

THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE & HEARING ASSOCIATION



President's Message

By Nancy Fulton

The ability to communicate is so easily taken for granted until we lose it or have difficulty learning

it naturally. With the demand for the services we provide increasing, the OSHA Board's focus over the past several months has been on ensuring that speech pathology and audiology services continue to be valued and reimbursed as our state and country undergo significant changes in the healthcare system. We are also working to ensure that individuals providing these services are qualified and credentialed professionals in the field. We do this in a number of ways, including through exploring scholarship awards, continuing universal licensure work, and sponsoring a continuing education conference this Fall.

The major changes in Oregon healthcare are the Oregon Health Insurance Exchange and the Oregon Health Authority's Coordinated Care Organizations. The OSHA Board submitted a letter to the Essential Health Benefits Work Group for the Insurance Exchange outlining the crucial role speech pathologists and audiologists play in healthcare. We also continue to encourage members to become familiar with and active in the CCO process, to ensure that we have a voice at the table.

Please refer to the legislative update, conference information, and the universal licensure update within this newsletter for more information about all the great work being done on behalf of our members.

Enjoy your Summer! See you all at OSHA conference in October!

2012 CONFERENCE

Uniting Research and Practice: **A Future of Excellence**

October 12 & 13, 2012

Red Lion on the River Jantzen Beach
Portland, Oregon



See details on page 6

IN THIS ISSUE

Summer 2012 Legislative Update	2
Oregon Representation at CSAP	2
Kathy Roberts Retires from U of O	3
Relay for Life	4
Pacific University's School of Audiology	4
2012 OSHA Conference	6-10
Moving Towards Universal Licensure	11
Awards for Continuing Education	12
OSHA Awards	14
The Continuing Value of Continuing Education	15

Summer 2012 Legislative Update

By Karen A. Aguilera

Oregon's next legislative session is 8 months away, but work is already underway on bills for 2013. Here is a summary of some of the activities this summer that may affect speech-language pathologists and audiologists throughout the state.

1. Coordinated Care

Oregon has been moving forward rapidly with health care transformation since SB 1580 passed in February. In March, the state received a waiver from the Centers for Medicare and Medicaid Services that provide funding of \$1.9 billion to support the work of newly formed Coordinated Care Organizations (CCOs). Teams of health care professionals will work together to coordinate physical, mental, and oral health care for Medicaid recipients with a focus on patient outcomes and cost savings. As a result of the Affordable Care Act, as many as 200,000 currently uninsured Oregonians will qualify for coverage by 2014 and the lottery system for the Oregon Health Plan will be eliminated.

Eight CCOs have already received approval and will begin enrolling patients in August. Covered benefits and provider procedures will not see any immediate changes. However, in the future some providers may need to contract or affiliate with a local CCO in order to continue serving Medicaid beneficiaries. Speech-language pathologists and audiologists may visit the Oregon Health Authority site at www.health.oregon.gov to learn more

about how to become informed and involved in their area coordinated care organization.

2. Health Insurance Exchange

The Affordable Care Act requires states to set up health insurance exchanges by 2014. The Oregon Health Insurance Exchange is a central marketplace where individuals and small employers will be able to shop for health coverage options. In June, public comment was taken for the development of a model essential health benefits (EHB) package. With support from ASHA, OSHA president Nancy Fulton drafted a letter in response to the proposed benefits package. OSHA advocated for the inclusion of coverage for adult hearing aids, lifting of a 30-visit cap on therapy services, and supporting coverage for habilitative care. Additional information on the Health Insurance Exchange is available at the Exchange's website: www.orhix.org

3. Autism Insurance Coverage

During the month of May, autism advocates began meeting with legislators and insurance industry representatives to develop a bill for 2013 legislative session that will ensure coverage for medically necessary treatment for individuals with autism. Rep. Peter Buckley (D-Ashland), co-chair of the Ways and Means committee, has stated that he expects a bill to be presented that will have a good prospect of passing. The OSHA legislative committee will continue to monitor the development of autism legislation as more information becomes available.

4. Autism Spectrum Disorder Specialization through TSPC

Speech-language pathologists currently working as autism specialists and SLPs who wish to become autism specialists in Oregon schools and EI/ECSE programs may be affected by OAR 584-066-0001. Under this rule, the Teachers Standards and Practices Commission will offer a specialization in autism spectrum disorders on the TSPC license. Individuals may not work as an "autism specialist" without meeting certain criteria. The autism specialist must hold a special education endorsement, have 3 years of experience working with children with autism spectrum disorder (ASD), and demonstrate required competencies by completing an approved university program for ASD specialization. Details about an alternative pathway to the specialization are expected to be forthcoming.

Oregon Representation



Oregon was well represented at the Council of State Association Presidents (CSAP) Spring 2012 conference in Anchorage, Alaska. Pictured above are SEALS representative Janet Wagner, ASHA President Shelly Chabon, OSHA President Nancy Fulton, and OSHA President-Elect Linda D'Onofrio.

Dr. Roberts Retiring from University of Oregon

By Lezlie Pearce-Hopper

Dr. Kathleen Roberts started her UO experience as a doctoral student in 1986 and has been instrumental in shaping the CDS training program. She has been the director of the CDS program for many years, and will now be retiring. Kathy is one of those rare individuals who understand the big picture while paying attention to the details. Through her leadership, she leaves the UO CDS program with the resources to deliver excellence in undergraduate and graduate training, no small feat in this fiscal climate. Kathy has advocated tirelessly for hiring supervisors and faculty and has been creative in designing curricula that advance learning and scholarship. She is an administrator and professor with an open door to students and faculty.

