

2021 | ISSUE 4

THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE &
HEARING ASSOCIATION



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Letter from the President

By Kelli Murdock Eickelberg, OSHA President

Since the last newsletter in August, OSHA held a two-day, virtual Fall Conference that was well-attended and offered learning on many diverse topics. Thank you to Megann McGill, Teresa Roberts, and the Conference Committee for their outstanding work procuring relevant speakers from near and far. Please mark your calendars for the 2022 Fall Conference which will take place on October 14 and 15, 2022.

Heading into the new year, it is my honor to announce the officers of the 2022 OSHA Board.

President: Melissa Link-Cole

President Elect: Ana Lia Oliva

VP of Finance: Kerry Mandulak

VP of Governmental Affairs: Sheri Jennings

Co-Chair of Governmental Affairs: Michelle Brunader

VP of Science and Education: Megan McGill

Secretary: Karen Durany

We all are excited for another year of supporting the field of communication disorders through this state association! If you are interested in joining the OSHA Board in any manner, please email OSHAOregon@gmail.com for more information.

As we wind down 2021, I want to take a moment to recognize that we have made it through another challenging year of living and working with the unparalleled crisis of COVID-19. Although some aspects of how we live our lives and do our jobs have gotten better, I notice within myself and other colleagues that I speak with, the fatigue that has set in causing us to feel greater stress. As we make New Year's resolutions, please create time to take care of yourself and those around you as much as you are able. We need to stand strong together and lift one another up so we all make it through this pandemic with as little scarring as possible.

Reflecting on this year, it has seemed to go by both slowly and quite quickly depending upon what I think about. It has been a year full of both ups and downs in our world and our communities. However, working alongside so many talented professionals associated with OSHA has been a highlight for me. I have gained much knowledge during this past year that I will take with me into each new endeavor. Thank you for the opportunity to serve in a position of leadership in this organization that cares deeply for our professions and those we serve!

Happy New Year to all!

Kelli



OSHA Achievements of 2021



- Worked with Alaska, Washington, Idaho, Montana, and Hawaii to create a Regional Continuing Education Discount Code, WHAMIO2021, to receive membership prices at CE events sponsored by the other five participating states.
- Researched, interviewed, and hired a new OSHA Administrator, Meetings, Management and More (MMM), who has kept detailed notes on those tasks with which the OSHA Board needs assistance to create another fiscally responsible contract between OSHA and MMM for 2022.
- Researched, interviewed, and hired a new lobbyist, Bravio Communications, who worked hard for OSHA during the 2021 long legislative session, and will be guiding OSHA in 2022 with the writing of workload legislation for school-based SLPs with the goal of running this bill during the 2023 long legislative session.
- Prepared a Financial Budget for 2021 and reported to the OSHA Board regarding profits and losses quarterly. Ended 2021 \$3,868.90 ahead of last year.
- Followed the status of more than ten Oregon Senate and House bills that would affect OSHA members and those that we serve. Collaborated with ASHA as well as local agencies regarding these pieces of legislation.
- Advocated for maintaining the voting rights of SLPA Board position although ASHA currently does not allow affiliated state organizations to have SLPA Board positions be a voting Board member. As a result of OSHA's concern and advocacy (as well as other states) this issue will be discussed at the Joint Committee on State-National Association Relationships meeting this December.
- Participated in several meetings with ASHA, Oregon Representative Zach Hudson's office, Oregon Board of Examiners for Speech-Language Pathology and Audiology (BSPA) and the Audiology and Speech-Language Pathology-Interstate Compact (ASLP-IC) representatives to find ways to support the passage of the ASLP-IC in Oregon. Unfortunately, the ASLP-IC was not brought forth for a vote during the 2021 legislative session due to Oregon Constitutional issues that cannot be easily solved.
- Provided a letter of support for Senate Bill 580 which was the OEA's bill to make class size and caseload size a mandatory subject of collective bargaining.
- Secured an ASHA State Association Grant of \$5,579.00 to help pay for the OSHA lobbyist's efforts toward the ASLP-IC.
- Moved \$8,000.00 from a long-term investment account (as the money was not growing in that account and could not be accessed easily) and deposited it into the OSHA checking account.
- Increased OSHA's social media presence on Facebook, Instagram, Twitter, and LinkedIn.
- Obtained reimbursement from the Salem Convention Center for \$2,000.00 in deposits for the 2020 and 2021 Fall Conferences that had to occur virtually.
- Delivered a successful Virtual Spring Conference in March that addressed Telehealth and AAC.
- Voted to raise OSHA dues for the first time since 2014 to provide more income to meet the increased costs of doing business.
- Provided a letter of support for Senate Bill 124 that added a certified SLPA to membership of the State Board of Examiners for Speech-Language and Audiology.
- Held a two-day virtual Fall Conference with a wide variety of national and local speakers and poster presentations worth 14.5 clock hours of CEUs!
- Secured six great sponsors for the Virtual Fall Conference.
- Presented three Outstanding Student awards with the OSHA Foundation, two Outstanding Research or Teaching awards, two Outstanding Professional Advocacy awards, and two Awards of Clinicianship at the OSHA Business Meeting during the Fall Conference.
- Along with the OSHA Foundation, Raised \$1560.00 for future Outstanding Student Awards through the online auction at the Fall Conference.
- Created three new Clinical Supervision Awards (the Kami's) to honor the late Kami Beaulieu for her almost 20-year dedication to training and shaping the next generation of SLPs and awarded them at the OSHA Business Meeting during the Fall Conference.

