

THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE & HEARING ASSOCIATION



President's Message

By Janet Lambert

A new year in the life of the OSHA Board has begun! We held our first annual board meeting in January and welcomed Angela Arterberry, as she took her first set of minutes, and Hannah

Clare, as she participated as the Advertising Chair. The commitment and contributions of our Board members and committee Chairs always amaze me. The OSHA Board is a volunteer organization, and these wonderful folks (who already have real jobs) willingly take on this responsibility. THANKS!

So, your Board is beginning its work for the year. Here are some of the things to which we are currently attending:

- We are updating our bylaws to better reflect current practices and ASHA recommendations. OSHA members will vote on these at our fall conference.
- The responsibilities and position descriptions of each Board position and Chair are being reviewed to improve efficiency and focus on practical needs.
- We continue to work on “giving back” to the membership by investigating a scholarship for excellence, to be awarded to a deserving graduate student in our fields.
- The OSHA website is undergoing some changes to make it more user-friendly, more available for conference registration and membership renewal, and more of a central location for OSHA documents, history, and general information.

- Work on the Fall Conference already is in progress. It will be held in October at the wonderful conference center in Salem.
- We are pursuing grants through ASHA that will support our membership.
- We continue to actively search for volunteers to fill Board vacancies.
- The concerns and questions reported from members to the Board are always discussed and actions are taken as needed.

Speaking of Board vacancies, here is an appeal: Our Board members and Chairs strive to represent all practitioners in Oregon. We have representation by region, by professional affiliation, by practice setting, and by universities. Currently, we have Board vacancies for our SLP: Clinic-based & Healthcare Affiliate, for a representative for the Educators of the Deaf and Hard of Hearing, and for our VP of Finance, as Nancy Fulton is filling that position in addition to serving as President-Elect. Please contact me at janetl@artzcenter.org if you are interested, or if you know of someone you recommend for any of these positions. It is a pleasure to serve in this arena.

On a more solemn note, when a new year starts, it is customary to remember those who have passed away in the previous year. I would like to honor three colleagues we will miss. Jim Mauer and Bob Blakeley were pioneers in our professions in Oregon. Many of us were taught by these gentlemen in a variety of settings over the years, and all of us benefited from their expertise. They contributed to the early work helping to establish our state organization. Emily Potts was a gifted audiologist with whom I worked and enjoyed a lovely friendship. She was well-loved by her patients, and some still ask about her. There may be others I have missed, and the OSHA Board would appreciate knowing of them. For me, the passing of these individuals serves as a reminder that I need to acknowledge my mentors, professors, professional colleagues, and others who were kind enough to nurture me in my career. I hope you will, too.

Remembrance of Blakeley

By Janet Brockman

Robert W. Blakeley, Bob, Blake, Blakeley, The Blake. We all had favorite names for our Department Chairman and the Director of the OHSU/CDRC Cleft Palate/Craniofacial Program. Blake was well known for his sense of fun and, on occasions, OUTRAGEOUS sense of humor. At the same time, he was VERY serious about helping youngsters born with cleft palate or other craniofacial differences to get the care they needed to live happy and productive lives.

I first met Blake when I was a LEND Fellow at CDRC in speech pathology. Although, in the course of the one year fellowship, I served all of the outpatient clinics, I soon found myself gravitating toward specialization in the area of Cleft Palate/Craniofacial speech pathology. I felt that I just HAD to learn more in this area. I gathered up all of my courage and talked to Blake about my wish to specialize in cleft palate/craniofacial speech, and I hoped that somehow I could work with him. He was quite astonished and then smiled and said, "Do you know what this means? Eventually, all of us want to pass on what we know to someone else. This is great! Now, how do you think we can do this?" There were no jobs available in the department and the only way "in" was to "bring funding." That very afternoon, Blake and I outlined a grant.

After several weeks of work, with the grant completed, we applied to local foundations. Then came the waiting. I remember very well telling Blake, "I am not sure HOW I will get here, but I will be working here in time." After my fellowship was completed, I returned to my former "non-OHSU" position.

About two years later, Blake asked me to help with the annual CDRC symposium for parents, children, and professionals: "The Management of Speech in Children

With Cleft Lip and Palate." The symposium took place on December 1, 1984, and on that day, my life changed! At lunch, one of the symposium's sponsors came and sat next to me with a big smile on his face. As I was about to take a bite of my sandwich, he informed me that the funding for our Cleft Palate Project was to be granted in the next several months. The grant was for five years! OH MY GOODNESS! I can still recall the joy of that moment!