Kathy served in a volunteer capacity on the OSHA Board from 1998 through 2001, and became OSHA President in 2002. She spent a great deal of time and energy working



to retain and attract audiologists in OSHA. Kathy volunteered countless times and frequently responded to requests to provide workshops at OSHA conferences. When asked about her volunteer time with our state association Kathy responded, "People often shy away from taking on a volunteer role, but I found it to be amongst the most professionally rewarding experience in my career to date."

Kathy is well known in our field and in our college community as a collaborator. She is unique in her ability to demonstrate excellence in her administrative and teaching endeavors in a behind-the-scenes way. We are so grateful for the program legacy she leaves behind. Fortunately, she has agreed to continue to consult for the CDS program to ensure continued excellence, in between visits with her first grandchild. We wish her well and appreciate her leadership more than we can express.

Become a leader in the field of aging.



GERONTOLOGY

ONLINE GRADUATE CERTIFICATE PROGRAM WORKSHOP

UNDERSTANDING CAPACITY AND HOW IT AFFECTS THE DISCHARGE PROCESS

Friday, September 14, 2012 | 8:30 a.m. - 12:15 p.m.

Registration fee is \$30 for 3 CEUs

For a workshop flyer, visit pacificu.edu/gerontology/workshop-flyer

Learn more. pacificu.edu/gerontology



SCAN TO SEE
LATEST VIDEO

ARTS & SCIENCES | OPTOMETRY | EDUCATION | HEALTH PROFESSIONS



503-352-7354 | lhunt@pacificu.edu



Relay for Life

By Kelsey Oades

On Saturday, May 19th through Sunday, May 20th the University of Oregon held its fourth annual Relay for Life, sponsored by the American Cancer society to raise money for cancer research. The overnight walk-a-thon attracted 790 participants, including 19 members of the university's NSSLHA chapter. This was a significant increase from last year, when the NSSLHA team had only had about 10 participants. Throughout the all-night event, UO NSSLHA was in first place out of 81 teams for spirit points, awarded to each team leading up to the event and during the night according to their amount of participation. However, at the last minute, NSSLHA lost the lead and ended up placing second overall. The event raised \$37,265.15 for the American Cancer Society.



Update on Pacific University's School of Audiology

By Victoria Keetay, PhD

The School of Audiology in the College of Health Professions at Pacific University continues to develop its proposed Doctor of Audiology (AuD) degree program, which is pending accreditation. The University has applied for candidacy accreditation through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), to be decided at the CAA's next meeting on July 18-21, 2012. With a positive vote, the University will be able to enroll the 22 students who have accepted admission into the proposed program as the inaugural Class of 2015 – what an exciting day that will be!

The School of Audiology (SOA) is also thrilled to have hired three new faculty members to join in building the program. The SOA's "Team Audiology" for Fall 2012 is:

- Victoria Keetay, PhD, Director of the School of Audiology
- James A. Baer, AuD, Director of Academic Education
- Shilpi Banerjee, PhD, Director of Clinical Education
- David K. Brown, PhD, Associate Professor of Audiology
- Julie Myers, Manager of Administrative Services

In preparation for the launch of the program, faculty and staff are developing relationships and clinical contracts with our community partners and planning for orientation with the inaugural class on opening day (September 4, 2012). The University has also committed to building a state-of-the-art teaching and clinical facility for the new School within the Tuality 7th Avenue Medical Plaza, adjacent to Tuality Community Hospital and Pacific University's Health Professions Campus in Hillsboro, Oregon. The new facility is scheduled to be completed by the end of August.

We offer our sincere and humble gratitude to the entire CSD community for its support and belief in Pacific University's new School of Audiology. For more information and updates on our progress in building what we believe will be an AuD program of exceptional caliber, visit <http://www.pacificu.edu/audiology/>.

Be Excited!



Be Empowered!



Be Exceptional!



Be EBS!

OCCUPATIONAL THERAPY POSITIONS AVAILABLE NOW!

EBS offers unlimited opportunities for an exciting and rewarding career! EBS has an unrivaled commitment to ongoing training, mentorship, and support that empowers clinicians to advance and excel in the field. As a member of the EBS team, you will build lifelong professional and personal relationships with top specialists in the field. We are reaching communities and families worldwide! Transform your career by learning a new language, experiencing a new culture, and impacting lives both locally and abroad. **Join the EBS team today and turn your career into a successful and rewarding journey while making a difference in lives you touch!**



EBS Healthcare



800-578-7906 • hr@ebshealthcare.com • www.ebshealthcare.com

800-579-9970 • hr@ebsunited.com • www.ebsunited.com



EBS United

OSHA Conference October 12th-13th, 2012

Amy Costanza-Smith, Conference Chair

Registration will be open online beginning in early August for our annual conference, which will be held at the Red Lion on the River in Portland. We are again fortunate to have a variety of presentations, both invited and submitted by members. Our conference committee has been working hard so that all of our members can enjoy and learn from evidence based presentations focusing on clinical issues. Our Friday invited presentations include talks on written language in a school-age population, early intervention with bilingual children, strategies for working with children with complex needs, intervention with children who have velopharyngeal issues and evidence-based intervention for aphasia. Please see the conference section of this newsletter for a summary of registration fees, speakers and topics. Registration will be available only online at www.oregonspeechandhearing.org.