- Successfully processed ASHA CEUs for 307 clinicians from seven different online courses that provided a total of 36 hours of CE content.
- Provided OSHA members with a legislative survey to find out areas of interest for the next Oregon legislative session.
- Worked with ASHA to draft a letter of concern regarding the questionable procedures that a managed care system had implemented for the credentialing of new Medicaid providers.
- Set up OSHA Night's In for members to attend virtually that addressed workload, telepractice, hybrid service delivery for school based/EI/ECSE providers and welcomed new graduates.
- Provided OSHA Night's Out in five locations around the state in September, three locations in October, and one location in November.
- Sent out a Telepractice Survey to better understand and address the needs of clinicians participating in Telepractice.
- Used 2020 ASHA Advocacy Grant money (\$1,500.00) to prepare for an in-person Legislative Day in Salem in 2022.
- Provided guidance to numerous members inquiring about a variety of issues related to speech-language pathology and audiology practices including COVID-19 resources, mask and vaccine mandates, and missed therapy sessions in the schools.
- Sent members four informative newsletters.
- Ongoing research into the role of an SLP in the AAC/AT assessment and recommendations of clients enrolled in the Oregon K-Plan.

New Professional Development Requirements from the Oregon Board of Speech

Just in case you were confused about how many hours of Professional Development are needed for the licensing board during this reporting cycle, this is the current information on the BSPA website: www.oregon.gov/bspa/Pages/ProfessionalDevelopment.aspx.

NEW PD requirements for license renewal:

SLP/Audiologist: 20 hours with 1 hour in cultural competency.

SLPA: 10 hours with 1 hour in cultural competency.

The PD period is 1/1/2020 - 12/31/21.



Mental Health Resources Available to Oregon SLPs, SLPAs, and Audiologists

If you or a colleague you know needs any kind of mental health assistance, the state of Oregon has provided many support resources specifically for healthcare workers (which includes all SLPs, SLPAs and audiologists regardless of your work setting) at:

<https://www.oregonsuicideprevention.org/professionals/mental-health-professionals/>.



Congratulations to Oregon's ACE Award Winners!

During this period, the following ASHA members and /or certificate holders were presented the Award for Continuing Education (ACE) by the Continuing Education Board. The ACE is a formal recognition of professionals who have demonstrated their commitment to lifelong learning by earning 7.0 CEUs (70 contact hours) within a 36-month period.