Then began a rich time of learning (and data keeping!) for me, as we showed that "Children Born with Cleft Palate Can Have Normal Speech By Age Five." I enjoyed each day as Blake's research assistant. Blake valued excellence and good results through practice. If your judgments on the voice and nasal resonance ratings were off, he would let you know and then work with you to "get it." This was a process! I was teased frequently about the "chart" creations taped all over my office to help me remember all I was learning.

Blake was also full of great humor - he loved to laugh and create situations that would make YOU laugh. He loved his work with children and they enjoyed "getting silly with Blakeley." My theory is that, as our work is often very difficult due to the severe medical diagnoses of the children, humor is a wonderful way to cope and relieve stress.

I am grateful to Blake for his confidence in me, for his tremendous output of time and energy in teaching me, and for the priceless opportunity I was given in serving the special children that have totally captured my mind and spirit. Now, over twenty-five years later, I can say I have had the time of my life with this fascinating and challenging population of children.

Dr. Robert Blakeley

By Glenn Weybright

Dr. Bob Blakeley was head of the Speech and Hearing Clinic and the Craniofacial Disorders Program at the University of Oregon Medical School (now OHSU), while I was in training at Portland State University and, for the next ten years, while I worked on the OHSU campus at the Portland Center for Hearing and Speech (now the Artz Center).

He was a brilliant clinician; he could in 20 minutes get children to do things with their mouths that would take the rest of us days or weeks to accomplish. He was a great mentor to me, as an instructor in my graduate cleft lip and palate class, as a senior colleague "next door" at Child

Development and Rehabilitation Center at OHSU, and, the year before he retired, as my supervisor for a one day per week sabbatical I gave myself to follow him around.

In Oregon and the region, he established world-class procedures and standards for treating children with cleft lip and palate and did groundbreaking research in obturator reduction. Most importantly, through his competence, skill, and attitude, he validated the discipline of speech-language pathology as equal to the other health professions and made it possible for those who came after him to take contributing and even leading roles in evaluating and treating children and adults with developmental disorders. I will always be grateful that Bob Blakeley was my teacher and friend.

“A Final Toast to Blake”

A Tribute and Honor with the Passing of Robert Blakeley, Ph.D.

By Jim Huffman, OSHA Historian

OSHA Past President Robert Blakeley, Ph.D passed away on December 14, 2010. A memorial service was held at Trinity Episcopal Cathedral, where many colleagues, who were touched by his life, attended with family and friends. As OSHA’s Historian, I want to share that Blake was the first speech-language pathologist to obtain a license from the Oregon Board of Examiners in the State of Oregon, and he was instrumental in working with the then legislator, Barbara Roberts, on legislation that led to our current state licensure.

Blake was dedicated and faithful in supporting OSHA throughout his life. He attended most of the Past Presidents’ Breakfasts at conferences, and even planned to present in the most recent OSHA conference on treating cleft palate clients using Skype (until he became too ill to do so.) He was present via his video presentation, however, and his team proceeded with a very successful workshop.

He would invite retired colleagues to an annual spoof ASHA luncheon at his Mac Club, where they were treated to spoof presentations on topics announced as they entered the “conference”. I was able to attend the last three of these fun events. The room was filled with speech pathologists and colleagues in related fields who had worked in Oregon in settings ranging from schools and universities to medical and clinical practices. The gathering was given the spoof title of ASHA: “Almost Savvy, Hardly Accountable.” In 2009, ASHA received photos I had taken of the festive event from Blakeley, and a story was published in the ASHA Leader. This event will be greatly missed by all who would have been attending it into the future with him as the leader of the retirees.

Some highlights of his life, taken from the Oregonian:

Born August 25th, 1924 near Detroit, Michigan, “Blake” grew up in Royal Oak, and attended Milford High School, where he played football and participated in track. His skill in track brought him free entry to Michigan Normal College.

In the fall of 1943, Blake enlisted in the U.S. Navy Air Force. He spent three years in flight training and teaching gunnery, receiving the Expert award in hand gunnery.