I would like to call your attention to some changes to our conference schedule. We are eager to have more audiologists join us for the conference. This year, we have an audiology track on Saturday featuring 2 half-day presentations. The first presentation will be on Dangerous Decibels, and the second will be on hearing loss and genetics. Please tell your audiology colleagues about these presentations. Many audiologists are not members of OSHA and may not be aware of the conference. Of course, all of our conference attendees are welcome at these and all presentations.

The OSHA Board continues to strive to include students in our membership and conference. For the second year, we will be featuring student presentations at OSHA. Our committee was thrilled with the large number of students that submitted presentations this year. Students will be presenting posters during the Friday afternoon poster session, and a small group of them will

also be presenting short technical sessions during the last Saturday afternoon session. The conference committee invited two of the students, Angela Downing and Dunya Chirchi, to present a full 90-minute presentation on Saturday. Several of the students are receiving scholarships to attend and present at the conference. Please stop by these posters and attend these sessions to support and encourage our students!

In addition to the student presentations, we also call on our students to volunteer at the conference. In their volunteer roles, they assist at the registration table, distribute handouts and keep the conference organizers informed about any issues that arise with handouts, space or technology. This year, we will expand the role of the student volunteers to allow them the opportunity to be more involved with the speakers. We invite students from all of our Oregon universities to apply to be student ambassadors. Please encourage them to speak to their faculty NSSHLA coordinator for more information.

We continue to hold a Silent Auction at the conference to support our fundraising efforts. The success of our silent auction is dependent on donations from our membership. Any member who donates an item worth at least \$50 to our silent auction will be entered into a drawing to win registration for next year's conference.

In the past, popular auction items have included handmade jewelry, knitted items, homebrew, Christmas ship watching parties, beach house rentals, and a basket of items representing a particular region. Be creative! Donation forms can be found on the "Conference Information" page of the OSHA website. Feel free to contact me with questions. I can be reached by email at costanza@ohsu.edu, and by phone at (503) 418-1651.

I look forward to seeing you in Portland!



OREGON
**SPEECH-LANGUAGE
& HEARING**
ASSOCIATION

Uniting Research and Practice: **A Future of Excellence** 2012 Conference

October 12 & 13, 2012

Red Lion on the River Jantzen Beach

909 N. Hayden Island Drive
Portland, OR 97217

Registration and Refund Deadlines:

Registration will be available on the OSHA website (www.oregonspeechandhearing.org) beginning in early August. You must register online by **Friday, October 5, 2012**. Otherwise, plan to register onsite at the conference.

NOTE: Although lunches are included in the registration fee, only those who pre-register will be included in the meal guarantee, so onsite registration does not include the meal functions.

Please contact the OSHA office (503-370-7019 or julie@profadminsolv.com) if you are unable to register online. The online registration allows payment by check, purchase order (school districts only), Visa, or MasterCard.

Registration Fees:

OSHA Members:

\$230 full conference / \$140 one day only

Non-Members:

\$305 full conference / \$215 one day only

Student Members:

\$70 full conference / \$45 one day only

Student Non-Members:

\$90 full conference / \$65 one day only

SLPA Members:

\$100 full conference / \$65 one day only

SLPA Non-Members:

\$120 full conference / \$85 one day only

ASHA CEUs: \$5

Lodging:

OSHA has reserved a block of rooms at the Red Lion on the River Jantzen Beach.

The room rates are:

GUESTROOMS: \$119 single/double, \$129 triple, \$139 quad

RIVERVIEW GUESTROOMS: \$129 single/double, \$139 triple,
\$149 quad

CLUB LEVEL GUESTROOMS: \$134 single/double, \$144 triple,
\$154 quad

Reservations:

Call the hotel directly at 1-503-283-4466 or 1-800-733-5466. Be sure to mention your affiliation with the Oregon Speech-Language & Hearing Association to get the group rate.

The cutoff date for room reservations is
Thursday, September 20, 2012.

Visit our website in early August for online registration – www.oregonspeechandhearing.org.

Silent Auction:

The silent auction will take place on Friday, October 12, with bidding from 8:00 am – 5:30 pm. Attendees are encouraged to donate gift baskets for the auction. Any member who donates an item worth at least \$50 will be entered into a drawing to win registration for next year's conference. The form can be found on the conference information page of the OSHA's website.

FRIDAY, OCTOBER 12, ALL DAY SESSIONS • 8:30 AM - 4:30 PM

Treatment of People With Moderate to Severe Aphasia: Current Evidence-Based Approaches for Improving Communication • Marjorie Nicholas, PhD
Designing successful treatments for people with moderate to severe aphasia poses a particularly difficult challenge. This presentation covers current clinical research related to newer verbal methods, updates on already established verbal methods, compensatory low technology and AAC computer interventions. Cognitive treatments for executive function disorders, and community-based life participation approaches also are presented with video examples throughout.

New Approaches to Language Services for Young Dual Language Learners • Gabriela Simon-Cerejido, PhD
This seminar will focus on young dual language learners with language disorders. We will discuss innovative assessment and intervention approaches and consider the effect of a variety of factors that may facilitate or influence the child's lexical and grammatical learning in both languages. Practical clinical implications will be emphasized.

