, voice, cognition, fluency, and auditory processing. Caseload included children with Autism, Down Syndrome, Selective Mutism, and Emotional Disturbance, as well as children with AAC devices. Frequently led IEP meetings,

parent/teacher conferences, and presentations to educate colleagues and other SLPs in the district in the area of stuttering.

**January 2005 – May 2005**

**Indiana Regional Medical Center**

Provided therapy to adults ranging in age from 25 to 100 via inpatient rehabilitation, outpatient, and critical care units. Job responsibilities included screening, evaluating, and treating patients in the areas of voice, such as post-laryngectomies, cognitive-linguistic deficits, articulation and fluency disorders, as well as Dysphagia disorders. Worked closely with physicians, nurses, therapists, and families to educate and treat patients with deficits, including traumatic brain injuries, strokes, dementia, Parkinson’s Disease, etc.

**ACADEMIC HONORS AND AWARDS**

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- Honorary guest speaker University of Georgia SLP graduation August 2016
- University of Georgia, Graduate Assistantship 2012 – 2016
- Recipient of the Life Care Center of America “Whatever It Takes” award May 2011
- Recipient of the Life Care Center of America “Whatever It Takes” award May 2010
- Student Research Grant for Master Thesis August 2004
- Recipient of the Von Drach Scholarship at PSHA December 2004
- NSSHLA Vice President August 2002-May 2003
- Honorary guest speaker for SLP graduation May 2003
- Provost’s Scholar Award Indiana University of Pennsylvania August 2001

**PUBLICATIONS**

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Marcotte, A. & Santus, N. A Research-Based Clinical Tutorial in Adolescent Stuttering: Response to Coleman, Miller, and Weidner (2015). *Perspectives on Fluency and Fluency Disorders*, 25 (2), 6-16.

Tellis, G., Santus, N., Anson, D., McCann, A., Tomaselli, A., & Jensen, A. (in press). Are students being presented with information about fluency disorders?”

**GRANTS RECEIVED**

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2015 Developed and awarded a grant through external proposal with University of Georgia Speech and Hearing Clinic’s clinical director for the 2015-2016 National Sertoma Community Grant. This grant supports Sertoma’s hearing health mission. This grant included a proposal to support our ongoing

speech and hearing screenings in our local community by funding supplies needed such as testing forms, audiometers, pocket talkers, and hearing protection. To continue to perform these screenings in various settings in our local community as well as expand to new locations such as nursing homes would impact the community exponentially. Principal Investigator. \$4,000

## GRANTS SUBMITTED, UNDER REVIEW

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2018 NSF Smart and Connected Health Program: INT: Collaborative Research: Articulatory: Real-Time Audiovisual Biofeedback from Tongue Kinematics Enabled by Deep Magnetic Localization. Co-Investigator. (PI: Ghovanloo). \$900,000 (UGA sub-award \$157,043).

## GRANTS SUBMITTED, UNFUNDED

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2019 The Clinical and Translational Research Unit (CTRU) opportunity for FY19 funding to support pilot studies based in the CTRU. (PI: **Santus**). \$40,000

2017 Georgia Tech and Emory (Coulter Translational Program). The **Coulter Translational Program** is a partnership with the Biomedical Engineering Departments at Emory University and Georgia Tech. Our program funds and supports translational research that addresses unmet clinical needs and will lead to commercial products. The primary goal of the Coulter Program is to improve patient care through collaborations between clinicians and engineers to commercialize biomedical technologies. Co-Investigator. (PI: Ghovanloo). \$300,000

## PRESENTATIONS

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**Santus, N., & Kenney, R.** (2019). *The impact of canine therapy on overall utterances produced in participants with aphasia (Poster)*. American Speech-Language Hearing Association (ASHA) Convention, Orlando, FL.

**Kenney, R., & Santus, N.** (2019). *Treatment of aphasia with canine therapy: The effect on expressive language during individual therapy sessions (Poster)*. American Speech-Language Hearing Association (ASHA) Convention, Orlando, FL.