In 1946, Blake entered law school at the University of Missouri. There, he and his high hurdle team set a hurdle relay world record. Placing fifth in the nation in the high hurdles, Blake qualified for the Olympic trials; however, a back injury prevented him from competing.

Blake majored in speech pathology and audiology, earning his Bachelor of Science at the University of California, Santa Barbara, a Master’s degree at the University of Oregon and his doctorate at the University of Michigan.

Bob Blakely headed the Speech & Hearing Clinic and the Craniofacial Disorders Program at the University of Oregon Medical School for 43 years. He also served for 20 years on Kaiser’s Craniofacial Disorders Team. As a volunteer, Blake served children with cleft lip and palate in Costa Rica, Canada, Russia, China, and recently in Peru via Skype.

He was President of the Oregon Speech & Hearing Association and a Section of the National Cleft Palate Association. He was named Master Clinician in the nation, receiving the DiCarlo Award, and was awarded Honors of the Association of the American Speech and Hearing Association.

Blake was also an author and wrote some wonderful books, published by Lexicon Press, including *The Princess with a Different Face*, based on the life of one of his clients. There is also a sequel about going to China. These are wonderful works, illustrated in color, presenting an excellent resource for clinicians, parents and counselors. In addition, Blake self-published his own book of poems, entitled “What does It All Mean?”, which he gave to me in 2005. Here is a poem from that book:

At Last
Learned My Goal on Yesterday
Found My Quest, Harbor No Doubt
Seek It Out, Inch It In
Now My Will To Do
Talk It Through, Act It Too
Chase, Seek, Whisper and Shout
It Is, I Know, Basic To Life
Disturbs No Other, Invites All Entrée
How Fortunate, Me, To Find
My Eternal Goal: Peace of Mind

In Oregon, Blake was one of the founding fathers in our field and profession. He was a leader nationally and a leader in our state with OSHA. ASHA will be featuring an article with his photo to honor his passing as well. Blake represented the highest achievements in our field. With a unique blend of science and art, he changed the world around him and the lives he touched.

Oregon SEAL - ASHA 2010

By Janet Wagner

The ASHA 2010 conference drew more than 12,000 attendees to Philadelphia this past November. Members from all 50 states, the District of Columbia, and 41 foreign countries gathered to attend sessions, network, and catch up on anything and everything related to speech pathology and audiology.

One of many fantastic sessions offered was by Alexa Posny, assistant for the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education. She outlined OSER's six goals:

1. Intervening early: "All children who need help should receive it. We need to get rid of labels", said Posny. The key is response to intervention (RTI). Support systems in a school should be offered to any child anytime.
2. Preparing students for college or career: Currently the US ranks 10th in the world for college graduates, and only 60% of special education students graduate from high school.
3. Preparing students to be self-sufficient: We need to promote customized services, coordinate workforce systems, and ensure integrated work settings.
4. Engaging the family and community in a student's education and preparation: Parents are the most important teachers; we must ensure that all children, regardless of socioeconomic status, have access to enriched language environments.
5. Preparing personnel to provide services to students with disabilities: We need to support our visionary leaders, ensure individual needs are met, and ensure diversity and cultural awareness.
6. Linking research and development with technical assistance

Posny also commented that her office is currently working on how to shift funding from students who have been identified and labeled as "special ed" to funding based on all students.

The Magic of Meadowood: A Special Place to Practice Communication Skills

By Charlie Clupny

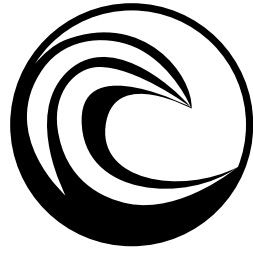
In my earlier years as a speech pathologist in Eastern Oregon, I had the privilege of working with other trainees working toward their credentials with ASHA. Since Meadowood Springs Speech Camp helped me to get my certification, I made a commitment to do something each year to support it. My history with the camp includes visitor, trainee, member of the Board, volunteer, member of the alumni association, and now a financial supporter for the past 32 years.

Around this time each year, the camp opens its doors to referrals for camp sessions. In years past, OSHA had the role of reviewing files and making camp placement decisions. Now the decisions are made in another place with another group of professionals. In recent years, the number of referrals to the camp has declined, and I know that the demand for services in our schools has risen sharply. As clinicians, we are in the position to offer this resource, just for our speech kids, in a beautiful mountain setting in our own backyard.