Assessment and Intervention for Early Communicators with Complex Communication Needs • Charity Rowland, PhD, & Emily Quinn, MS
We will present assessment and intervention strategies for learners of any age operating at pre-symbolic or early symbolic levels. In the morning we will discuss the Communication Matrix, communicative intent and the development of symbolic representation. In the afternoon we will discuss instructional strategies, mobile devices and Communication Apps.

Evidence-Based Strategies for Writing Intervention in School-Aged Children • Donna Boudreau, PhD
Academic success requires the ability to express thoughts and ideas in written form; skills which are often challenging for children with language/learning disabilities. This presentation will consider the role of SLPs in addressing written language difficulties in children, review assessment/progress monitoring measures, and present research-based interventions that align with and support Common Core Standards.

Children with Velopharyngeal Impairments
Session details not yet available.

FRIDAY, OCTOBER 12, POSTER SESSIONS & SILENT AUCTION • 4:30 PM - 6:00 PM

SATURDAY, OCTOBER 13, MORNING SESSIONS • 8:30 AM - 11:45 AM

Interventions for Children with Autism • Anna Dvortcsak, MS
Speech and Language Pathologists play a critical role in intervention for children with autism. While there is great heterogeneity in this population, all children with ASD are challenged in the area of social communication. In order to provide the most effective intervention one must be knowledgeable about the many interventions for children with autism and the effectiveness of these interventions. The purpose of this presentation is to review interventions that can be used with children with autism to improve their social engagement, receptive, expressive, and pragmatic language skills.
The intention of this review is to provide clinicians with basic information on interventions available, some of the components of these interventions, and an overview of the research on intervention techniques. It is not the intention to endorse or refute any of the interventions or to provide training in the implementation of these interventions.

An Evidence-Based Path for Choosing and Using iPad • Mira Shah, MS
iPad applications broaden opportunities for individuals with speech, language and memory impairments. As speech language pathologists, we must become critical consumers of applications. During this session, we'll look at iPad applications, learn to navigate the ever-growing world of applications, and develop an evidence-based lens when considering iPad applications.

Master Clinician Network: Peer Reviewed Examples of Evidence-Based Clinical Practice in Speech-Language Pathology • Martin A. Fischer, PhD
The Master Clinician Network (MCN) is a project designed to make peer reviewed examples of evidence-based clinical practice in speech-language pathology available for observation and critical discourse. This presentation will demonstrate the MCN and discuss its potential use in both academic and clinical settings.

SATURDAY, OCTOBER 13, MORNING SESSIONS • 8:30 AM - 11:45 AM, CONTINUED

Assessment & Management of Dementia and Alzheimer's Disease • *Amanda Stead, PhD*

People with dementia and Alzheimer's disease represent one of the most rapidly growing populations that speech therapists are serving today. However, few SLPs have been formally trained in clinical assessment and management of these disorders. This course will equip practitioners with a basic understanding of dementia and Alzheimer's management.

Ethical Advocacy: Issues and Insights •

Shelly Chabon, PhD

Advocacy on behalf of persons with communication disorders is a tenet of the mission of the ASHA. In this presentation, we will explore SLPs' ethical obligations when advocating for the

public, our own and other professions, and those we serve. We will also consider ethical questions and dilemmas and methods for resolving them.

Dangerous Decibels: An Effective Way to Teach Noise-Induced Hearing Loss Prevention •

Linda C. Howarth & Susan E. Griest, MPH

The Dangerous Decibels® program is a public health campaign internationally recognized for excellence in hearing loss prevention interventions. Combining research, education, exhibits, and a website, it has been shown effective in changing knowledge, attitudes, and behaviors about hearing loss prevention in children and adults.

SATURDAY, OCTOBER 13, EARLY AFTERNOON SESSIONS • 1:15 PM - 2:45 PM

A Fresh Look at an Old Test: Lifting the Sheets on the Bedside Evaluation of Swallowing • *Donna Graville, PhD; Rachel King, MS; & Andrew Palmer, MS*

The bedside or clinical swallow evaluation (CSE) remains an important part of dysphagia diagnosis and treatment, despite its weaknesses. In this presentation, we will review the evidence related to the reliability of the CSE, the key components of a thorough assessment, and provide suggestions for improving its accuracy.

Personal Narrative Film: A Model for Context-Oriented Cognitive Rehabilitation After Traumatic Brain Injury • *Cheryl Green, MFA, MS; Rik Lemoncello, PhD; & Lisa Stember, MS*

Cognitive rehabilitation addressing the impairment level after brain injury poses a challenge for generalization at the participation level. This presentation offers an example of community-based, selfdirected cognitive rehabilitation in a natural setting through creating personal narrative-based films. Film content addresses deficits in context, providing a starting point for context-oriented treatment.

Student-Centered Service: Articulation Therapy Within a School Setting, One-Year or Bust! •

Sharon Soliday, MS

What would you do differently if you had a finite period to remediate /s/ & /z/? Would it make you anxious or set you free? Salem-Keizer SLPs are taking a progressive and bold

approach to moving students with articulation needs forward while regaining control of high workloads. This session will describe their district-wide implementation of a system to utilize evidence-based expectations for remediating articulation challenges within one school year. Systems, resource planning, and prevention efforts will be reviewed.