April to June 2021

Kristi Atkins
Janelle Bickford
Charla Breitigam
Rebecca Burke
Jeffrey Conn
Kristin Courtwright-Waldron
Kerbie Dixon
Brandon Eddy
Wendy Hanks

Charlene Hoffmeister
Mandi Ann Kimball Walker
Kathy Kincaid
Cara Lacey-Morey
Malia Laport
Allegra Liedtke
Mary Manzano
Megan Momphard
Shraddha Oza
Jenny-Lynne Peterson

Teresa Roberts
Jill Russell
Ronald Ruzicka
Amanda Stead
Keri Sterling
Amy Stevens
Jamie Swartz
Jennifer Van Rooyen
Michelle Walls
Glenn Weybright



Images in the History of Audiology and Speech-Language Pathology in Oregon

Compiled by Glenn Weybright

Robert L. Casteel 1931-2021

Dr. Robert L. Casteel, speech language pathologist, university professor/ Speech and Hearing Sciences Program co-founder at Portland State University, and nationally known innovator in stuttering and voice therapy, passed away on October 8, 2021. He was ninety years old and had been retired since 1992, after suffering a major stroke. Bob grew up in Aloha Oregon and graduated from Beaverton High, where he was president of his senior class, a member of the debate team, a champion sprinter and a very good boxer. He attended Vanport Extension Center (a precursor to Portland State University) and Pacific University and graduated from Pacific with a bachelor's degree. He received his masters degree from the University of Washington in 1960 and his Ph.D. from the Joint Campus Doctoral Program developed by the University of Oregon and the University of Oregon Medical School (now the Oregon Health and Sciences University) in 1969. Dr. Casteel held the Honors of the Oregon Speech Language Hearing Association, was a fellow of the American Speech Language Hearing Association and was a legislative councilor to ASHA. He received the American Speech Language Hearing Association's Frank R. Kleffner Clinical Career Award for a career spent trying to better understand and treat stuttering. For years, he was also Portland State University's representative to the National Collegiate Athletic Association (NCAA), a position he enjoyed.

Bob's career was intertwined with the development of modern speech language pathology and audiology and the training of clinicians in Oregon. After graduation from Pacific, he worked as a speech pathologist in several different settings, including the program for children with developmental disabilities at the University of Oregon's Crippled Children's Division in Portland (now known as the Childhood Development and Rehabilitation Center). That program was led by an almost mythical figure in speech pathology history in Oregon, Dr. Harold Lillywhite. Casteel also worked in several public school districts in the Portland area and in Vancouver, Washington.

The Speech and Hearing masters program at Portland State University had its roots in the Portland Extension Center, later called the Division of Continuing Education, which offered courses in speech language pathology and audiology to classroom teachers and other individuals, often taught by visiting national experts in speech language pathology and underwritten by federal grants. The masters program at PSU was established in 1964 by Robert English, who promptly hired Bob Casteel and later others, including audiologist James Mauer. Dr. English was head of the program from 1964 to 1974, and Casteel was head in 1974 and 1975. The program which they started has gone on to produce well over 1000 speech language pathologists with masters degrees and over 20 who went on to get advanced degrees at other institutions.

Bob served two terms as president of the Oregon Speech Language and Hearing Association, first elected in 1978 and then asked in 1979 to fill the position of an individual who had moved out of state. As president, Casteel felt his biggest contribution was developing the new position of Coordinator of Continuing Education for the Association, since he saw this as the next big change coming for the professions.

Dr. Casteel is probably best known for his work in stuttering and voice, as a clinician himself and as a professor and innovator of new approaches. He developed a four-stage therapy program to helping people who stuttered, an approach which would now be called a fluency shaping method. Most people will remember calling it Stretch and Flow (the term describing the first part of the program). This first stage had the client speaking very slowly, around 60 syllables per minute. Bob said he got the idea from watching some of the first slow motion instant replays of televised football games' disputed calls. With slow motion, it was easy to see the penalty or infraction. With very slow speech, the client was able to see/hear/feel the stutters and so analyze where they were occurring. Very slow stretched speech, similar to speaking under Delayed Auditory Feedback (DAF) conditions, also tended to produce more fluent speech. The client met criteria in this first stage and then progressed through three more stages to eventually return to normal rate and prosody and hopefully more fluent speech. Bob was influenced by Eric Sanders (1970), Edmond Jacobson (1948) and especially Dean Williams (1957). He made it part of his approach to teach the client to discriminate between tense and relaxed muscles used for speech and voice production. He also taught the client to learn a different way of talking about stuttering, insisting on the use of an active, positive "do" (not try) language. The client learned to describe where in his mouth she or he was stopping or interfering with air flow. Casteel and his graduate students used this approach to help many clients who came to the Portland State speech and hearing clinic. He also did pioneering work in using relaxation and discrimination training with clients with voice disorders. He presented papers nationally on stuttering and voice. He saw himself as a clinician but even more as a teacher and developer of clinicians, helping those people to help more clients with stuttering and voice issues and in that way extending his influence.

