

FELICIDAD M. GARCIA, PHD, CCC-SLP_{she/her/ella}

Department of Communication Sciences & Disorders

Temple University

1801 N Broad St
Philadelphia, PA
19125 Weiss 118

EDUCATION

Doctor of Philosophy in Communication Sciences & Disorders

August 2012 – May 2017 Teachers College, Columbia University NY, NY

Master of Science in Speech-Language Pathology

Fall 2010 – August 2012 Teachers College, Columbia University NY, NY

Bachelor of Arts in English | Women's Studies Certificate | Linguistics Minor

Fall 2002 – Summer 2005 Florida International University Miami, FL

MEMBERSHIPS / LICENSES

- CCC-SLP Licensed ASHA Member #14040552/ PA License #SL012730
- Member, Society for Neurobiology of Language
- Member of the following ASHA Special Interest Groups:
 - SIG 10 - Issues in Higher Education
 - SIG 14 - Cultural and Linguistic Diversity
- Treasurer, Philadelphia Chapter, Sisters in Speech Therapy and Audiology (SISTAs)

CURRENT POSITION

ASSISTANT PROFESSOR OF INSTRUCTION

August 2015 – Present Temple University Philadelphia, PA

- Teach undergraduate and graduate academic courses
- Supervise graduate clinicians in the *Temple University Speech, Language & Hearing Center (TUSLHC)* and at field placements throughout the Philadelphia area
- Coordinate the Bilingual Emphasis Program
- Sponsor the Temple University Sisters In Speech Therapy and Audiology (TU SISTAs) student organization
- Conduct individual and collaborative research projects on bilingual, CLD and SoTL

PAST PROFESSIONAL EXPERIENCE

SPEECH-LANGUAGE PATHOLOGIST

April, 2013 – Aug. 2015 | Theradynamics Rehab, Inc. | NYC, NY

- Provided 25 hours weekly service at a sub-acute rehab and long-term care facility for adults
- 40% assessments / 60% treatment for dysphagia, speech, language, and cognitive disorders
- Supervised graduate internship and undergraduate observation program
- Coordinated research agreements/clearance for Teachers College, Columbia University

GRADUATE CLINICIAN / CLINICAL FELLOW

Summer 2011 & 2012 | Angkor Hospital for Children | Siem Reap, Cambodia

- Provided providing dysphagia, speech and language assessment, and treatment for children and mothers in Khmer (Cambodian) at inpatient/outpatient/home care units,
- Common conditions: dysphagia associated with chronic malnutrition/dehydration, cerebral palsy, maxillofacial disorders, tuberculosis, autism, TBI, encephalitis & deafness

CLINICAL FELLOW – SPEECH LANGUAGE PATHOLOGIST

Dec. 2012 – March 2013 | Supplemental Healthcare | NYC, NY

- Provided approximately 1-2 hours weekly, CPSE cases in a NYC pre-school for children with multiple/complex disabilities and autism

ENGLISH EDUCATION / COMMUNITY VOLUNTEER

Jan. 2007 – April 2009 | U.S. Peace Corps | Angkor Chey, Cambodia

- Co-designed English as a foreign language curriculum and co-taught classes with Cambodian teachers at a rural Angkor Chey provincial school, in Kampot province
- Lived 2 years with a monolingual Khmer-speaking host family
- Facilitated HIV/AIDS prevention workshops and life skills lessons for local sex workers

RESEARCH EXPERIENCE

CURRENT WORK

Sept. 2015 – Current | Temple University | Philadelphia, PA

- Collaborating on projects with Dr. Lisa Bedore ([HABLA lab](#)) and Dr. Jamie Reilly ([Concepts & Cognition Lab](#))
- Established a research program for NTT faculty with graduate and undergraduate student research assistants (2015-2020 with Dr. Jodi Reich)
- Mentored 2 master's theses