Treatment of Speech Characteristics in Children with Repaired Cleft Palate: Three Case Studies •

Kerry Callahan Mandulak, PhD;

Janet Brockman, MS; & Kameron Beaulieu, MS

Speech characteristics resulting from cleft palate are not particularly common for speech-language pathologists to differentially diagnose and treat. Interactive case studies will be presented to illustrate speech characteristics related to impairments in structure, function, or both. Audience participation and discussion will focus on determining an appropriate course of treatment.

Dynamic Assessment of Bilingual Children: A Tutorial • *Angela Downing, MS; Dunya Chirchi, MS; & Christina Gildersleeve Neumann, PhD*

This presentation will describe the nature and rationale for conducting dynamic assessment with culturally and linguistically diverse populations. It will include a step-by-step description for all components to a dynamic assessment as well as present resources for protocols, full assessments and readings. The presenters will share video case examples from their tutorial.

SATURDAY, OCTOBER 13, AFTERNOON SESSION • 1:15 PM - 4:30 PM

Hearing Loss and Genetics • *Kory Keller, MS*

Session details not yet available.

SATURDAY, OCTOBER 13, LATE AFTERNOON SESSIONS • 3:00 PM - 4:30 PM

Dysphagia and Pulmonary Disease: Understanding and Managing Dysphagia in Patients with COPD •

Christine Chambers, MS; Kathleen Suriano, MS; & Thomas Tatem, BS

Safe swallowing requires coordination of breathing and swallowing. In individuals with pulmonary disease, the coordination of these processes can be impaired, resulting in increased aspiration risk and related consequences. We will review research on the impact of COPD to swallow function, and how multidisciplinary management can help minimize aspiration risk. These interventions. The purpose of this presentation is to review interventions that can be used with children with autism to improve their social engagement, receptive, expressive, and pragmatic language skills.

Communication Effectiveness in Neurogenic Disease: Rethinking Treatment Outcomes •

Jana Childes, MS, & Linda Bryans, MA

Clinicians routinely assess perceptual, acoustic and physiological changes in speech production in individuals with neurogenic communication disorders. However, research suggests new paradigms for structuring evaluation and treatment of these disorders. This presentation will provide a framework for addressing communicative effectiveness and participation in patients with Parkinson's disease and Multiple Sclerosis.

Apps and the School-Based Speech-Language Pathologist • Clint Johnson, MA

This session reviews the effective use of Apps in the treatment of communication deficits. The instructor discusses how to use smartphones, tablets, and e-readers. Apps that are currently available on the market are demonstrated, and ways to adapt commercially available apps will be discussed.

An Unlikely Case • Glenn Weybright, MS, & Kerry Callahan Mandulak, PhD

This presentation will describe treatment procedures used with a young adult male who stutters and happens to be incarcerated. Lessons learned from two experienced clinicians providing co-treatment will be presented, including specific treatment objectives and techniques, in addition to broader considerations for intervention for people who stutter.

STUDENT TECHNICAL PRESENTATIONS

Student researchers will share their work with the professional community during this session moderated by Amy Costanza-Smith, PhD.

Graduate Clinical Training: Examining the Effects of Online Autism-Specific Training on Knowledge and Skills • Elsa Bro, MAT; Erin Yankus, BS; & Laura Barnett

SLP services are the most frequently used intervention for children with autism, yet many SLPs report limited training. The current project investigated the effects of online training on the skills and knowledge of graduate student clinicians in preparation for assessing the social communication and play skills of children with autism.

Communicating with Aphasia: A Study of Communication Using Video Software as a Method of Enhancing Communication Functionality in Adult Populations Living with Chronic Aphasia •

Karissa Schwartz, MA

This session will document the research of Karissa Schwartz, MA, Susan Ginley, MA, and Desirae Robbins, MS. The session will provide a description of the tools and training procedures involved in using video software and the iPad to increase communication in adults with chronic aphasia, as well as the results of a survey designed to assess participant's perceptions of their functional communication using video software and iPad.

Diagnosing Cognitive Impairments: Psychometric Properties of Current Cognitive Assessments for the SLP • Sarah Breeze, BA

A critical review was conducted of the standardized assessments available for SLPs in the evaluation of individuals with cognitive-communication disorders. The findings are presented in the form of a decision tree, designed to maximize diagnostic accuracy of cognitive-communication disorders in individuals with acquired brain injury.

Language Scripting and Repetition in Alzheimer's Disease: A Discussion of a Single Subject's Narrative Discourse • Beth Coria, BA

This paper discusses an expressive language sample of a 79-year-old male, Mr. H., who has a history of Alzheimer's disease. Using systematic analysis of language transcripts (SALT), it was revealed that during narrative discourse Mr. H. exhibited noticeably degraded speech, repetitive sentence fragments, and lacked cohesive language.

Register online at www.oregonspeechandhearing.org

Moving Towards Universal Licensure

By John Tracy, Ashley Northam and Wendy Gunter

On July 2nd, 2012, the OSHA Board voted to move forward in supporting universal SLP licensure in Oregon. Over the past few years, OSHA has dedicated significant resources, including hundreds of volunteer hours, towards the issue of universal licensure of SLPs in Oregon. These efforts include:

- Establishment of the OSHA Education Liaison and OSHA Professional Standards Review Committee in May 2010, culminating in a document outlining facts in July 2010 and recommendations in September 2010
- Live town hall meetings across the state to solicit input from those practicing in the field during the summer of 2010
- Roundtable discussions to further generate input during the OSHA annual conference in October 2010, resulting in a document summarizing the information that was collected
- Face-to-face and phone meetings with ASHA, TSPC and BSPA representatives
- Information gathered by the ad hoc Education Liaison Committee
- Discussion of a transition plan with the membership during the OSHA annual conference October 2011, with a summary published in the winter 2011 newsletter

On July 3rd, 2012, the universal licensure workgroup met to draft a legislative concept and determine tasks and timelines related to supporting universal licensure. The current draft is as follows:

CONCEPT: The current exception in OAR (681.260) allowing for TSPC licensure of speech-language pathologists would be removed so that only BSPA licensure would be recognized in the state of Oregon.