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On a personal note, Bob Casteel was my speech therapist, first when I was a sixth grader and saw him in 1960 at an intensive summer program under the auspices of the Portland Extension Center, then as a college student in the PSU stuttering clinic. He was responsible for the confidence I gained in my speech and for the joy in being able to say what I wanted to say without worrying about stuttering. He and Dr. English were my primary professors and thesis advisors in the Speech and Hearing Sciences masters program at PSU. For years, Bob was a valued colleague, and, after he retired, as a neighbor and friend in Beaverton, Oregon. For ten years, beginning in 2001, I endeavored to fill his shoes as the instructor of SPHR 581, the Stuttering class at PSU, where I worked as an adjunct clinical professor.

Bob is survived by his wife Barbara Jo Casteel (Pelton), his son Robert G. Casteel (Lori), his daughter Joann Marie Price (Steven), seven grandchildren and nine great-grandchildren. His influence on our profession in Oregon and in the lives of people with communication disorders and their clinicians was profound and lasting. His legacy lives on in those people.

REFERENCES

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Oregon Speech-Language and Hearing Association's Oral History Project (2019). The reminiscences of Robert Casteel.

Sander, E.K. (1970). Talking plainly about stuttering: guidelines for the beginning clinician. Central States Speech Journal, 21: 248-255.

Williams, D.E. (1957). A point of view about 'stuttering.' Journal of Speech and Hearing Disorders, 22: 390-397.

Honors of the Association OSHA Conference 2021



This year the Oregon Speech and Hearing Association was excited to announce the following winners of the professional awards.

The **OSHA Award of Clinicianship** recognizes speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH whose dedication to the field is reflected in strong clinical and/or leadership skills paired with compassion, empathy, humor and acts of support to colleagues and clients. Beyond clinical skills, this persons spirit touches and inspires those around them.

Nominated by Megann McGill, Assistant Professor at Portland State University, this year's winners are **Sarah Vann** and **Kristin Mangan** with Camp More. Camp More was started as Sarah Vann's master's project while a graduate student at Portland State University. She teamed up with Kristin Mangan, an SLP at OHSU who specialize in working with kids who stutter, to create Oregon's only sleep away summer camp for kids and teens who stutter. Not only has their "little camp" grown in size, but its also gained national recognition. Sarah and Kristin truly embody "clinicianship"—demonstrating out of the box thinking, resilience, humor, and compassion for their campers, their graduate student clinicians, and the stuttering community at large.

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OSHA's award for Outstanding Research or Teaching recognizes a colleague whose published research or teaching has contributed to advancing clinical knowledge and/or practice in the fields of speech-language pathology, audiology, or education of the individuals who are deaf or hard-of-hearing. I am honored to be presenting this award to two exemplary and highly deserving colleagues.

Our first awardee is **Dr. Megann McGill**, assistant professor at Portland State University. Dr. McGill was nominated by a former student and mentor, who described her passion for our field as “endlessly contagious.” Her well-respected research as primary investigator in the PSU Stuttering Lab investigates theoretical and practical topics related to stuttering across the lifespan. Dr McGill's expertise in telepractice delivery of speech-language services has been especially valuable over the past 18 months, as many colleagues and students looked to her for guidance and support in transitioning their services to virtual platforms. As a researcher, teacher, and colleague Dr. McGill is incredibly generous with her time and expertise. Her nominee wrote, as a clinician who has a special interest in working with people who stutter, I use what Dr. McGill taught me very single day of my practice.”