During my early tenure, we had kids at the camp from all over the United States. The majority of the children, 6 years to 16 years of age, came from Oregon. Meadowood is the only speech therapy camping experience in the entire United States. As an OSHA member and long time camp advocate, I ask you to take the time to recommend at least one of your kids for this summer experience. I assure you it's easy and the camp office will help you every step of the way. They will even help find the funding for your child to attend camp. Please take a few moments and look into this opportunity for one or more of your students.

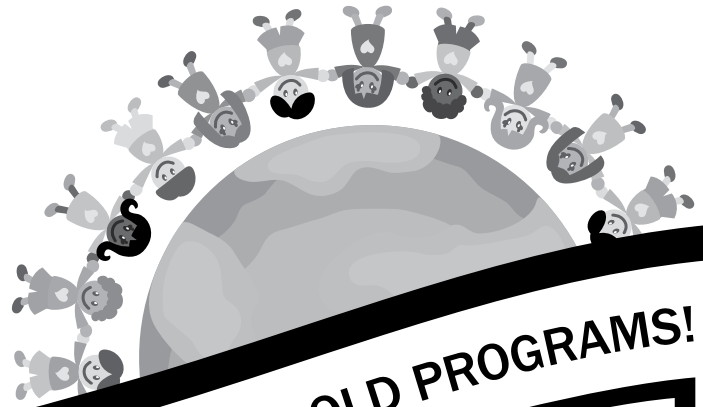
Please contact camp director Robert Hutchins at: 541-276-2752, or email him at meadowoodsprings@qwestoffice.net or www.meadowoodsprings.org.

Thank you for considering a referral to the "Magic of the Mountain" at Meadowood Springs Speech and Hearing Camp.



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A Review of the New Movie *The King's Speech*

By Glenn Weybright

On the day after Christmas, 2010, I saw the movie *The King's Speech* with my wife. Be forewarned: there are no car chases or exploding buildings in this picture. The film tells the true story of King George VI of England and his struggle with stammering, and it features the interaction between the king and his speech therapist, Lionel Logue. Logue was a sometimes-actor and apparently self-trained speech therapist from Australia who was treating people who stuttered in London at the onset of WW II. The word stammering, used in the UK and other areas of the world, is synonymous with the word stuttering. There is no difference in severity or etiology. I went to the movie in part to see how stuttering was viewed and treated and to see how the speech therapist Logue was depicted. How often do we as speech language pathologists get to see a major motion picture about speech therapy?

The movie tells a gripping story, one I enjoyed and highly recommend. As a person who has stuttered, I could identify with the agony of struggling for words while the world watched. As a speech-language pathologist, I had more difficulty identifying with the treatment approach utilized by therapist Lionel Logue. It is safe to say that methods for treating people who stutter have changed greatly since the late 1930s.

The movie gives the impression that the SLP's primary role is to poke, prod, and insult the client to get a reaction, to make him angry and thereby get him to be fluent. This perpetuates the idea that stuttering is a symptom of a psychological disorder. The movie adds to the myth that stuttering is a result of a childhood trauma or is a symptom of a deeper emotional or psychiatric disorder. We know today that, except in rare cases, stuttering is not a symptom of a psychosis or neurosis but instead has an observable neurological basis which is in many cases inherited.

I do agree with a main theme of the movie. Our job as clinicians is to help the person to see himself as more than a person who stutters, as someone who has begun to develop counterplots for his life, other roles not defined by stuttering (Plexico, Manning, & DiLollo, 2005). Adults who are successful in speech therapy for stuttering have stopped looking upon themselves as stutterers and began to focus on other life roles, such as parent, artist, musician, engineer, or teacher (or king!)

The King's Speech gets a number of things right. Even though the word "cure" is used, it is obvious that the king was not cured of his stuttering. Today we know that as yet there is no cure. Instead, an appropriate goal is to learn to manage the stuttering so that it does not control us. The king learned a number of management tools, many of which we use today. These include taking a deep breath and using diaphragmatic breathing, adding "a" before a word, using pauses therapeutically, relaxation of the body and specifically the speaking mechanism, masking (the act of drowning out the sound of one's voice with music or other sounds), "bouncing" sounds like "b" to get them out instead of blocking on them, and learning to deal realistically with anxiety and fear (one approach to doing this is called cognitive behavior therapy).