Proposal for the process of consolidating SLP licensure:

1. The BSPA becomes the sole licensing agency for all SLPs who practice in any venue/context outside of the federal government. No exemptions after date January 1, 2015. Those licensed by TSPC obtain board licensure at the time their TSPC license renewal, which will create a roll-in to allow for BSPA staffing and budget adjustments over time.
2. The BSPA will create appropriate licensing categories to allow for governing of all speech-language pathologists in Oregon.
3. If an individual wishes to pursue or renew TSPC licensure to keep endorsements (i.e., ELL), he or she is free to do so.

In an effort to keep all OSHA members, licensees, stakeholders and interested parties informed about the current activities regarding the legislation, we plan to include newsletter articles in the OSHA newsletter, include an article in the Board of Examiners newsletter, as well as utilize ASHA blasts via email every 2-3 months with updates. As movement regarding the legislation increases, communications will be sent out more frequently. Please make sure you have a current email address on file with the OSHA office in order to receive timely communications.

The next steps for universal licensure include:

- Further refining the draft based on input within our profession and related stakeholders
- Collaboration with the legislative committee to identify a legislator who will draft our concept into a bill

If you would like to give input or join the universal licensure work group, please e-mail Wendy Gunter at: wendy.gunter@thehellofoundation.com.

Oregon Speech-Language & Hearing Association Newsletter Advertising Rates

Deadlines:

Copy must be received by January 7 for Vol. 1, April 1 for Vol. 2, June 15 for Vol. 3, and October 20 for Vol. 4.

Requirements: All ads must be in black and white – Word or PDF format.

Size Options and Cost

Quarterly Newsletter: (8 1/2" x 11" format)

Size	Single Issue	2 Issues	3 Issues	4 Issues
Business Card (3 1/2" x 2")	\$25	\$40	\$60	\$80
1/4 pg (3 1/2" x 4 3/4" vertical)	\$45	\$80	\$120	\$160
1/2 pg (7 1/2" x 4 3/4" horizontal)	\$110	\$200	\$300	\$400
Full Page (8" x 10 1/2")	\$180	\$300	\$450	\$600

The OSHA Newsletter is published 4 times per year: Vol. 1 (early February), Vol. 2 (early May), Vol. 3 (mid July), Vol. 4 (early November).

Awards for Continuing Education

By Yael Webber

The Continuing Education Board (CEB) recently announced the professionals in the state of Oregon who earned an Award for Continuing Education (ACE) from October 2011 through March 2012. As many of you know, individuals may meet the requirements for the ACE by earning 7.0 ASHA CEUs within a 36-month period.

ASHA seeks to encourage professionals to continue lifelong learning and to maintain current knowledge and skills. To facilitate this, ASHA approves providers to offer relevant continuing education activities and recognizes professional participation through the ACE.

Please join OSHA and ASHA in congratulating the following individuals on their accomplishment:

Karen Aguilera November 2011 Portland	Matthew Hamilton Sutherland November 2011 Clackamas	John McDermott October 2011 Portland	Jennifer Stager March 2012 Portland
Rodney Attack October 2011 Portland	Emily Hawkins November 2011 Haines	Corlene McSpaden December 2011 Jefferson	Shama Strong October 2011 Beaverton
Jennifer Bills October 2011 Medford	Susan Hergert December 2011 Beaverton	Kristi Mowe November 2011 Portland	Sarah Theodoroff November 2011 Portland
Cindy Bitz October 2011 Albany	Sean Kampel November 2011 Portland	Keri Oconnell-Bennett October 2011 Portland	Caryol Wagner October 2011 Hillsboro
Linda Bryans November 2011 Portland	Sandra E Knapp October 2011 Sandy	Tina Penman March 2012 Portland	Janet Wagner March 2012 Happy Valley
Emily Cannavaro March 2012 Silverton	Virginia Kouba-Monda March 2012 Gresham	Jennifer Potegal November 2011 Portland	Kerrie Warner March 2012 Portland
Kirstin Chiasson November 2011 Klamath Falls	Melissa Lathen November 2011 Portland	Jennie Price March 2012 Pendleton	Glenn Weybright November 2011 Beaverton
Marilyn Dille October 2011 Portland	Barbara Liebowitz November 2011 Portland	Kathleen Roberts November 2011 Bend	Jaime Zakour November 2011 Klamath Falls
Amy Donaldson October 2011 Portland	Jennifer Martin October 2011 Portland	Deborah Rock November 2011 Eugene	Tara Zaugg March 2012 Portland
Lynn Fox November 2011 Portland	Marcia Maurer November 2011 Salem	Linda Schmitke March 2012 Grants Pass	
Maria Githens February 2012 Aumsville		Kathy Sollecito-Nickell October 2011 Amity	



THERAPISTS UNLIMITED™

A DIVISION OF CAREERSTAFF UNLIMITED

Our mission is
"To be the leading
provider of Healthcare
Staffing Solutions with
focus on quality patient
care and superior
customer service."