Our next awardee for this distinguished award is **Dr. Samantha Shune**, Associate Professor and Director of the Communication Disorders and Sciences program at the University of Oregon. Nominated by a colleague at the University of Oregon, her nominee wrote that after 20 years working at the University, the Dr. Shune is “the most effective, inclusive, and dedicated faculty instructor that I have observed to date.” She noted that Dr. Shune's commitment to inclusion and ensuring that all students can optimally learn has been a model for faculty across the UO campus. In her new role as CDS program director she is leading the development of an anti-racist strategic plan that includes comprehensive curriculum evaluation. Her nominee wrote that “in a relatively short time, she has set a new bar for student feedback, developed new programs and showed a commitment to teaching, diversity, and equity that distinguishes her.”

The OSHA **Professional Advocacy Award** is given to an individual or organization who has shown outstanding advocacy contributing to the visibility, viability, and vitality of our profession. This year we are privileged to recognize two Oregon agencies.

Nominated by Jennifer Meyer, Director of Clinical Education at the University of Oregon, this year's first Professional Advocacy Award goes to **The Oregon Scottish Rite**.

Today, the Oregon Scottish Rite is represented by the Illustrious Bill Anton, 33rd Degree of Sovereign Grand Inspector General, Chairman of Orient Charities, and Past President of the Oregon Scottish Rite Speech and Language Board. Led by Mr. Anton, the Oregon Scottish Rite has provided significant funding to the University of Oregon and Portland State University, ensuring that children from across Oregon who are in need of speech-language services, including screenings, comprehensive evaluations, and treatment, are able to receive quality care, regardless of their ability to pay. The Oregon Scottish Rite has also provided funding to develop telepractice facilities, unarguably essential services during the COVID-19 pandemic. And, in order to further our profession, Oregon Scottish Rite provides funds to help support masters-level students in the communication disorders and sciences.

And nominated by Kerry Mandulak, Associate Professor at Pacific University, this year's second Professional Advocacy Award goes to **Erica Soto of Smile Oregon**.

Smile Oregon, founded in 2008 by Mr. Bob Blank and Dr. Judah Garfinkle, is a grass-roots organization whose mission is to ensure that children and families in Oregon who are affected by a cleft or other craniofacial condition have access to the highest standard of complex coordinated care – including support, education, and awareness -- necessary for their health and development, regardless of their ability to pay. Ms. Erica Soto, a Certified Fund Raising Executive with more than fifteen years of experience in nonprofit management, has served as Executive Director of Smile Oregon since 2018. She is described as an enthusiastic visionary, tireless and devoted: just the person you want leading the charge for a non-profit dedicated to serving children.

Congratulations to all of OSHA's awardees!



Meeting the Moment with Gratitude: A Successful Virtual OSHA Fall Conference

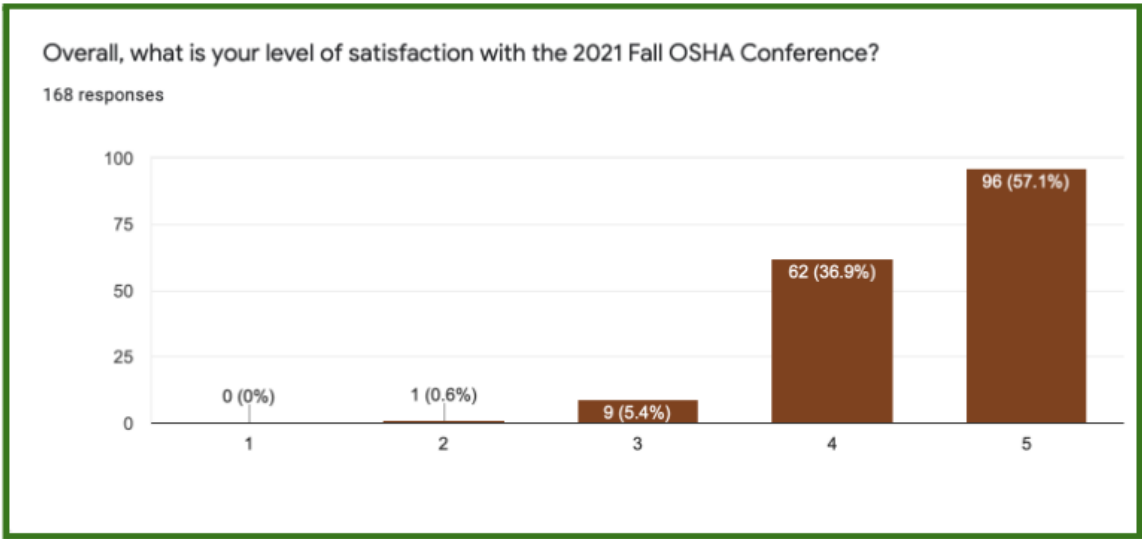
By Megann McGill, PhD, CCC-SLP, Vice President for Scientific & Educational Affairs

