

# THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE & HEARING ASSOCIATION



## Letter from the President

By Ana Lia Oliva, 2023 OSHA President

Dear OSHA Members,

I hope this message finds you well. It's an exciting time for our association as we continue to strive for excellence in our field and work towards ensuring that every individual in Oregon has access to the highest quality speech-language and hearing services. In this newsletter, I am pleased to share some important updates and recap our 2023 events.

### **Virtual Fall Conference: Community in Action**

Our 2023 virtual fall conference, "Community in Action," was a success! This conference was thoughtfully curated to address a wide range of topics that are vital to our profession. It was an opportunity for us to come together as a community and deepen our knowledge and skills to serve clients across a wide variety of settings. This year our conference covered topics in areas of professional advocacy and leadership, culturally responsive practices, language and literacy, speech-sound disorders, gender-affirming care, dysphagia, and evidence-based practices in medical settings. Our conference also featured sessions that catered to professionals working with clients from early learning through adulthood. This inclusive approach reflects our commitment to serving diverse populations and the lifespan needs of those we support. Thank you to those who attended the OSHA Fall Conference!

### **Ongoing Board Member Work and Contributions**

Our board members continue to work tirelessly to address crucial issues that affect our profession across the state. Here are some highlights of our ongoing efforts:

**School-Based Workload:** We understand the significant challenges that our members encounter in school-based settings, specifically in managing their workloads. Our Board is actively engaged in a collaborative effort with the Oregon Department of Education, contributing valuable feedback to support the ongoing statewide workload study. The results of this study will culminate in a formal report slated for submission to the Oregon Legislature in January, 2024.

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President's Letter, cont.

Our unwavering commitment and persistent involvement are geared towards championing the cause of reasonable workloads, ultimately enabling you to deliver the highest quality care to students across the entire state.

**Reimbursement Issues:** Our commitment is steadfast in ensuring that our members have access to reimbursement mechanisms that are both accessible and provide fair compensation. Our board is actively participating in ongoing dialogues with statewide organizations, focusing on addressing reimbursement challenges and tirelessly advocating for equitable compensation for speech-language pathologists and audiologists.

**ASHA Workgroup Participation:** We take immense pride in our association's representation within an ASHA workgroup advisory committee, tasked with a thorough examination of the role of Speech-Language Pathology Assistants (SLPAs) within our field. Through this active involvement, we can make meaningful contributions to the formulation of guidelines and standards that will significantly influence the future of our profession.

We are immensely proud of the dedication and hard work of our board members and volunteers who are driving these initiatives forward.

As we look ahead, we are brimming with excitement about the opportunities on the horizon for our profession. Together, we can continue to make a positive impact on the lives of those we serve and further elevate the field of speech-language pathology and audiology. Please consider joining the OSHA Board to help us tackle critical initiatives that impact our profession and level of care accessible to our community.

Thank you for your ongoing support and dedication to OSHA. We look forward to your participation in our upcoming Fall Conference and invite you to engage with us as we work towards a brighter future for our profession.

Warm regards,

Ana Lia Oliva, Ed.D. CCC-SLP  
President, Oregon Speech Language and Hearing Association

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## OSHA would like to thank our 2023 OSHA Fall Conference Sponsors



*Thank  
you!*



# OSHA Fall Conference: Community in Action

By Jordan Tinsley and Jayme Sloan, OSHA Conference Co-Chairs

The 2023 OSHA Fall Conference was another success thanks to YOU ! The theme for this year's conference was Community in Action. We enjoyed coming together virtually in community with one another - with 216 attendees from 12 states!