Proud Sponsor of the 2011 OSHA Conference

We're dedicated to providing you local and national opportunities that best fit your experience, your interests and your preferences. We offer **flexibility** and a **variety of assignments** in all types of settings! We work as hard for you as we want you to work for us. Whether you **travel** with us or **work locally** at any one of the thousands of facilities we service, our **focused office team** is dedicated to you.

CareerStaff currently has SLP/OT/PT and assistant opportunities for full-time, part-time and per diem work in every practice arena.

As a CareerStaff employee you will reap the benefits of working amongst our network of over 500 clients in inpatient, outpatient, skilled nursing, home health, school districts and rehab settings.



For more information please contact us at:

Phone: 503.598.2373 | Email: OregonTherapy@sunh.com

Great Pay ☐ Flexible Schedules
Full Time ☐ Part Time ☐ Per Diem
Variety of Settings ☐ Referral Bonuses
Medical ☐ Dental ☐ 401k
Travel ☐ Continuing Education
Sign on Bonuses



SUNHEALTHCARE
Caring is the Key in Life

www.CareerStaff.com

OSHA Awards to Recognize Outstanding Colleagues

By Janet Lambert, Honors and Nominations Committee Chair

Each year, OSHA provides a special means for us to honor those among us who stand out in our field. Now is a perfect time to reflect on the people with whom you come in contact at your work place! Do you know an outstanding clinician whose work you admire? Do you know a leader who has a special spark that ignites those around him or her? Is there a local clinician who has influenced your practice or contributed to our professional community for many years?

If a colleague comes to mind, then I'd like to encourage you to nominate that person for recognition during the business lunch at the OSHA Fall Conference in Portland. Please take the time to consider making nominations to OSHA for these awards. This is an excellent venue to recognize your colleagues who have done outstanding work and to honor them in a unique way. It doesn't take a lot of time, and it's a great way to recognize individuals with whom you work on a daily basis. We are especially looking to recognize those colleagues whose dedication, commitment and hard work is largely taken for granted, those who change the world around them in countless unrecognized ways, and to whom we would like to express our most sincere appreciation for the work they do.

Honors of the Association

- Designated as a "lifetime achievement" award. The intent of this award is to recognize an individual for outstanding history of clinical practice in the field of speech-language pathology, audiology or education of the deaf/HOH.
- This award may also be used to recognize outstanding advocacy or program sponsorship by an agency or organization.

Outstanding Clinician Award: Schools/ EI/ECSE

- Recognizes a speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH who consistently demonstrates outstanding clinical, advocacy, or leadership skills in the public school system. This award may recognize general clinical work or a specific, recent clinical achievement.

Outstanding Clinician Award: Clinics, Hospitals, Private Practice

- Recognizes a speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH in a clinic, hospital, or private practice who consistently demonstrates outstanding clinical, advocacy, and/or leadership skills. This award may recognize general clinical work or a specific, recent clinical achievement.

Award of Clinicianship

- Recognizes a 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 person's spirit touches and inspires those around them. This award may also be used to recognize an individual who has made a contribution to the profession in an unusual way.

Award of Outstanding Research or Teaching

- Recognizes a colleague whose published research or teaching (professional preparation or continuing education) has contributed to advancing clinical knowledge and/or practice in the fields of speech-language pathology, audiology, or education of the deaf/HOH.

OSHA Professional Advocacy Award

- Honors a person who has contributed to the advancement of the visibility, viability, or vitality of our professions. Potential nominees include legislators, philanthropists, SLPs, SLPAs, Audiologists, or any public figure who has shown outstanding advocacy for our professions.

Information on the nomination process is available on the OSHA website, www.oregonspeechandhearing.org, under the "Honors and Awards" link. The deadline for submission is September 1, 2012.

If you have questions, please contact Janet Lambert at (503) 802-5260 or janetl@artzcenter.org.

The Continuing Value of Continuing Education

By Andy McMillan

I love Continuing Education! I get to hear some of the top speakers in our field describe what they do, why they do it, and how I can do it too. Many of these speakers do such a good job presenting their information that I can implement new ideas in my daily clinical practice right away – no further research necessary. This is a real time-saver. But a couple of years ago, I had a very different kind of experience with Continuing Education – one which ended up teaching me quite a bit more than just what to do at work.

I went to a talk on a topic of interest by a speaker whose name I had heard several times before. The presentation was energetic and animated, and the clinical work described seemed to make sense. But the background scientific information seemed off – nonsensical, at best, and at worst, dreadfully misinformed and with potentially culturally biased undertones. The speaker used technical terms that sounded good, but they were entirely unfamiliar to me after 20 years of study and practice related to language. The quizzical looks I shared with my colleagues during the talk suggested that I was not alone in my confusion. After the talk, I approached the speaker and asked some questions, attempting to clarify some of the unfamiliar terms that had been used. I did not find clarification, but the speaker invited me to follow up via email after the conference. I did, and what followed was a year-long correspondence and course of self-study that was more intensive than anything I have done since graduate school.