RESEARCH ASSISTANT

Aug. 2010 – May 2017 | TC Neurocognition of Language Lab | NYC, NY

- Led participant procedures for EEG experiments using HydroCel Geodesic Sensor nets, NetStation acquisition software and EPrime presentation software
- Prepared IRB forms, grant applications and coordinated participant recruitment
- Designed and created auditory language stimuli for dialect and disorder experiments
- Trained newer RAs on EEG methodology and ERP collection

GRANTS & AWARDS

Year(s)	Role/Title	Project Name/Budget
2020-2025	Research Associate	“Testing English Language Learning,” National Institutes of Health (Approximately \$3,100,000) (25% effort/AY)
Fall 2020 – Spring 2022	ASHA Advancing Academic Research Careers Award (AARC)	“Mentored Investigations on Non-Mainstream American English Speakers and Teaching Practice” (\$5000)
Spring 2017	Teachers College Doctoral Dissertation Grant	“Brain responses to contrastive and noncontrastive morphosyntactic structures in African American English and Mainstream American English: ERP evidence for the neural indices of dialect” (\$7,500)
August 2012	Scholl Scholarship Award	Award for outstanding female Speech Language Pathology doctoral students at Teachers College (\$1,000)
Sept. 2011	ASHA Minority Student Leadership Program (MSLP)	Conference award for registration, room and board for 2011 ASHA in San Diego, CA
August 2011	ASHA Students Preparing for Academic & Research Career (SPARC) Award	Research mentorship award under Dr. Karen Froud (\$1,000)
March 2011	Teachers College Vice President’s Student Research in Diversity Grant	For MA project: “Neural correlates of African- American English Processing” (\$3,000)

TRAINING AND FELLOWSHIPS

Date(s) / Location	Training/Fellowship Title
June 2022 (Remote)	ASHA Pathways Program
May-June 2022 – Philadelphia, PA	Provost’s Teaching Academy – Center for the Advancement of Teaching at Temple University
July 2014 – Eugene, OR	Advanced Training Workshops for high density EEG data collection and analysis (Electrical Geodesics, Inc.)
Oct. 2012 – Charlestown, MA	Functional MRI Visiting Fellowship (Athinoula Martinos Center for Biomedical Imaging, Massachusetts General Hospital)

PUBLICATIONS

- O'Fallon, M. & **Garcia, F.** (2021) *Using Active Learning Strategies to Strengthen Cultural and Linguistic Diversity Training in Communication Sciences and Disorders Programs* [Under Review]. Communication Sciences & Disorders, Temple University.
- Garcia, F.**, Shen, G., Avery, T., Green, H.L., Godoy, P., Khamis, R. & Froud, K. (2022). Bidialectal and monodialectal differences in morphosyntactic processing of AAE and MAE: Evidence from ERPs and acceptability judgments. *Journal of Communication Disorders*.
- Toscano, J., Reich, J., **Garcia, F.**, & Scheffner-Hammer, C. (2021) Trying to Decide How to Sample Language with Preschool Spanish-English Dual Language Learners? You Should Probably Elicit a Retell Narrative: Evidence from Three Common Sampling Techniques [Manuscript submitted for publication]. Communication Sciences & Disorders, Temple University.
- Green, H.L., Shuffrey, L., Levinson, L., Shen, G., Avery, T. Randazzo, M., Moya, D., Maddox, C., **Garcia, F.**, Hassan, S., Garcia, P. & Froud, K. (2020). Evaluation of mismatch negativity as a biomarker of language impairment in autism spectrum disorder. *Journal of Communication Disorders*.
- Randazzo, M., & **García, F.** (2018). An International Service Delivery Model for Sustainable Practices: Insights from Cambodia. *Perspectives of the ASHA Special Interest Groups*, 3(17), 4-13

