

THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE & HEARING ASSOCIATION



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Letter from the President

By Ana Lia Oliva, OSHA President

Dear OSHA Members and Colleagues,

I hope this letter finds you all in good health and high spirits. As we move forward into the exciting developments of the year, I would like to take this opportunity to update you on the recent activities and initiatives undertaken by the Oregon Speech Language and Hearing Association (OSHA).

Legislative Committee Action: HB 2618B

After an incredibly active legislative season, we are pleased to announce that our focused work and collaborative efforts supported the passage of HB 2618B. This landmark state legislation will greatly benefit our field by providing necessary resources and support for speech-language pathologists, occupational and physical therapists working in education. The passage of this Workload Study bill requires the Oregon Department of Education (ODE) to conduct a study to identify the best methodology for determining the appropriate number of students on workload for certain school-based health practitioners. The ODE is required to submit findings to interim committees of Legislative Assembly related to education no later than September 15th, 2023.

Supporting Day at the Capital with Graduate Students

In our commitment to fostering the next generation of speech-language pathologists and audiologists, OSHA organized a successful "Day at the Capital" event. This event provided graduate students an opportunity to engage with legislators and gain firsthand experience in the legislative process. Their presence and advocacy were instrumental in raising awareness about the importance of our profession and the impact we have on the lives of individuals with communication disorders. We commend our higher education liaisons and graduate students for their dedication and enthusiasm and thank all the legislators who took the time to listen and understand our concerns.

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President's Letter, cont.

2023 Virtual Spring Conference:

I am delighted to share with you the tremendous success of our 2023 Virtual Spring Conference, held in April. The conference exemplified our organization's unwavering commitment to diversity, equity, and inclusive practices, while also addressing the critical issue of workload demands and needs within our profession.

One of the standout sessions at the conference was titled "Supporting Autistic Students with Neurodiversity Affirming Strategies." This session centered around crucial topics of neurodiversity and ableism, with a specific focus on partnering with autistic students. Participants had the opportunity to learn about neurodiversity affirming strategies and gained practical insights on how to implement them within educational environments. Through exploring inclusive practices that fostered understanding, respect, and inclusivity, attendees were equipped with the tools to support the unique strengths and challenges of autistic students.

At the conference, we prioritized equipping our members with the knowledge and strategies to effectively navigate workload demands. Participants gained valuable insights and practical solutions that they could apply in their day-to-day professional lives. By addressing this critical aspect of our work, we aimed to improve the overall well-being and work-life balance of our members. The conference served as a platform for networking and sharing best practices, fostering a strong sense of community within our profession.

Support for Critical SLP Shortage Needs: Virtual Job Fair

Recognizing the pressing need for addressing the critical shortage of speech-language pathologists across the state, OSHA recently hosted a highly successful virtual job fair. This initiative brought together statewide organizations and qualified professionals in a convenient and accessible manner. By leveraging technology, we were able to connect employers with job seekers, facilitating meaningful partnerships and enhancing service provision for those in need. We are proud to have played a role in addressing this urgent issue and will continue to seek innovative solutions to combat the workforce shortage.

As we move forward, OSHA remains committed to advancing the interests of our profession and the individuals we serve. We will continue our advocacy efforts, collaborating with legislators, policymakers, and stakeholders to shape policies that support our field's growth and ensure the highest standard of care for those with communication disorders. We will also strive to provide professional development opportunities, facilitate networking, and foster a supportive community for our members.

I extend my heartfelt gratitude to each and every one of you for your continued support and dedication to our profession. It is through our collective efforts that we can drive positive change and create a lasting impact. Together, we will navigate the challenges ahead, advocate for our workload needs, and work towards a future where communication disorders are met with the highest level of care and support.

Wishing you all the best in your professional endeavors.

Sincerely,

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



A Letter to OSHA Members

By John Peter Merrick Russell

John Peter Merrick Russell, who received SLP services throughout his childhood and young adult life, reached out to OSHA to express his gratitude regarding the wonderful services that he received, but also his concern for the lack of those same type of opportunities for most of the IDD community that he now advocates for. He has written the letter below to OSHA members:

My name is John Peter Merrick Russell, but I go by Peter. I was born with a cleft lip and palate. I also experienced a moderate, bilateral hearing loss around age four. When I was four years old I was one of the subjects of early intervention speech therapy studies, conducted by OHSU/CDRC. I received one on one speech therapy, twice a week, from age four to about six years old. My family felt well-equipped with the information to work with me daily, to improve my speech.