The movie is also correct when it suggests that learning to manage severe stuttering takes a great deal of work (Logue wanted to see the king every day), perseverance, and, yes, courage. Like many of our clients and patients, the king was a very brave man. The movie also included the use of singing; people who stutter rarely do so when they sing. Unfortunately, singing is not necessarily the most effective way of pursuing everyday communication.

The movie was very accurate in its depiction of the range of listener reactions to stuttering, from sympathy and pity to anger and admonishment to mocking. Severe stuttering is debilitating and paralyzing, and the movie showed that. And, unlike previous films with someone who stutters, in *The King's Speech*, the person who stuttered was treated as someone with intelligence and depth. I like that.

As a person who sees one movie a year, whether I need to or not, I made a wise choice with *The King's Speech*. It is a great story that just happens to be about what we do. I gave it five stars (I always wanted to say that!). A great and moving drama, but, sorry, no car chases or exploding buildings.

References

Plexico, L.W., Manning, W. Ho., & DiLollo, A. (2005). *A phenomenological understanding of successful stuttering management. Journal of Fluency Disorders, 30.*

Pacific University's College of Education Launches Speech Language Pathology Program

By Mark Ankeny, Dean, College of Education

The College of Education has received approval to launch two new programs: a communication sciences disorder (CSD) undergraduate minor (fall 2011); and a speech language pathology (SLP) degree program leading to a master's degree (fall 2012). The graduate program would allow graduates to work in schools, hospitals, or clinics. The CSD minor and SLP master's degree programs will be targeted to three audiences:

- Traditional undergraduate students preparing for entry into two professional programs: Speech Language Pathology (MSLP) and Audiology (AuD).
- Those currently working as SLP aides in schools and education service districts and other interested candidates without CSD coursework.
- Those with a bachelor's degree in communication sciences and disorders (CSD) who would like to obtain licensure and certification.

According to the 2010 Occupational Outlook, speech-language pathologists held about 119,300 jobs in 2008. The Outlook predicted that a 19% increase, or an additional 22,100 SLPs, will be needed by 2018. The largest numbers of unfilled jobs are in the Pacific and mountain regions.

The need in Oregon is especially acute, as detailed in a March 28, 2009 Oregonian article entitled "Oregon schools need speech pathologists: The demand is so great that students get offers before earning degrees." One expert noted in the article that this is "a multi-pronged problem," since SLPs serve young people in schools who need specialized services to overcome speech communication disorders, as well as older people in medical clinics and hospitals who need help in recovering from trauma and strokes.

The plan targets cohorts that average 35 students a year in the master degree program, 20 students a year in the undergraduate CSD program, and 10 students a year taking the prerequisite courses. The plan calls for hiring seven tenure-track faculty members, two clinical faculty members, and a staff person over the first five years.

The Speech Language Pathology program plan has received widespread support within Pacific University, including Board of Trustees approval in December 2010. While the final budgetary approval is pending, the College has submitted an application for candidacy through the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Once approved, candidates for the SLP master's degree cohort will be admitted for a fall 2012 start on the University's Forest Grove campus.

Awards for Continuing Education

By Daniela DeYoung

The Continuing Education Board (CEB) recently announced the professionals in the state of Oregon who earned an Award for Continuing Education (ACE) from April 1st to September 30th of last year. 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:

Awardee Name	Award presented	Awardee City, State
Alisha Denovitz	March 2010	Portland, OR
Louis DuBrey	May 2010	Klamath Falls, OR
Linda Schmitke	April 2010	Grants Pass, OR
Kathy Sollecito-Nickell	April 2010	Amity, OR
Sandra Wasserman	April 2010	Ashland, OR
Connie Amos	September 2010	Lake Oswego, OR
Aimee Cerniglia Brigham	September 2010	Portland, OR
Jana Marie Childes	September 2010	Portland, OR
Marsha Colletta	September 2010	Oakland, OR
Brittany Ester	September 2010	Portland, OR
James Henry	September 2010	Portland, OR
Larry Martin	July 2010	Corvallis, OR
Nadine Schectman	September 2010	Portland, OR
Kerrie Schreiber	September 2010	Portland, OR
Blaise Scollard	August 2010	Portland, OR

Oregon Speech-Language & Hearing Association

CALL FOR PAPERS

OSHA State Conference

Salem Conference Center, Salem, OR – October 14 & 15, 2011

Deadline to Submit: May 13, 2011

The program committee offers you the opportunity to share your knowledge and expertise with your colleagues at the 2011 OSHA Conference. If you wish to participate, please note the guidelines below.