CONFERENCE PRESENTATIONS

- Godoy, P., **Garcia, F.**, Reich, J., Peña, E. & Bedore, L. (2021, Nov.) *Comparing Noun Doubling in Spanish-English Bilingual Children's Spoken Narratives with and without Language Impairment*. Poster presented at a meeting of the ASHA Convention, Washington DC.
- Garcia, F.**, Stage, D., Cerel, J., & O'Brien, K. (2018, April 19). Interdisciplinary Use of Lived Experience Narratives in Clinical Training Programs. Panel presented at the 51st American Association of Suicidology Annual Conference, Washington, D.C.
- Toscano, J., Reich, J. & **Garcia, F.** (2016, November) *A Comparison of Language Sample Elicitation Methods for Dual-Language Learners*. Poster presented at a meeting of the ASHA Convention, Philadelphia, PA.
- Cochran, E., Soghomonian, A., Nally, A., Goss, M., Maas, E. & **Garcia, F.** (2016, November) "Chata," "Kata," or "Casa?": *Assessment & Treatment of Childhood Apraxia of Speech in a Dual Language Learner*. Poster presented at a meeting of the ASHA Convention, Philadelphia, PA.
- Reich, J., **Garcia, F.** & Scheffner Hammer, C. (2016, November) *Double Subjects in the Spanish-Influenced English of Preschool Dual-Language Learners*. Technical Research Talk presented at a meeting of the ASHA Convention, Philadelphia, PA.
- Garcia, F.**, Khamis-Dakwar, R. & Froud, K. (2014, November) *Neurolinguistic Evidence for Dual-Language Representation in African American English*. Talk presented at a meeting of the ASHA Convention, Orlando, FL.
- Martinez, N. & **Garcia, F.** (2014, November) *African American English (AAE) Features in Agrammatic Aphasia: A Case Study*. Poster presented at a meeting of the ASHA Convention, Orlando, FL.
- Wagner, M., Martinez, N., **Garcia, F.** & Green, H. (2014, November) *Accessible, Sustainable & Culturally Relevant: A Model for Collaborative Service Delivery in Rural Cambodia*. Poster presented at a meeting of the ASHA Convention, Orlando, FL.
- Garcia, F.** (2014, May) *Dialect & the Brain: A Neurolinguistic Study on African American English (AAE)*.
Talk presented at a meeting for Diversity in Research & Practice, NY, NY.
- Garcia, F.**, Avery, T., Khamis-Dakwar, R. & Froud, K. (2014, April) *ERP Responses to Subject Agreement Violations in African American English: Evidence for Diglossic Representation*. Poster presented at a meeting of the Cognitive Neuroscience Society, Boston, MA.

Garcia, F., Khamis-Dakwar, R. & Froud, K. (2013, April) *Neural Correlates of African-American English: An ERP Pilot Study*. Poster presented at a meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Froud, K., Khamis-Dakwar, R., Randazzo, M. & **Garcia, F.** (2012, March). Apraxia of Speech. Poster presented at the Cognitive Neuroscience Society conference, Chicago, Illinois, USA.

INVITED TALKS

Date(s) / Location	Title
November 2021 – Virtual	Ethics of Culturally Responsive Practice Across Professions (Bucks County Intermediate Unit)
June 2022 – Philadelphia, PA	Ethics of Culturally Responsive Practice Across Professions (Communiversity at Temple University, Ambler Campus)

TEACHING AND ADVISING

Graduate

- Assessment and Treatment of Diverse Populations
- Bilingualism: A lifespan perspective
- Treatment Processes Clinical Practicum
- Diagnostic Processes Clinical Practicum
- Field Supervision
- Graduate advising for clinical MA students

Undergraduate

- Diagnosis and Treatment in Speech Language Pathology (Writing Intensive designation)
- Speech and Language Development
- Introduction to Communication Disorders

Additional teaching experience:

- Angkor Hospital for Children, Siem Reap, Cambodia (July 2013): Medical and paraprofessional staff trainings for feeding, swallowing and communication intervention
- Safe Haven Medical Outreach, Siem Reap, Cambodia (July 2010): Intraprofessional staff trainings for feeding, swallowing and communication intervention

ADDITIONAL SKILLS

Languages

- Mainstream American English – Native proficiency, written and spoken
- Spanish (Cuban/Caribbean dialect) – Native proficiency, more spoken than written
- Khmer (Cambodian) – Moderate proficiency, spoken