The 2021 Virtual OSHA Fall Conference welcomed approximately 300 clinicians, researchers, and students from across the nation. Thank you to all of our attendees who showed up to collaborate, learn, and network. Our conference would not have been the same without your participation!

Thank you to the OSHA Fall Conference Planning Committee (Rik Lemoncello, Carrie Crino, Samantha Stidham, LeeAnn Williamson, Amy Costanza-Smith, David Andrews, Ana Lia Oliva) for all of their hard work organizing and coordinating this exciting event! I would also like to share a very special thank you to Jessica Carpenter, our OSHA staff. Without her hard work, dedication, and organizational prowess, this conference would not have been as successful.

Thank you to all of the presenters who shared their knowledge, experience, and expertise across 20 presentations and 21 poster sessions, totaling 13.5 hours of continuing education. We welcomed five national presenters for all-day sessions on Friday for in-depth coverage across broad disorders and across the lifespan. We had stellar national speakers throughout the conference (Dr. Ianessa Humbert, Dr. Dionna Latimer-Hearn, Wes Chernin of Q Inclusion, Phuong Lien Palafox) who engaged us in discussions regarding dysphagia, telepractice, ethics, racial equity, social justice, and cultural and linguistic diversity.

The Conference Planning Committee has received your feedback regarding the conference, thank you for your thoughtful reflections and suggestions for continued improvement. We are thrilled that so many of you found the virtual conference platform accessible and worthy of your time! We hope you will continue to join us for future conferences and continuing education events.



[Image description: A brown bar graph demonstrating the majority (57.1%) of conference attendees reported that they were “very satisfied” with the 2021 Fall OSHA Conference with the remaining attendee responses indicating “neutral” or “satisfied” with the conference.]

My Independent Study

By Elizabeth Ebensteiner, Vice President of Government Affairs

When I first signed up for the micro-credential Examining the Intersections of Race, Gender, and Sexual Orientation given through the Oregon Education Association, I knew that as a middle-class, cis-gendered, Caucasian-presenting female I had a lot of privileges, but I wanted to raise my awareness of how intersectionality affected me, my students, and society. I took this class to better be able to support my preschool students, most of whom have a lot more intersections than their race, gender, and sexual orientation (please note that I have yet to have a preschooler talk to me about their sexual orientation, but I am always open to that discussion).

During this course I listened to podcasts, read articles, read policies, talked with my peers, and spent seven weeks learning about intersectionality theory: how the interconnected categorizations of race, class, gender, and disability affect people. In my research I was surprised to learn that my employer's harassment policy did not say that it covered gender identity or sexual orientation. After corresponding with the head of human resources I was relieved to learn that these were covered areas, as, "the recent Supreme Court decision in Bostock found that the protected class of 'sex' includes sexual orientation and gender identity", but I still felt unsatisfied as most people perusing the harassment policy would likely not be up on Supreme Court rulings.

As part of the course I created an "Action Plan" to affect change both within myself and with my employer. To affect change within myself I committed to reading articles and listening to podcasts at a minimum of 2x/week, and I began keeping a log of my student visits and how many intersections each student had. I listed all of the social categorizations that could be deemed as intersections including being female, low-income, disabled, number of disabilities, non-Caucasian race, and speaking English as a Second Language (ESL). I knew that my students had a number of intersections but I was surprised by the number: multiple students had six intersections (e.g., "Female, low-income, Hispanic, ESL, autism, with a speech-generating device" or "Low-income, Hispanic, ESL, communication disorder, hard of hearing, with an orthopedic impairment"), and the average number of intersections for each of my students was 4.03. This information gave me new insight into my students' struggles, and why, for instance, a child might be resistant to being singled out by a teacher, or why a child might have difficulty forming relationships with their peers.