We are grateful to the following invited speakers who shared their expertise with us:

- **Dr. Deborah Swain:** Advocacy, Leadership, and Volunteerism: Strategies for Member Success
- **Dr. Laura Wolford:** Writing Scripts to Address Sexual Health and Consent: Choose Your Own Adventure
- **Dr. Jacqueline Towson:** Early Language and Literacy
- **Dr. AC Goldberg:** School SLP Roles and Responsibilities, Providing Gender Affirming Voice Care for Adolescents
- **Dr. Mershen Pillay:** Decolonising Dysphagia
- **Meg Morgan, BCS-CL:** Multilingual Assessment for Monolingual SLPS
- **Dr. Maria L. Muñoz:** Bilingual Assessment and Treatment in Aphasia

## ASHA ACE Award Recipients

April-June 2023

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. For those individuals who have received more than one ACE, the number of awards is indicated in parentheses.

Danielle Baker  
Cassandra Bingen  
Lisa Bjorback  
Sarah Burgon  
Betty Campbell-Ross  
Rachel Davidson  
Caitlin Fitzgerald  
Kelsey Frazier  
Kristina Fredette  
DeNell Gallagher  
Gina Gladstone  
Allyson Goodwyn-Craigne  
Kara Hayden

Christine Horton  
Kathy Kincaid  
Teryn LaRue  
Michele Lewis  
Kerry Mandulak  
Meghan Momphard  
Madison O'Brien  
Sarah Owens  
Julie Peacock  
Anna Persons  
Amanda Poirier  
Grace Reece  
Rachel Rocha

Jennifer Sabo  
Hannah Sanford-Keller  
Emily Sippel  
Jena Leigh Stewart  
Lindsey Taylor  
Marianne Van Kessel  
Michelle Walls  
Julie Wisecup  
Zaynab Zargar



# Speech Language Pathology Assistants

## A National Framework for the Past, Present, and Future

By Ashley Northam, MS, CCC-SLP  
Chair, Chemeketa Community College SLPA Program

Over the last 15 years or more there have been slower but steady movement forward in the field of Speech Language Pathology regarding the development of the related profession of Speech Language Pathology Assistants (SLPA). Exciting changes are coming on the horizon and no matter if you work with SLPAs or not, it is the responsibility of the entire professional base to be aware of the licensing, scope of practice, supervision, and forward movement of SLPAs on a national scale with ASHA's development of a national certification for SLPAs.

Approximately 15-20 years ago, there was a movement within ASHA's Legislative Council to move to accredit SLPA programs across the country. For several reasons, including the financial cost to complete this task, ASHA did not move forward with this national accreditation model for SLPA programs at that time. Although ASHA had developed recommendations for a model framework for curriculum and training within SLPA programs. After the dissolution of a forward national ASHA movement toward program accreditation, ASHA recommended that individual states move forward with a state license requirement for SLPA. Oregon was one of these early adopting states. OSHA worked very closely with the state legislature and the Board of Examiners for Speech Language Pathology and Audiology to create a license category for SLPA with our state statute and subsequent OARs were written to implement the license category, requirements for obtaining and qualifying for licensing and supervision of SLPAs. The Chemeketa SLPA program was also developed based on the ASHA model and the requirements set forth by the licensing statute and administrative rules.

Oregon has continued to be an example on the professional landscape as an administrative body that has made sure to include SLPAs as part of the profession in this state. There still exists wide discrepancy across states in terms of a license category for SLPAs, how SLPAs are recognized in work settings, who issues a recognition be it certification, a license or a registry of individuals. This discrepancy in SLPA education requirements, license requirements and recognition across states makes obtaining billable hours for SLPAs a barrier with insurance, especially Medicare. Thus, we often see SLPAs being employed in early intervention, school age services and some private practice and clinics depending on how insurance is handled at those sites.

ASHA has revised the Scope of Practice document for SLPAs twice. The latest version can be found [here](#). Please be aware that ASHA can suggest and offer guidance for a scope of practice. However, be aware that state licensing rules and requirements take precedent over ASHA recommendations and policy. ASHA policy is often reflected in state administrative rules but these work in parallel. ASHA has created a certification category for [SLPAs found here](#). Candidates hoping to apply must submit evidence of:

EDUCATION: AA degree in SLPA or BS/BA degree in Communication Science and Disorders or a combination of credits.

