

Letter from the President By Janet Wagner



How do we define strong? Merriam Webster defines strong as having moral or intellectual power, having great resources, effective or efficient especially in a specified direction. We need to be strong for many different roles we fulfill as parents, siblings, children, friends, neighbors, and colleagues. We demonstrate strength through working together, having support systems that we believe in, and having common goals. I firmly believe that joining and supporting our professional organizations like OSHA and ASHA is one way for us to be strong and to achieve our shared vision; improving quality of life through communication.

OSHA is an amazing organization that provides a wealth of information and opportunities to help you grow personally and professionally while supporting the clients you serve. The OSHA website provides access to updated information, professional development, educational programming, networking opportunities and employment information. The site also encourages you as an individual to gain leadership experience through one of the many positions on the board, as an executive board member, regional

representative, as a professional affiliate, ASHA liaison, or being one of the many on one of 15

committees.

However, OSHA is only as strong as its membership. According to data, ASHA has over 200,000 registered members. This officially made ASHA the 20th largest professional lobbying organization in the nation. ASHA is a strong voice for advocacy. They have the attention of the legislators through power in numbers. We can do the same here at the state level, but we need your help. Unlike ASHA, our membership is decreasing. Currently, OSHA membership is approximately 12% of the total number of licensed SLPs in Oregon. We need more representation to keep our profession strong. By working together, we can be advocates and better support our profession, our clients and ourselves. Please get involved!

- *Become a member*
- *Attend a conference*
- *Join a committee*
- *Be a state advocate*
- *Be on the board*

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Please Welcome Our Newest OSHA Board Members!



Laine Fisher-Gayle

Hello Oregon SLPs and Audiologists!

My name is Laine Fisher-Gayle, and I am your OSHA Board representative for Education for Deaf and Hard of Hearing (D/HH).

A little about myself: I grew up in Iowa, attended my Master's program at Gallaudet University in Washington, DC, and am now the SLP/Dual Language Specialist at the Oregon School for the Deaf. My passion is to serve individuals who are Deaf or Hard of Hearing and their families with the best resources and information to meet their needs.

Who out there is working with Deaf/HH students and individuals? Who may be needing some additional resources, training, or a sounding board? What are you already using and utilizing for your therapy?

I would love to hear from you and with your help and feedback grow our services for Deaf/HH students, clients, and patients. Please reach out to me at 20lainefisher11@gmail.com, and we will start connecting. Teachers of

the Deaf: If you are reading this, please reach out also. I would love to find a way to include you and your knowledge into the discussion as well.

Thank you, and I look forward to hearing from you!



Wendy G. Gunter

Hello OSHA Members!

I'm thrilled to be taking on the role of ASHA SEAL. For those of you who don't already know, the mission of the SEAL network is to enhance advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings. For those of us who work in the public schools, these decisions affect us every day. This advocacy is done through participating in SEAL meetings, sharing information with OSHA leadership, collaborating with Oregon stakeholders and serving as a resource for school-based personnel.

For those of you who don't know me personally, I'm a 5th generation Oregonian who grew up in Canby, Oregon. I'm a PSU SLP graduate who has worked in a variety of settings including the schools, CDRC/OHSU and private practice. My daughter, who many of you may remember holding as a baby at OSHA board meetings, is now a sophomore at West Linn High School.

I look forward to serving our state and profession!



Ana Lia Oliva

Ana Lia Oliva serves as the Advertising Chair for the OSHA Board and has been Coordinator for the school-based Speech-Language Pathology Services and Assistive Technology programs at Northwest Regional Education Service District for the past 11 years. Ana Lia has 20 years' experience as an SLP. She has spent her career working in special education and across educational contexts to advance educational and racial equity in non-profit, community-based, and K12 public systems.

In her current role, Ana Lia's central focus has been leading and supporting SLPs and district educational teams to design and implement evidence-based, innovative, and inclusive practices to increase learning and educational opportunities for all learners.

Her integrated, servant leadership approach at Northwest Regional Education Service District has resulted in expansive collaboration that supports equitable access to services for 20 component school districts within a four-county region.

She is currently completing her educational doctorate in Leading and Learning in NeuroEducation at the University of Portland to further her contributions to the field of education.