The second part of my action plan was to affect change within my organization. Since I was unsatisfied with our current harassment policy, I worked with human resources to change it so that sexual orientation and gender identity are specified as protected. This recommendation for change will go through the policies committee with a plan for final approval and adoption in January.

I had not heard of intersectional theory before this course, but it makes intuitive sense that people are often disadvantaged by multiple sources of oppression, and that the more sources they have the more difficult their experiences can be. Moving forward I plan to keep learning about intersectional theory to improve my advocacy efforts and be a better speech-language pathologist and person.



Oregon Higher Education Representative Updates

Pacific University (Jordan Tinsley)

The CSD program at Pacific University has had a great Fall semester. We were able to welcome our students back to the classroom as we offered class in person, as well as hybrid. Faculty, staff, and students have enjoyed being back together again. Our first year graduate students are getting ready to start their first placements in school settings in January. Our second year graduate students will have completed their coursework by the end of December, and will be starting their full time, final externships in January. Faculty and students enjoyed attending OSHA and ASHA, and were involved in poster presentations, virtual and in person presentations. We are gearing up for the next admissions season, and looking forward to the process of selecting our next cohort.

This past summer, our faculty member, Amanda Stead, passed her exam to become a Certified Healthcare Simulation Educator (CHSE). She has been working with other faculty members to work to incorporate high quality, high fidelity simulations into our curriculum. We are excited to be in the process of creating a room in our department that will simulate a medical setting with grant funding acquired by Dr. Stead. We are launching our simulation program at the end of this Fall 2021 semester, and will continue to grow the program.

We are also excited to welcome our 2 new OSHA student representatives, Brittany Halladay and Natalina D'urso. We are thankful to our outgoing representatives, Grace Katzke and John Landis for their hard work over the past year, particularly for their leadership in creating "The Kami" award (Kami Beaulieu Outstanding Supervisor Award). Our current NSSLHA board is transitioning out, and welcoming in the new board for the class of 2023. We are happy to add 2 new positions to the board this year in advocacy and equity, diversity, and inclusion.

University of Oregon (Jayme Sloan)

The University of Oregon Communication Disorders and Science Program is pleased to announce our newest master's training grant funded by the US Department of Education's Office of Special Education Programs: Interdisciplinary Diversity, Equity, and Accessibility (Project IDEA). This personnel preparation program, co-directed by Drs. Lillian Durán (Special Education) and Lauren Cycyk (Communication Disorders and Sciences), will fund and train a total of 16 speech-language pathology and early intervention master's students from traditionally underrepresented backgrounds. Scholars participate in specialized training and mentorship aimed toward serving infants, toddlers, and preschoolers with disabilities from historically marginalized and underserved communities of the United States, including children of color and those who are indigenous, immigrants, and/or who speak languages or language varieties other than standardized American English. Project IDEA serves to highlight theoretical and practical foundations of anti-racism, diversity, equity, inclusion, and systems change. Students funded through Project IDEA will receive full tuition for all years of their master's programs as well as additional financial support to reduce potential barriers to success (e.g., books, childcare, transportation, professional fees).

Interested students may contact Dr. Cycyk at lcycyk@uoregon.edu and learn more about the program here:

<https://education.uoregon.edu/sites/education2.uoregon.edu/files/2021-10/project-idea-recruitment-2021.pdf>



