

Jim Wright

Clinical Supervisor at the University of Oregon Department of Communication Disorders and Sciences

Curriculum Vita

I am primarily interested in multidisciplinary concussion management and the development of empirically driven return-to-learn guidelines for students recovering from concussion.

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The style and format of this CV developed by [Daniel Anderson, Ph.D.](#)

Professional Background

[Icons link to additional content](#)

Education

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|-------------|---|
| 2017 – 2021 | Doctorate of Philosophy in Speech-Language Pathology with specialization in Educational Data Science, University of Oregon
Dissertation: What is the Effect of Personalized Cognitive Strategy Instruction on Facilitating Return-to-Learn for Individuals Experiencing Prolonged Concussion Symptoms? |
| 2012 – 2014 | Master of Arts in Speech-Language Pathology, University of Illinois at Urbana-Champaign |
| 2008 – 2012 | Bachelor of Science in Speech-Language Pathology, University of Illinois at Urbana-Champaign |

Career History

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| 2021 – current | Clinical Supervisor , University of Oregon | Provide clinical supervision to Master's students in the Communication Disorders and Sciences program, primarily for treatment sessions in the School-Age Clinic and the Brain Injury and Concussion Clinic |
| 2016 – 2017 | Speech-Language Pathologist , Amita Health Care: Alexian Brothers Medical Center – <i>Elk Grove Village, IL</i> | Provided swallowing, speech, and language assessment and treatment in an acute care setting on a PRN basis |
| 2015 – 2017 | Speech-Language Pathologist , Chicago Public Schools – <i>Chicago, IL</i> | Provided direct and indirect speech and language services in the pre-K through grade 12 setting across a total of 4 schools |

2015 – 2016	Speech-Language Pathologist , Education Solutions, LLC – <i>Chicago, IL</i>	Provided direct speech and language therapy for students in private schools
2014 – 2015	Speech-Language Pathologist , Chicago International Charter Schools – <i>Chicago, IL</i>	Provided direct and indirect speech and language services to a caseload of 40 students across one elementary school and one high school
2014 – 2014	Graduate Student Clinician , Edward Hines, Jr. VA Hospital – <i>Hines, IL</i>	Completed 10-week graduate student rotation where I obtained experience providing inpatient and outpatient speech therapy services to veterans

Graduate Student Research Experience

2020 – 2021	Data consultant , Hawaii Concussion Awareness and Management Program (HCAMP)	Consulted with HCAMP team to conduct retrospective exploratory data analysis on Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT) scores and Post-Concussion Symptom Scale (PCSS) severity ratings
2018 – 2021	Co-director, Brain Injury and Concussion Clinic (BrICC) , University of Oregon	Responsible for development of the clinic term schedule, recruitment of clients, development of assessment materials to measure student outcome, and the development of a treatment protocol for adolescents with prolonged concussion symptoms
2013 – 2014	Research assistant , NeuroSpeech Laboratory , University of Illinois at Urbana-Champaign	Assisted Dr. Torrey Loucks in the collection, analysis, and interpretation of data from speech samples pertaining to the effects of delayed auditory feedback (DAF) on fluent speakers and speakers who stutter

I consulted with HCAMP to complete my capstone project in order to obtain the data science specialization from the University of Oregon. Our collaboration focused on retrospectively analyzing ImPACT test scores and PCSS severity ratings. My analysis has led to one manuscript currently in progress. Data products I produced for HCAMP are accessible [here](#) and [here](#).