**Sebkhi, N., Santus, N., & Inan, O.** (2019). *Creation of a baseline for tongue positions of phonemes using a wireless 3D visualization system (Poster)*. American Speech-Language Hearing Association (ASHA) Convention, Orlando, FL.

**Kisenwether, J., & Santus, N.** (2019). *NMES: What are slps saying about it and where do we go from here? (Poster)*. Pennsylvania Speech and Hearing Association Conference, Lancaster, PA.

- Marcotte, A., Santus, N., & Davidow, J. (2018). *Prolonged speech as stuttering treatment: How to do it, how to teach it, and Why (Hands-On Lab)*. American Speech-Language Hearing Association (ASHA) Convention, Boston, MA.
- Kisenwether, J., & Santus, N. (2018). *NMES: What are slps saying about it and where do we go from here? (Poster)*. American Speech-Language Hearing Association (ASHA) Convention, Boston, MA.
- Raymond, C.A., & Santus, N. (2018). *Speech-language pathology students and local community outreach: Surveying for success*. Poster presented at the Georgia Speech and Hearing Association Convention, Atlanta, GA.
- Raymond, C.A., & Santus, N. (2017). *Speech-language pathology students and local community outreach: Surveying for success (Poster)*. American Speech-Language Hearing Association (ASHA) Convention, Los Angeles, CA.
- Price, D., Imbalzano, C., Tellis, G.M., Santus, N., Mesquita, R., Novi S. Jr., & Yodh, A. (2017). *Comparing hemoglobin concentration changes in typically-fluent-speakers and persons-who-stutter when using stretched vowels (Poster)*. American Speech-Language Hearing Association (ASHA) Convention, Los Angeles, CA.
- Santus, N., Tellis, G.M., Anson, D., & Jensen, A., (2017). *Are students receiving adequate education and training in fluency disorders?* American Speech-Language Hearing Association (ASHA) Convention, Los Angeles, CA.**
- Tellis, G.M., Santus, N., Heinmiller, E., Imbalzano, C., Price, D., Seprosky, J., Schweiger, N., Mesquita, R., Novi S. Jr., & Yodh, A. (2017). *Autonomic nervous system and cortical changes when typically fluent speakers observe stuttering*. American Speech-Language Hearing Association (ASHA) Convention, Los Angeles, CA.
- Tellis, G.M., Santus, N., & McCann, A. (2017). *The effectiveness of an intensive fluency treatment program for stuttering*. American Speech-Language Hearing Association (ASHA) Convention, Los Angeles, CA.
- Imbalzano, C., Tellis, G.M., Santus, N., Mesquita, R., Novi S. Jr., & Yodh, A. (2017). *Which types of dysfluencies invoke emotional responses in people who do not stutter?* 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.
- Price, D., Tellis, G.M., Santus, N., Mesquita, R., Novi S. Jr., & Yodh, A. (2017). *Cortical changes during stretched speech with persons who stutter*. 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.
- Santus, N., Marcotte, A., & Tellis, G.M. (2017). *Effects of treatment session frequency and duration for stuttering treatment conducted in public elementary schools*. 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.**
- Santus, N., Tellis, G.M., Anson, D., McCann, A., Tomaselli, A., & Jensen, A., (2017). *Is adequate information about fluency disorders being taught in university settings?* 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.**
- Schweiger, N., Tellis, G.M., Santus, N., Mesquita, R., Novi. S., & Yodh, A. (2017). *What are typically fluent speakers stress responses when observing the speech of persons who stutter?* 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.