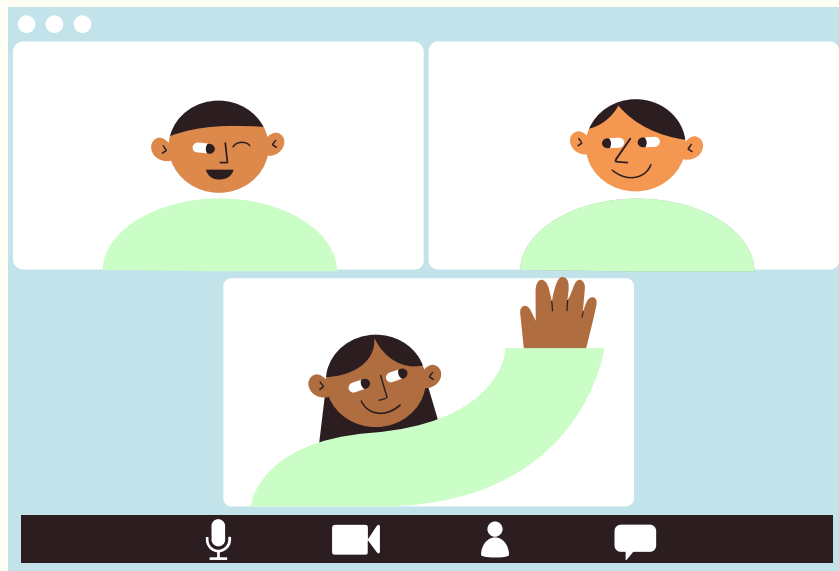
OSHA Telepractice Survey

The Oregon Speech-Language & Hearing Association's Telepractice Committee invites you to share your experiences regarding telepractice and the COVID-19 global pandemic. We are seeking to extend our current understanding of the impacts of the COVID-19 global pandemic on the use of telepractice for speech-language pathology and audiology services in Oregon.

You are being asked to volunteer for this research study because you are a member of the Oregon Speech-Language and Hearing Association. It is up to you whether you choose to involve yourself or not. The anonymous, online survey will take approximately 20 minutes to complete and there is no penalty if you choose not to join in or decide to stop.

We hope you'll share your telepractice experiences and perspectives with us! To participate click here: [COVID-19 Impacts on Telepractice for Speech-Language Pathology and Audiology in Oregon](#). Please complete the survey by December 31st, 2021.

This study has been approved by the Portland State University Institutional Review Board (IRB #: 217421-18). Please contact Megann McGill at Megann.McGill@pdx.edu with any questions or concerns.



OSHA Board Position Openings

OSHA would like to announce that the **Public Outreach Committee Chairperson Board** position will be vacant on January 1, 2022. Please review the description below and email oshaoregon@gmail.com if interested.

Responsibilities of the Public Outreach Committee Chairperson include:

- Serve as a member of the Communications Committee.
- Recruit committee members and convene committee meetings as needed, document proceedings of committee meetings.
- Report to the OSHA Board on the activities of the Public Outreach Committee.
- Seek out opportunities to promote the professions and/or the Association.
- Work with Communications Committee to develop and distribute needed tabling and online materials to support the public education efforts of the Association (e.g., information about the professions, scope of practice, warning signs for various communication disorders, etc. intended for different audiences such as physicians, other health care professionals, educators, employers, parents, other professional associations, disabilities advocacy organizations, etc.)
- Work with Communications Committee to promote the professions during May is Better Hearing and Speech Month.
- Assist the Legislative Committee in organizing or providing materials for Legislative Day in Salem.

OSHA would like to announce that the **Advertising Committee Chairperson Board** position will be vacant on January 1, 2022. Please read the responsibilities below and email oshaoregon@gmail.com if interested.

Responsibilities of the **Advertising Committee Chairperson** include:

- Serve as a member of the Communications Committee.
- Recruit committee members and convene committee meetings as needed, document proceedings of committee meetings.
- Report to the OSHA Board on the activities of the Advertising Committee.
- Work with Communications Committee and OSHA staff to develop a list of potential advertisers and exhibitors for newsletters, social media and website, and conferences.
- Work with Communications Committee and OSHA staff to contact potential advertisers and exhibitors.
- Work with Communications Committee and OSHA staff to evaluate and develop materials designed to advertise OSHA or OSHA events to the membership or to the public.
- Make recommendations to the OSHA Board regarding pricing of advertising.
- Make policy recommendations to the OSHA Board.



OREGON
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& HEARING
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