From Kindergarten to 4th grade I was in a private school that did not have any speech therapy. From part of 4th grade through part of 5th grade I went to my first Public school and had Speech Therapy which was a good experience. As my family continued to correct my speech and had me practice using previous therapies. When I was in 5th grade I switched schools and from then through High School SLP goals were set but I remember little to no SLP services implemented.

In college I graduated from radio/broadcasting school. While in college through an unrelated doctor's care, I was reunited with one of the former leads of the SLP study from when I was a young child. I also had lunch with some of these other early intervention SLP team members and occasional visits with them in their office, now as friends. These former teams from my youth were instrumental in encouraging me to expand my horizons and to meet my full potential. This encouragement and experiences was reaffirming and life changing for me. Now as an adult, I can appreciate how these educators of SLPs and Audiology inspired through their clients. This made me reflect on my childhood and how lucky I was to receive the excellent CDRC and Portland Hearing and Speech one on one services.

Throughout my care, when I had the feeling of being an important and equal team member, it made all the difference to me and my motivation to improve my skills even outside of my speech skills. My hope for SLPs and Audiologists is that if they try to look at how they interface with their clients/patients/students/postgrads they will know that it has a lasting effect on all aspects of their lives.

I am currently an advocate for the intellectual and developmental disabilities community and see how different the care I received from my youth's CDRC and Portland Hearing and Speech one on one care is from what the IDD community receives. I have only seen very recently some growth in the quality of services and treatment of people who experience developmental disabilities, however, I feel that there is very much a need and room for improvement. I would like to see greater respect for each individual client. That they have an equal voice in decisions made on their behalf. That team building between the client, therapist and family is first and foremost. This relationship will help move the client into their future, with more tools for life.

Peter



Oregon Health Plan Works to Update Telehealth Rules

By Kira Wright, MS, CCC-SLP

Telehealth has been available for Medicaid (Oregon Health Plan/OHP) coverage even before the COVID-19 pandemic. However it was not widely used. Temporary rules were filed in March 2020 to clarify and expand coverage of medically appropriate services delivered using telehealth. With provider and community input in late 2020, permanent rules went into place for 2021 which were also updated for 2022. Use of telehealth has declined since the peak in 2020, but will continue to be available as an option for care delivery. OHA held a provider forum in March 2023 to discuss proposed changes to Telehealth rules. Generally, OHA wants to make sure members have a choice to receive services either in-person or through telehealth. Proposed rules included a requirement that when a provider ONLY offers Telehealth services, the patient must be referred within 2 business days to another provider who does offer in person services.

Do you have questions about providing school-based speech-language therapy via telehealth? [This FAQ from the Oregon Department of Education and the Oregon Board of Examiners for Speech-Language Pathology has lots of good information about consent, privacy, and billing Medicaid.](#)

Let the Oregon Telepractice Advisory Committee know what questions you have about providing service via streaming video. Email us at oregontelepractice@gmail.com



What's New in Oregon Higher Education

Portland State University - Maria Kapantzoglou, Ph.D. CCC-SLP



- In the 2022-2023 academic year, we awarded 19 Communication Sciences and Disorders Certificates and 22 SPHR Bachelor's degrees.
- Our program accepted 42 new graduate students, including 12 Bilingual Concentration students and 17 Medical SLP Concentration students.
- We would like to welcome Dr. Rik Lemoncello who has joined our faculty as a Clinical Associate Professor.
- PSU co-hosted a National Stuttering Association 1-Day Conference on April 29th.
 - <https://westutter.org/amplify-conference-portland-2023/>
- During the 2022-2023 school year, Carolyn Quam was the faculty sponsor for two PSU undergraduate research assistants, Natalie Robison and Amy Lin, for the program *Scholars Transforming Through Research*, through the Council on Undergraduate Research. The team was selected through a competitive application process to travel to Alexandria, VA for research and policy training. \$2500 of team travel costs were sponsored by the office of Research and Graduate Studies at PSU.
- Carolyn Quam is serving on the Dual Language Expansion Advisory Team with Beaverton School District in Beaverton, OR. This is a two-year commitment. The roles of the advisory team are to give the district insights on community support for potential dual-language programs; give feedback on expansion plans; and research best practices in dual-language education.

University of Oregon - Jayme Sloan, M.S., CCC-SLP

The University of Oregon is so excited to announce the graduation of 33 new SLPs! They have jobs in schools, hospitals, skilled nursing facilities, NICU and early intervention all around the country.

We are gearing up for a summer full of camps in the Speech Language Hearing Clinic and are excited to welcome our incoming cohort in September!