Students and professionals in related disciplines are encouraged to submit.

PRESENTATION FORMATS

90-minute presentation: These will be scheduled for Saturday, October 15th. You will be asked to state your audiovisual requirements on the cover sheet. Handouts are highly recommended. OSHA will provide copies of handouts if the OSHA office receives originals by October 7, 2011. Otherwise, presenters are responsible for providing their own handouts (you may contact the OSHA office for assistance in determining how many copies of your handout to bring). Handouts will be posted on the OSHA website.

Poster presentation: Interactive poster presentations will occur on Friday, October 14th from 4:30-6:00. Presenters are required to be at their posters during this time. OSHA will provide a 48" wide and 36" high presentation board together with materials to attach your information to the board. Theses will be displayed on easels supplied by OSHA. Handouts are encouraged and must be provided by the presenters.

PROPOSAL GUIDELINES

All proposals should be typed and submitted as follows:

Completed cover sheet: Find on website: www.oregonspeechandhearing.org. Download the document "Call for Papers for 2011 Conference" in the "InFocus" section on the right hand side of your screen.

Abstract: (separate page). 50 words summarizing the major aspects of your proposal, to be published in the conference program. Please include the title of the proposal as well as the names and affiliations of all the presenters.

Biographical information: (separate page) Please include brief biographical information about each presenter (no more than 50 words per person).

Learning objectives: (separate page) Please list at least 3 learning objectives.

Program description: Please use the following guidelines for your program descriptions:

For a presentation or poster regarding intervention and/or assessment techniques or approaches:

A description of your proposed presentation or poster, no more than 500 words in length. The description should include the following: 1. A short overall summary of the presentation or poster. 2. A summary of the available evidence (200 words or less). For treatment approaches, this should include a discussion of the evidence of efficacy and clinical effectiveness, as well as the clinical/practical significance of outcomes. For assessments, this should include a discussion of the psychometric properties of the assessment (sensitivity, specificity, reliability, and validity). When there is a lack of previous empirical research or the topic is controversial, please describe the underlying theory backing the approach, technique, or method.

For a presentation or poster regarding professional issues (such as clinical training, SLP shortage, etc.):

A description of your proposed presentation or poster, no more than 500 words in length, to include a statement of the issue or problem, action taken or suggested, method, results, conclusion.

For a presentation or poster describing a research project:

A description, no more than 500 words in length, which summarizes your research question(s), participants, methodology, analysis and results.

Please send all required materials by email to:

julie@profadminsrv.com

**For assistance with submissions, contact
Amy Costanza-Smith, Ph.D, Program Chair,
at (503) 418-1651 or costanza@ohsu.edu
Submissions must be received by May 13, 2011**

All presenters are required to pay registration fees.

Presenters may not use their session to promote or sell products or services.

New ASHA Associate Program for CSLPAs

By Jeneane Douglas

Happy 2011 to OSHA SLPs and CSLPAs! After much correspondence with ASHA staff, I have received information and confirmation regarding the first phases of a new ASHA program set to unfold in March of this year. The Associates Program through ASHA is a new venture which will provide benefits, such as a special e-newsletter addressing the specific needs of CSLPAs and Audiology Assistants. This membership does require an exchange of information in the form of an online questionnaire regarding the program and its intended/requested benefits for assistants.

After the trial period, a new ASHA membership category for CSLPAs and Audiology assistants will be offered at a special Associate rate. Those assistants who work in support positions under the supervision of ASHA-certified speech-language pathologists or audiologists are eligible. Per Steve Ritch, ASHA's Associate Program Manager, "applicants will assert that they will adhere to ASHA's guidelines for SLPAs or support personnel in audiology, perform only those tasks that are appropriate for SLPAs or audiology assistants, adhere to state laws and state licensure requirements for

SLPAs and audiology assistants, and pay the requisite annual fees." In addition, Associate applicants will require ASHA-certified supervisor statements to support the CSLPA status as well as confirmation that direct supervision hours are in place. Those CSLPAs who are not presently employed will be required to have their college or university CLSPA program instructor's signature affirming qualifications in the field of speech therapy.