Graduate Student Teaching Experience

2021 – 2021	Course instructor for CDS 663: <i>Management of Acquired Cognitive Disorders</i> , University of Oregon
2017 – 2021	Clinical supervisor and co-director for the Brain Injury and Concussion Clinic , University of Oregon
2018 – 2021	Mentor for graduate student capstone projects , University of Oregon
2014 – 2014	Teaching assistant for SHS 410: <i>Stuttering: Theory & Practice</i> , University of Illinois at Urbana-Champaign

Graduate Student Service

2018 – 2021	Co-director, Brain Injury and Concussion Clinic (BrICC) , University of Oregon	Responsible for development of the clinic term schedule, recruitment of clients, development of assessment materials to measure student outcome, and the development of a treatment protocol for adolescents with prolonged concussion symptoms
2018 – 2019	Academic advisor , University of Oregon	Advised incoming freshmen students on the selection of courses for their first term enrolled in the Department of Communication Disorders & Sciences

Professional Affiliations

2015 – current **American Speech-Language Hearing Association Special Interest Group 2: Neurophysiology and Neurogenic Speech and Language Disorders**

Certification and Licensure

2017 – current	License in Speech-Language Pathology , State of Oregon
2015 – current	License in Speech-Language Pathology , State of Illinois
2015 – current	Certificate of Clinical Competence , American Speech-Language Hearing Association

Professional Training

2014 – current	CPR certified by the American Heart Association
2017 – current	Picture Exchange Communication System Level 1 , Chicago Public Schools – Chicago, IL

Scholarship

Icons link to additional content

Peer-Reviewed Publications

- 2021 2. **Wright, J.** & Sohlberg, M.M (2021). The implementation of a personalized dynamic approach for the management of prolonged concussion symptoms. *American Journal of Speech-Language Pathology*. 1-14. doi: https://doi.org/10.1044/2021_AJSLP-20-00306
- 2020 1. **Wright, J.**, Sohlberg, M.M., Watson-Stites, R., & McCart, M (2020). Identification of key therapy ingredients for SLPs serving on multidisciplinary teams facilitating return to learn for students with prolonged cognitive effects after concussion: A retrospective analysis. *Topics in Language Disorders*. 40(1), 6-35. doi: <https://doi.org/10.1097/TLD.0000000000000198>

Professional Presentations

- 2020 5. **Wright, J.** & Sohlberg, M.M (2020, March). *The Role of the SLP in Multidisciplinary Concussion Management for Adolescents Experiencing Persistent Concussion Symptoms (PCS)*. Paper presented at the Center on Brain Injury Research and Training, Webinar.
4. **Wright, J.** & Sohlberg, M.M (2020, March). *Identifying Key Treatment Ingredients SLPs Utilize to Treat Prolonged Cognitive Symptoms Post-Concussion in Adolescents*. Paper presented at the annual meeting of the University of Oregon Department of Communication Disorders and Sciences Continuing Education Opportunity Event, Eugene, OR.
- 2019 3. **Wright, J.** & Sohlberg, M.M (2019, November). *Identifying Key Treatment Ingredients SLPs Utilize to Treat Persistent Cognitive Symptoms Post-Concussion in Adolescents*. Paper presented at the annual meeting of the American Speech-Language Hearing Association National Conference, Orlando, FL.
2. **Wright, J.** & Sohlberg, M.M (2019, October). *The Role of the SLP in Multidisciplinary Concussion Management for Adolescents Experiencing Persistent Concussion Symptoms (PCS)*. Paper presented at the annual meeting of the Oregon Speech-Language Hearing Association State Conference, Salem, OR.
- 2014 1. **Wright, J.** & Loucks, T (2014, February). *Adaptation under Altered Auditory Feedback*. Paper presented at the annual meeting of the Illinois Speech-Language-Hearing Association, Rosemont, IL.

Honors and Awards

2. *Graduate Student Staff Excellence Award*: College of Education, University of Oregon. (2019). The purpose of the Graduate Student Staff Excellence Award is to recognize graduate employees for their hard work and service to the College of Education.
1. *Bullock Fund Scholarship Award*: Department of Communication Disorders & Sciences, University of Oregon. (2019). The Bullock Fund is a state fund established through the will of Evelyn Bullock to support faculty and student research projects in Communication Disorders and Sciences. To be eligible for this award, graduate students must be making satisfactory progress toward completion of their graduate program.