Pacific University- Jordan Tinsley, M.S., CCC-SLP

Spring and Summer have been full of learning and excitement. Here are some highlights for the Pacific School of CSD:

- Congratulations to the Class of 2023! We are excited to see where you end up next, and to follow your successful careers.

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Pacific University Updates (cont.)

- In April 2023, Dr. Kerry Mandulak attended the CAPCSD conference as an invited speaker for a pre-conference workshop educating others regarding holistic review for admissions.
- This past April Dr. Helen Sharp retired after almost seven years as the Director of the School of CSD at Pacific University. During her tenure, Dr. Sharp oversaw the refinement of the CSD undergraduate minor, encouraged the development and expansion of the graduate simulation program, and successfully shepherded the school through the COVID pandemic. CSD faculty and staff wish her well as she returns to her native Canada. Dr. Peter Flipsen Jr. is currently serving as Interim Director of the school. We expect to launch a nationwide search for our next director in the Fall.
- We are also excited to welcome a new faculty member, Dr. Deepa Srikant, to our faculty! Dr. Srikant graduated from All India Institute of Speech and Hearing, University of Mysore, with her Ph.D. in Speech-Language Pathology. She is currently working in California in the Chino Valley Unified School District as a speech-language pathologist. Dr. Srikant brings her academic interests in discourse analysis with adults with neurological and neurodegenerative conditions and her clinical experience working as an SLP in several settings ranging from public schools to skilled nursing facilities both within California and India.
- Dr. Stead, Professor Fryer, and Professor Tinsley just took the certification course for the Virtual Dementia Tour and are excited to start providing an opportunity for students to experience what it feels like to live with dementia.
- Pacific CSD has had four students and Dr. Mitchell providing speech and language/literacy services at the Community Transitional School's 5-week summer program. We've had a fantastic time working with the K-2nd graders and their teachers! We've been reading, writing, and talking about Jabari books by Gaia Cornwall in English and Spanish, among other books!
- Pacific CSD is also integrating speech-language/literacy services at Pacific's Early Learning Community summer camp. We are honored to be a part of this amazing community of students and teachers

OSHA Board Position Openings

The following positions on the OSHA Board are open beginning in January 2023. 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

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

2-year term – Jan 2023 through December 2024

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.
- Recruit committee members and chair meetings as needed to fulfill the duties of the position, and maintain appropriate records of committee meetings.
- Represent OSHA with other groups/organizations that work in the area of EI/ECSE.

School-Based Speech-Language Pathology Professional Affiliate

2-year term – Jan 2023 through December 2024

QUALIFICATIONS

- The School-Based SLP 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 schools.

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OSHA Board Position Openings (cont.)

- Serve as a voting member of the OSHA Board.
- Advise the OSHA Board on issues pertaining to the practice of speech– language pathology in schools.
- Assist the Conference Committee as needed in developing Fall Conference topics specific to the needs of public school-based speech– language pathologists.
- Assist the Association lobbyist and Governmental Affairs committee with the preparation of testimony, letters of support, or position papers for governmental entities on issues affecting the practice of speech– language pathology in schools.
- Gather information which impacts the practice of speech– language pathology in the schools and communicate that information to the OSHA Board, to the membership, and/or to the general public through the OSHA newsletter, bulletins, or social media.
- Recruit committee members and chair meetings as needed to fulfill the duties of the position; maintain appropriate records of any committee meetings.

Communications Committee Chair

2-year term – Jan 2023 through December 2024

QUALIFICATIONS

- The Communications Committee Chair shall be an OSHA member in good standing.

RESPONSIBILITIES

- Plan, organize, and create agendas for at least 2 Communications Committee meetings per year.
- Document proceedings of committee meetings.
- Report to the OSHA Board on the activities of the Communications Committee.
- Attend OSHA Board meetings to identify topics relevant for further analysis or discussion within the Communications Committee.
- Recruit Committee members as indicated in the Policy Statement of the Communications Committee.
- Organize solicitations for annual Conference Silent Auction items

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:

1. Partner with ASHA staff, ASHA volunteer leaders, other ASHA members, and state association members on ASHA’s advocacy objectives and related efforts
2. Engage in direct advocacy with lawmakers, policymakers, and external partners
3. Serve as an information conduit between ASHA and state associations
4. Raise awareness about relevant public policy topics within the professions
- 5.

The StAMPs provide leadership, guidance, and support on topics related to coverage, reimbursement, and the delivery of services under Medicare.





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