Benefits of the Associate Program include networking opportunities, career opportunities, and resources available on the ASHA website, as well as the ASHA Leader and the ASHA Leader Online. In addition, CSLPAs will be able to attend the annual convention workshops and ASHA conferences. Per Mr. Ritch, CLSPAs "will not have voting rights and cannot serve on standing committees, boards or councils. However, they may participate on future ad hoc committees, and they are eligible to join special interest groups."

Given CSLPA licensure requirements in the state of Oregon, I felt as if some of the requirements were redundant, as per BSPA Division 95: 335-095-0010, 335-095-0030, 335-095-0040, 335-095-0050, 335-095-0055, and 335-095-0060. BSPA OARs clarify the requirements without the additional paperwork and signatures required by the new Associate Program. Therefore, I have forwarded documentation and links from the Oregon State Board of Examiners for Speech-Language Pathology and Audiology to ASHA's Associate Program Manager for clarification and reference.

If you or a CSLPA staffer at your place of employment is interested in the ASHA Associate Program, please provide contact information (first and last name and email address) to ASHA's Associate Program Manager, Steve Ritch. Staff will follow up with invitations for interested CSLPAs to participate in this new and exciting venture. Contact: SRitch@asha.org.

In addition, please do not hesitate to contact me if you have additional questions regarding CSLPA participation in OSHA or upcoming conferences, or if you wish to participate as a regional representative or future OSHA CSLPA Committee Representative.

It is always a pleasure to serve and represent such an outstanding group of paraprofessionals.



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One year experience in hospital or rehabilitation unit required.

Visit complete job listings at **www.stcharleshealthcare.org**

Update on Telepractice for SLPs

By Wendy Gunter

In the Volume 2 Spring 2010 newsletter, Janet Wagner, Oregon SEAL representative, relayed information on the committee work regarding telepractice. At that time, the Professional Issues Statement was in peer review. Since then, the “Professional Issues in Telepractice for Speech-Language Pathologists” has been made public and is available to you on the ASHA website (www.asha.org/telepractice).

Speech-language pathologists considering entering telepractice should consider the following points:

- You are still required to adhere to the code of ethics, scope of practice, state and federal laws, and ASHA policy documents on professional practices.
- The quality of telepractice services should be the same quality as face-to-face services.
- Sessions typically consist of real-time audio and visual connection between client and clinician; it’s important to consider internet speed.
- Online clinical therapy materials can serve as tools.
- Other forms of telecommunications can be used.
- Telepracticing has entered virtually all therapeutic settings.
- Use of facilitators who have been appropriately trained by the SLP may be needed at the client’s location.

- Telepractice can be an incredible benefit to communities that are remote.
- The SLP must understand the local culture and dialects in which they are telepracticing.
- Telepractice may also support carryover when care coordination is provided to clients and clients’ families.
- Laws and regulations regarding patient confidentiality still apply (HIPAA & FERPA).

Licensure and Credentialing Factors:

- SLPs should be aware of regulatory and credentialing issues in the state(s) in which they practice and comply with any existing regulations for telepractice.
- Licensure is required in both the state of residency and state in which service is being provided.

Prior to initiating a telepractice program, it is imperative to gain the support of all stakeholders. Knowledge of and advocacy for reimbursement mechanisms are critical to sustain telepractice programs.

Telepractice has the potential to significantly improve access to speech-language pathology services. As models of clinical service delivery continue to change and new technologies emerge, telepractice services will continue to evolve and expand. In turn, SLPs will need to acquire the necessary technical and clinical skills to practice telepractice competently, ethically, and securely for the benefit of their clients and families.

Oregon SLP Wins Board Game Challenge

By Yael Webber

Speech-language pathologist Judy Davis of Gresham was recently recognized for her use of board games in her work with students. Ms. Davis was named the winner of the “Million Minute Family Challenge,” an annual contest organized by game manufacturer Patch Products.

During the four months of the challenge, Ms. Davis logged incorporated 19,964 minutes of playing board games into therapy sessions. She reports that she uses these games to target a variety of goals, including “memory, cognitive flexibility, strategic thinking, problem solving, sportsmanship, [and] visual-perceptual-spatial analysis.”



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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. No paper dues notices were sent this year — three reminders were sent by email. Some members found that those emails landed in their spam folder. 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.