CLINICAL PRACTICUM HOURS: 80 hours direct minimum, 20 hours indirect supervised by an ASHA certified SLP -CCC. Most SLPA programs and license boards require 100 hours of direct clinical hours.

COURSEWORK or professional development in Ethics, HIPAA/FERPA, Universal Precautions

Once these requirements are satisfied, the applicant is then given clearance to sit for the national certification exam. After passing the exam, the C-SLPA agrees to abide by the Assistant Code of Conduct in conjunction with the ASHA Code of Ethics. The C-SLPA must also maintain certification through professional development.

The next step in ASHA's outline to bring standardization to SLPAs is to work to approve SLPA programs. This will not necessarily be as formal as accreditation, but it will help standardize coursework, learning outcomes and program requirements. The hope is that with a standard framework for training, certification and ongoing professional development, there will be an open door to avenues of recognition and possible reimbursement that has not been an option up to this point.





# Congratulations to the 2023 OSHA Awards Recipients

## Kami Award Recipients



**Lindsay Barrett**  
**Consonus Canby**



**Jamie Cooper**  
**St. Charles, Bend**



**Lindsey Wineland**  
**NWRESO**

## Outstanding Clinician: Schools/EI/ESCE Christina Slusarczyk



## Outstanding Clinician: Clinics, Hospitals, Private Practice Tasi Clancy

## Awards of Clinicianship Recipients



**Dr. Jeff Conn**



**Dr. Heather Graham**



**Dr. Mary Mitchell**

# Congratulations to the 2023 OSHA Awards Recipients

## Student Award Recipients



**Jessica Sheets**



**Kenneth Silva Millan**



**Tenli Petty**

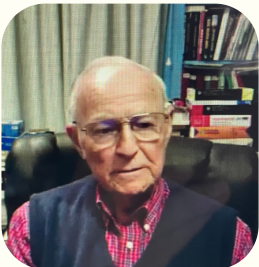


**Outstanding Research or Teaching**  
**Dr. Stephanie De Anda**

**Professional Advocacy**  
**Amanda Brown**

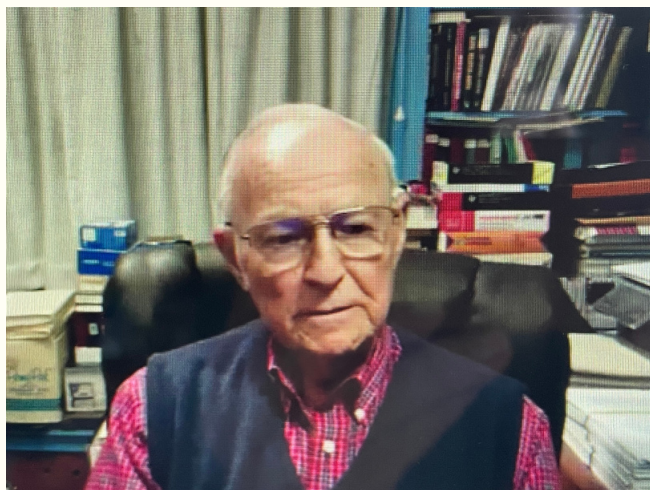


**Honors of the Association**  
**Lifetime Achievement**  
**Ernest "Ernie" Cristler**



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

By John Tracy, OSHA History Committee



Ernest "Ernie" Cristler  
1930-Present

Education:

BS: University of Oregon, 1959

MS: University of Oregon, 1960

Recognitions:

President, Oregon Speech and Hearing Association, 1971

Ernie Cristler began his undergraduate degree in Business Administration at the University of Oregon. One of his professors told him he needed to work on his public speaking. He sent him to see Kenneth Scott Wood in the Speech Department. Ernie took his first course in speech pathology: speech science. It was in this class he became interested in the scientific nature of the profession and child development. He very soon changed his academic focus to Speech Pathology, graduating with bachelor's and master's degrees in Speech Pathology in 1959 and 1960, respectively. By doubling the number of courses he was taking, he was able to complete the administrative courses in special education.