Here is how it worked: I emailed the speaker with questions about content from the presentation that seemed unfamiliar (or in some cases, outright incorrect) and asked for clarification and/or references for further reading on each topic. The speaker consistently (and usually quite promptly) responded, with names of authors, articles, and books. Then, I found and read those articles and books (thank you, Inter-Library Loan!), and even spoke with some of the authors. Many of the published works took perspectives quite different from my own, and most were new to me. And there were also some old standards – foundational works I had read 20 years ago as an undergraduate. Both types of works were valuable.

The old standards seemed fresh again, and I was surprised to find myself understanding them in a new way. And I was delighted to find that they still had relevance and currency today. This discovery helped me reevaluate the reasoning that informs my clinical practice. It made me more confident that what I do as a therapist makes sense, and it helped me think through complex problems more easily.

It added a depth to my thought process, reminding me that there is genuine value in revisiting the works that taught us what we think we know.

The works from outside my theoretical perspectives pushed the boundaries of my beliefs, causing me to question many of my long-held assumptions. These articles added excellent arguments to the study of language and made potent points in arguing for a more flexible view of language development. I found myself extending my own beliefs to incorporate much of this data, which caused me to become a more extensible thinker.

This does not mean, however, that I came around to the original speaker's perspective. In fact, in every reference I followed up on, I found that the published research did not support the speaker's statements. In many cases, it seemed that the published works said the opposite of what the speaker claimed that the works said. And when I wrote back to the speaker after having read the references, I said exactly what I found, including that I felt that the speaker's citations were in error. Our communication was tense at times for both of us. To the speaker's credit (and, I hope, to mine), we stuck with the correspondence even through vehement disagreement about the relationship between a thoughtful literature review and the practice which it informs. Ultimately, our discussion focused on the importance of operationalizing terms and concepts so they are shared across the field in a culturally and professionally appropriate manner.

In the end, I don't believe that either of us "convinced" the other. I continue to believe that the speaker's theoretical perspectives lack support in the professional literature, and that the speaker's statements of support and citations are based on fundamental misreadings. As far as I know, the speaker continues to give talks, present workshops, and teach from the same perspective.

But though I was not "convinced", something certainly did change for me over that year. I found that the process of reading with a thoughtful eye forced me to be more deliberate in considering my own perspectives. This process was time-consuming, effortful, and frequently frustrating. And it had a continuing value that extended well beyond the classroom or workshop environment. I learned more by following up on perspectives that I disagreed with than I ever learned from accepting without question the perspectives I have always held. That ongoing learning represented an unexpected, additional value that accrued well beyond the end of this one continuing education talk.

BOARD OF DIRECTORS

PRESIDENT: Nancy Fulton

PAST PRESIDENT:
Janet Lambert

PRESIDENT ELECT:
Linda D'Onofrio

**VP SC & EDUCATIONAL
AFFAIRS:** Amy Costanza-Smith

VP FINANCE:
Lauretta Manning

SECRETARY:
Angela Arterberry

STUDENT REPRESENTATIVES:
Kelsey Oades – U of O
Kelsey Fowler – PSU

REGIONAL REPRESENTATIVES:

Region 1: Kira Wright

Region 2: Lauretta Manning

Region 3: Jennifer Bills

Region 4: Jennie Price

PROFESSIONAL AFFILIATION REPRESENTATIVES:

Audiology: Lyndsay Duffus

Public Schools: Janet Wagner

Clinic: Jennifer Bills

CSLPA: Shelby Parks

**Educators of Deaf &
Hard of Hearing:** Vacant

EI/ECSE: Joan Callaway

HIGHER EDUCATION:
Andrew McMillin

SLP ADVISORY COUNCILOR:
Ashley Northam

OSHA COMMITTEES

**ACADEMIC
SCHOLARSHIP:**
Bob Buckendorf

ADVERTISING:
Hannah Clare

AUDIOLOGY:
Lyndsay Duffus

ETHICAL PRACTICES:
Teresa Roberts

**HEALTH CARE &
CLINIC BASED SLP:**
Vacant

HISTORIAN:
James Huffman

HONORS AND AWARDS:
Janet Lambert

LEGISLATIVE:
Karen Aguilera

MEMBERSHIP:
Kameron Beaulieu

PUBLIC SCHOOLS:
Janet Wagner

PROGRAM:
Amy Costanza-Smith

PUBLICATIONS:
Yael Webber
Daniela DeYoung

TECHNOLOGY:
Jill Dolata

**ASSOCIATION
EXECUTIVES:**
John McCulley
Julie McCulley

OSHA Regions:

Region 1: Clatsop, Columbia, Tillamook, Washington, Yamhill, Polk, Lincoln, and Benton counties.

Region 2: Multnomah, Hood River, Clackamas, Marion, and Linn counties.

Region 3: Lane, Douglas, Coos, Curry, Josephine, Jackson, Klamath, and Lake counties.

Region 4: Wasco, Sherman, Gilliam, Morrow, Umatilla, Union, Wallowa, Jefferson, Wheeler, Grant, Baker, Deschutes, Crook, Harney, and Malheur counties.

Has Your Contact Information Changed?

Since OSHA's membership is now all online, you can check and make changes to your account information at any time on OSHA's website:

www.oregonspeechandhearing.org.

Please add info@profadminserv.com to your address book to be sure you will receive any email notices that are generated from the website. Be sure to log in and check that the information (especially your email address) is correct. It is easy to make changes, and if you need help or don't remember your username and password, contact Julie McCulley at 503-370-7019 or julie@profadminserv.com.