Lynn Tubra

My name is Lynn Tubra and I am a SLPA for the Linn-Benton-Lincoln ESD, currently working in Linn County. I started working as an Educational Assistant when my youngest entered first grade (she is 34!) and worked with school-age children...mainly as a 1:1 assistant. I found my passion when I took a position with Early Intervention 15 years ago, and with the encouragement of a SLP in our program I began the SLPA Program at Chemeketa Community College in 2015. I have been licensed since February of 2018.

I have been married to my husband, Tim, for 38 years. We have settled in Scio, Oregon, and own a small hazelnut farm. Our daughter and her family live next door with our three grandchildren. Our son lives in Roseville, California, and we look forward to visits with him frequently. I love the beach, gardening, reading, and spending time with my family... near and far.



Holly Peartree

Holly Peartree is a SLP and works with children and adolescents who have complex communication needs, including those requiring Augmentative and Alternative Communication systems. Her clinical interests include self-determination, writing instruction and participatory design of AAC systems. After 11 years working as a SLP at the Bridge School in California, Holly moved to Lake Oswego where she lives with her husband and 2 young daughters.

Along with educational consulting to the Bridge School, Holly is currently working to establish a small private practice in Lake Oswego with an emphasis on family-centered interventions for children who may benefit from communication support technologies. When she is not busy with the kids, Holly enjoys gardening, camping, and singing in a community choir. Holly looks forward to connecting with her Oregon colleagues and serving the community as a Region 2 representative to the OSHA board.

TOP 5 OSHA ACCOMPLISHMENTS OF 2018/19

The OSHA Board, along with its members, have been busy working on ways to enhance the organization and further improve the value that it brings to those it serves. Here is a list of the top five accomplishments that OSHA has achieved over the past year:

1. OSHA received a \$5,000 grant from ASHA through the Strategic Pathways to Excellence Program.
2. The OSHA website has been updated and continues to be improved.
3. In May of 2019, OSHA held its Day at the Capitol as an opportunity to show advocacy in action and to bring to light the legislative process in Oregon. Participation increased significantly, both from members and students across the state.
4. A Telepractice Committee was formed and is growing with active participation.
5. OSHA had direct participation in and involvement with passage of House Bill 4067, extending Developmental Delay eligibility to third grade.

Educate and Advocate!

<https://www.youtube.com/watch?v=Y6ImQe7RPKc>



See this brief 4-minute video from ASHA that addresses to the need to speak up, teach other what we do, and advocate for our services and for those whom we

COMMUNITY-BASED FILM SCREENINGS

By Megann McGill

The Speech and Hearing Sciences Department at Portland State University is excited to announce that community-based film screenings related to speech, language, and hearing will be offered throughout the academic year. PSU will be hosting screenings of:

Speechless

Moonlight Sonata: Deafness in Three Movements

My Beautiful Stutter

[screening in conjunction with Pacific University, the University of Oregon, and Camp More]



Dates are still to be determined, but folks interested in attending these film screenings can check out the [PSU Speech and Hearing Sciences events page](#) and/or the [PSU Facebook page](#) for updates!

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The 2019 OSHA Conference: An Undergraduate Student's First SLP Conference Experience

by Megann McGill and Mario Rene Jimenez-Cruz, Portland State University

Attending the Oregon Speech-Language and Hearing Association (OSHA) Conference for the first time can be a daunting experience. As a student, it may also be your first time navigating a professional speech-language pathology or audiology setting. I spoke with Mario Rene Jimenez-Cruz about his experiences at the 2019 OSHA Conference this past October. Mario is a junior studying Speech and Hearing Sciences at Portland State University. In addition to his studies, Mario works in a variety of capacities at the university. He is an NIH BUILD EXITO scholar in Dr. Carolyn Quam's research lab, a Multicultural Student Center Programming Team Member, and a Multicultural Retention Services GANAS Peer Mentor. When we spoke, he shared his experiences at the 2019 OSHA Conference and his advice to other students who are interested in attending future conferences.

Q: When did you decide to attend the 2019 OSHA Conference? How did you learn about it?