While in his graduate program, he was able to travel around to schools with his supervisor providing consultations for children with speech problems. There he saw firsthand the need for speech and language services in the schools. He called these consultations "an effort, but futile." Then, in 1961, Ernie began looking for a position as a speech pathologist in Oregon schools. After interviewing with school districts around Eugene, one of the faculty members at the University told him to head over and meet with the Umatilla County superintendent of schools, as he had an enthusiastic desire to set up a special education program.

This was before IEDs and their predecessors ESDs. Ernie then became one of the earliest speech pathologists (SLP) in the Umatilla County schools. After surveying the teachers in the county, he found speech problems the greatest area of need. Almost immediately after taking the position, he reported to the superintendent the immediate need to employ more SLPs.

During his time at the University, he and three other students with group camping backgrounds began dreaming of having a camp for children with speech and hearing problems. Also working in the county, was SLP John "Jack" Kesling. All the other members of the original group along with Ernie and Kesling agreed that children could benefit from more intensive service for their speech problems using a group camping model.

Then in 1962, Ernie befriended an orthopedic surgeon in Milton-Freewater, through Kesling. He shared the group's vision with the physician and his wife, who promptly decided to donate their summer home and property in the Blue Mountains of Oregon for this experiment. Along with the three other former students he and Kesling agreed that this would be a perfect place to have such a camp. This was to be an overnight camp that provided speech and language intervention to the campers during their waking hours to foster learning through motivating camping experiences and transfer of training to all aspects of camp life. Ernie became the spokesperson and along with Kesling chartered the non-profit, Institute for Rehabilitation, Recreation, and Research, which administers Camp Meadow Springs. Then in 1964, Meadowood Springs Speech and Hearing Camp opened its doors. The former Hedricks vacation home was turned into the camp hub for dining and storage with tents as the first shelters. This camp has been in continuous operation for 59 years, with two years of closure due to COVID19.

This has been a place for training students as well as providing services to children and adolescents. Ernie was the first president of the board of directors and served in various capacities within this group, as well as a clinician at the camp.

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Images, cont.....

As an administrator, he always provided funds for his staff to attend state and national conferences. In the 1970s, to demonstrate the quality of the speech and language programs at the Umatilla Morrow ESD, he and his staff gained and maintained Professional Services Board Accreditation by the American Speech and Hearing Association until the Association discontinued this service. Umatilla IED, then Umatilla-Morrow ESD (now Intermountain ESD), was one of the few programs in the state with such a distinction. Ernie felt having this national endorsement helped with the recruitment of staff and provided a consistent desire to maintain exacting standards of service. At the dawn of the enactment of the Rehabilitation Act in 1973 and later the Education for all Handicapped Children Act in 1975, Ernie was responsible for the implementation of the procedures and processes to make these laws work for the children entrusted to his staff.

Ernie leaves a legacy of service to the professions and developing and delivering high-quality speech and language services to school children. The camp he and his three fellow graduate students dreamed of and developed is the only overnight speech camp in continuous operation in Oregon, if not the United States. As an administrator, he was a pioneer in the achievement and maintenance of high-quality speech and hearing intervention in Eastern Oregon schools. One of his employees, Charles Clupny, described Ernie as an “awesome boss.” Besides being a visionary for what it takes to provide effective services, one could also say he had a high emotional intelligence quotient. At Meadowood and the ESD, he was an early supporter of team-based services, group involvement in decision-making, and self-reflection for professional improvement. He also saw the value of service to the professions. He joined the Oregon Speech and Hearing Association in the 1960’s serving on many committees and serving as president in 1971.

#### References

Clupny, Charlie, 2011. “The Magic of Meadowood: A Special Place to Practice Communication Skills.” The OSHA Communicator, A publication of the Oregon Speech-Language and Hearing Association.

Oral History of Camp Meadowood Springs Ernie Cristler and Charlie Clupny, Interviewed by James Huffman, John Tracy, and Glenn Weybright, 16 October 2022.