- Tellis, G.M., Santus, N., Mesquita, R., Novi S. Jr., Price, D., Imbalzano, C., Heinmiller, E., Schweiger, N., Seprosky, J., & Yodh, A. (2017). *Measuring the autonomic nervous system and hemoglobin concentration while observing stuttered speech*. 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.
- Tellis, G.M. & Santus, N. (2017). *Three novel methods of treating childhood stuttering*. 11<sup>th</sup> Oxford Dysfluency Conference, Oxford, UK.
- Santus**, N., Marcotte, A., Tellis, G.M., Price, D., Imbalzano, C. (2017). *Effects of session frequency & duration for fluency treatment in public schools*. Pennsylvania Speech and Hearing Association Conference, Harrisburg, PA.
- Tellis, G.M., Santus, N., Price, D., Imbalzano, C., & Spagnuolo, D. (2017). *Using fNIRS to measure hemoglobin concentration during delayed auditory feedback*. Pennsylvania Speech and Hearing Association Conference, Harrisburg, PA.
- Santus**, N., Tellis, G.M., Price, D., Imbalzano, C. (2017). *Using autonomic nervous system software to measure parasympathetic and sympathetic reactions to stuttered speech*. Pennsylvania Speech and Hearing Association Conference, Harrisburg, PA.
- Pelkey, K., McCann, A., Price, D., Tellis, G., Santus, N., Imbalzano, C. (2016, November). *Successfully Using Video-Chat to Conduct Stuttering Support Group Meetings*. Research presented at the American Speech and Hearing Association Convention, Philadelphia, PA.
- Tellis, G., Price, D., Imbalzano, C., Santus, N., McCann, A., & Pelkey, K. (2016, November). *Using fNIRS to Measure Hemoglobin Concentration with Delayed Auditory Feedback*. Research presented at the American Speech and Hearing Association Convention, Philadelphia, PA.
- Santus**, N., & Marcotte, A. (2016, November). *Effects of Frequency and Duration Changes on Fluency Treatment within the Setting of the Public Schools for Elementary School Students Who Stutter*. Research presented at the American Speech and Hearing Association Convention, Philadelphia, PA.
- Santus**, N., & Marcotte, A. (2015, March). *Interviewing the Stakeholders: A closer look at the viewpoints of those that surround students who stutter*. Research presented to the University of Georgia Advisory Committee for Communication Sciences and Special Education, Athens, GA.
- Santus**, N., & Marcotte, A. (2015, February). *Public Schools Speech Language Pathologists' Intervention Approaches*. Paper presented at the Georgia Speech and Hearing Association Convention, Athens, GA.
- Santus**, N., & Marcotte, A. (2014, November). *Public Schools Speech Language Pathologists' Intervention Approaches*. Poster presented at the American Speech and Hearing Association Convention, Orlando, FL.
- Tellis, G. M., Santus, N., & Link, J. (2005, May). *Do school speech-language pathologists need stuttering training?: one-year follow-up*. Paper presented at the Pennsylvania Speech and Hearing Association Convention, Pittsburgh, PA.

**Santus, N. & Tellis, G. M. (2005, May).** *The effect of parents' indirect questions on dysfluencies.* Paper presented at the Pennsylvania Speech and Hearing Association Convention, Pittsburgh, PA.

Buggey-Bell, K., Tellis, G. M., Santus, N., & Link, N. (2004, April). *What are rural college students' perceptions about causes of and cures for stuttering?* Paper presented at the Pennsylvania Speech and Hearing Association Convention, State College, PA.

Tellis, G. M., Henning, M., Link, J., & Santus, N. (2004, April). *Do School speech-language pathologists receive sufficient training to assess and treat stuttering?* Paper presented at Pennsylvania Speech and Hearing Association. Convention, State College, PA.

## **UGA ACADEMIC SERVICE**

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- External committee member for doctoral student at Georgia Tech. Summer 2018-present
- Elected to two-year term for UGA Executive Council August 2018-present

## **UGA COLLEGE OF EDUCATION ACADEMIC SERVICE**

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- CURO mentor for undergraduate student research Summer 2019
- Committee member for Ed.S student August 2019-present
- Committee member for the office of Diversity, Equity, and Inclusion Fall 2018-present
- College of Education Proseminar Series Guest Speaker for Research Fall 2018
- Committee member for master level student October 2018-present
- Committee member for Ed.S student August 2018-present
- Committee member for the Graduate Certificate in Pre-Professional SLP Summer 2018-present
- Committee member for Assessment of Undergraduate Curriculum August 2018-present
- Comprehensive Examination Committee Member Spring 2018