The Reminiscences of Ernest Cristler, Interviewed by James Huffman, John Tracy and Glenn Weybright, 4 October 2022.

## OSHA Board Position Openings

The following positions on the OSHA Board are open immediately. The qualifications and responsibilities of each position are included with each listed position. If you are interested in serving in any of the roles, please email [oshaoregon@gmail.com](mailto:oshaoregon@gmail.com)

### **Early Intervention/Early Childhood Special Education (EI/ECSE) Professional Affiliate**

2-year term

#### **QUALIFICATIONS**

- The EI/ECSE Speech-Language Pathology Professional Affiliate shall be an OSHA member in good standing.

#### **RESPONSIBILITIES**

- Serve as a voting member of the OSHA Board.
- Advise the OSHA Board on issues pertaining to the practice of speech- language pathology in the EI/ECSE setting.
- Assist the Conference Committee in developing the Fall Conference continuing education activities specific to the needs of the members practicing in EI/ECSE.
- Assist the Association lobbyist and Vice President of Governmental Affairs with preparation of testimony for governmental entities on issues affecting the practice of speech-language pathology in EI/ECSE setting.
- Gather and report information pertinent to practice of speech-language pathology in the EI/ECSE setting to the OSHA Board and to the membership at the annual business meeting, newsletter, bulletins, social media, etc.
- Represent OSHA with other groups/organizations that work in the area of EI/ECSE.

### **State Advocate for Medicare Policy (StAMP)**

#### **QUALIFICATIONS**

- The StAMP Representative shall be an OSHA member in good standing

The State Education Advocacy Leaders (SEALs), State Advocates for Medicare Policy (StAMPs), and State Advocates for Reimbursement (STARs) are three critical networks that support ASHA’s ongoing advocacy efforts on behalf of audiology and speech-language pathology. These networks comprise of ASHA member audiologists and speech-language pathologists—appointed by their state association president—who undertake the following roles and responsibilities:

- Partner with ASHA staff, ASHA volunteer leaders, other ASHA members, and state association members on ASHA’s advocacy objectives and related efforts
- Engage in direct advocacy with lawmakers, policymakers, and external partners
- Serve as an information conduit between ASHA and state associations
- Raise awareness about relevant public policy topics within the professions
- The StAMPs provide leadership, guidance, and support on topics related to coverage, reimbursement, and the delivery of services under Medicare.



# Strategic Planning

*What are your hopes and goals for OSHA in 2024 and beyond? In which areas do you think OSHA can/should grow? How might you get involved in OSHA in the next few years?*

The OSHA Board invites OSHA members (including board members, members at large, and student members) to contribute to our association's future plans via survey and/or attendance at our upcoming strategic planning event.

## **OSHA Strategic Planning Event in February 2024**

ASHA is sending Eileen Crowe, ASHA's state associations liaison, to facilitate a strategic planning session from 9:30am-5pm on Saturday, February, 10, 2024. Eileen will facilitate the in-person option for this event at the University Center Building (527 SW Hall St, Portland, OR 97201) at Portland State University. OSHA is required to provide a minimum of eight in-person attendees in order for ASHA to pay for Eileen's travel and lodging; so, please consider attending. An online/Zoom option will be available for a portion of the strategic planning session.

To participate in the February Strategic Planning Event in-person or online/Zoom, please add your name and contact info to our [OSHA Strategic Planning Session Sign-Up](#). Complimentary lunch, snacks, and beverages will be provided to in-person participants.

## **OSHA Strategic Planning Survey**

If you cannot attend our Strategic Planning Event in February, we hope you will take 10 minutes to provide us with your input via survey. We will share results of this survey with Eileen Crowe as part of our strategic planning session: [OSHA Strategic Planning Survey](#).

Our finalized strategic plan will be posted to the OSHA website and disseminated in an upcoming newsletter. Thank you for helping to shape the future of **YOUR** Oregon Speech-Language & Hearing Association!