## **SERVICE TO THE PROFESSION**

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- Reviewer for Journal of Fluency Disorders August 2016-present

- Georgia Speech and Hearing Association Membership Committee Chair      Summer 2017-Summer 2018
  - Responsible for recruitment and retention of SLPs in the state of Georgia
  
- Clinical Fellowship Supervisor for Clinical Fellow      Summer 2015-2016
  - Under the American Speech and Hearing Association guidelines I provide meaningful mentoring and feedback to the clinical fellow.
  - Assist the clinical fellow in developing independent clinical skills.
  - Perform ongoing formal evaluations, using the Clinical Fellowship Skills Inventory.
  - Providing a minimum of 18 hours of direct supervision as well as a minimum of 18 indirect monitoring activities including reviewing diagnostic reports, treatment records, plans of treatment, monitoring clinical fellow's participation in case conferences or professional meetings, and evaluating the clinical fellow's work by consulting with colleagues or clients and their families.
  
- Internship supervisor to Masters Level Student      Summer 2009
- Internship supervisor to Masters Level Student      Fall 2008

## **SERVICE TO THE COMMUNITY**

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- NSSLHA Run Your Mouth 5k      2018
  - Race Day Coordinator and Volunteer for UGA's Speech and Hearing Clinic. Proceeds of the raise go towards scholarships for clients who otherwise are unable to afford speech therapy services. In addition to day of race coordinating and volunteer, I designed and made 54 medals for all age groups of runners and top overall male and female winners as well.
  
- VocaliD Speech Donor      2015-2016
  - Participating in VocaliD's initiative The Human VoiceBank that captures the texture and diversity of the human voice. I am currently finishing recording myself speaking 3, 500 sentences that will be blended with a recipient's voice to create a hybrid voice. This new voice maintains the clarity of my speech and yet conveys as much of the recipient's vocal identity as possible on their Augmentative Alternative Communication (AAC) device.
  
- University of Georgia      2012-2015
  - Trained and supervised graduate level students in performing voice screenings for World Voice Day
  
- Life Care Center      2007-2012
  - Ongoing presentations to the community on various topics such as Parkinson's Disease, Dysphagia, cognitive-linguistic deficits, and Aphasia.
  
- Spartanburg School District Six      2005-2007

- Performed monthly in-service trainings for parents, teachers, SLPs, and various other support staff regarding the treatment of stuttering in the public schools.

## CONSULTING AS VOLUNTEER WORK

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- Clarke County School District 2018-present
  - Assisting lead SLP for CCSD as well as the SLPs in the county by offering assistance in the evaluation and treatment process of their students who stutter. Participate in parent meetings to answer questions regarding stuttering.
  - Attend IEP meetings to education and train the IEP team regarding stuttering, goals, frequency recommendations, etc. for the student who stutters.
  
- Oconee County School District 2012-present
  - Ongoing presentations and in-services take place monthly to discuss stuttering therapy in the public schools. My presentations consist of research findings, ongoing research plans, evidence-based treatment protocol training, and actual hands-on demonstrations for SLPs. Discussions regarding how better to service the public schools and continue this formed partnership.
  - Assisting SLPs in the evaluation and treatment process of their students who stutter. Participate in parent meetings to answer questions regarding stuttering.
  - Attend IEP meetings to education and train the IEP team regarding stuttering, goals, frequency recommendations, etc. for the student who stutters.
  
- Madison County Fall 2012- Summer 2014
- Oconee County School District
- Barrow County School District
- Oglethorpe County School District
- Jackson County School District
  - Presentations and in-services were held at the school districts surrounding the Athens area. Presentations consisted of evidence-based treatment protocol training and actual hands-on demonstrations for SLPs with regard to therapy protocols and implementation of them.