A: I first heard about the conference during the OSHA Day at the Capitol, but I did not plan on attending the conference because of my lack of knowledge and experience with conferences, presentations, and professional SLP environments. Yet, as the date got closer, I was highly encouraged to attend by faculty at Portland State University. I realized that I would know some faculty who would be at the conference, and that helped me feel like I wouldn't be alone. So, nervously and anxiously, I decided to attend.

Q: Why did you want to attend the 2019 OSHA Conference?

A: I really wanted to meet practicing professionals, other students, and faculty. Additionally, I wanted to learn more about the field and see who is doing what in the speech and hearing sciences community in Oregon. I also knew that by attending the conference I would be able to get a taste of what it means to be a speech-language pathologist, which is my ultimate career goal.

Q: What were the most challenging parts of attending a conference for the first time?

A: When I first walked into the convention center, I was immediately overwhelmed and felt a rollercoaster of emotions. Honestly, I felt nauseated, intimidated, scared, and shy. When I did not initially see anyone I recognized and realized I did not have an understanding of how conferences work, I just wanted to leave and go home. While feeling a bit lost, I asked myself, "Which presentation should I go see? Who should I talk to? How do I navigate this conference?" Fortunately, I ran into Travis Dockter, whom I had previously met at the OSHA Day at the Capitol. Travis helped me determine which session to attend and began introducing me to people. Over the two days of the conference, I began to feel more comfortable, and I am thankful for the faculty and professionals who helped me navigate this experience.

Q: What were the best parts of attending a conference for the first time?

A: Even though I am from Salem, I had never been in the conference center. It's a really nice physical space in which to host a conference. I was also really thankful for Travis Dockter, Dr. Carolyn Quam, Dr. Megann McGill, Dr. Amy Donaldson, Dr. Jenny Larsen, and Prof. Susan Ginley. Each of them helped me by supporting my attendance, allowing me to ask them tons of questions,

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and facilitating introductions with presenters.

In terms of presentations, I really enjoyed listening to Dr. Valencia Perry speak about the role of cultural and linguistic diversity in speech-language pathology. When I had the opportunity to talk with her after her presentation, she gave me great advice about navigating research and clinical work as a person of color. She also gave me her email address and told me that I could contact her with questions about becoming an SLP. I will never forget that kindness. I was also really interested in the last presentation I attended, which was given by Dr. Kerry Madulak and Dr. Amanda Stead from Pacific University. In their presentation, I had the chance to meet practicing clinicians, graduate students, and researchers. Together, we discussed the factors that make a good clinician and collaboratively explored the various stages of an SLP (e.g. graduate school, CF, 5 years practicing). After their presentation, Dr. Madulak and Dr. Stead took the time to give me advice about the field of speech-language pathology and what makes a great graduate school application. I am thankful for these presenters and the time they took to speak with me after their presentations concluded. I also have to share that at the end of each day of the conference, I went home and I told my mom all about what I did, who I met, and what I learned.



Mario Rene Jimenez-Cruz

Q: What advice can you offer to other students who are considering attending a professional conference in the future?

A: First and foremost, have fun! If you have a chance before you attend the conference, look up the conference program and do some quick background research on the presenters and researchers. It is important to know that the researchers and presenters are people too! If you have a question for them, ask it. Finally, if you are considering attending a long session, don't forget to drink water, grab a snack during the breaks, and take notes to keep your mind focused.

Q: What's the next conference you plan to attend?

A: I am excited to be attending the 2019 American Speech-Language and Hearing Association (ASHA) Conference in Orlando, Florida, in November! I also hope to present at a future OSHA Conference.

Q: Finally, what is one word to describe your experience at the 2019 OSHA Conference?

A: Successful. Not just because I met people and networked, but I had the courage to do something new, different, and challenging by attending a professional conference. That feels amazing.



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Congratulations to our 2019 OSHA Award Recipients



President's Award

Presented to

Lyndsay Duffus

In Recognition of Outstanding
Dedication and Service

Professional Advocacy Award

Presented to

Karen Aguilera

In Recognition of Outstanding Support
and Dedication to the Profession



Recognition of Excellence

Presented to

Rik Lemoncello

Award of Clinicianship

Bob Buckendorf Student Recognition Award



*Karin Nystrom
Portland State
University*



*Lauren Zinnershine
University of Oregon*



*Monica Vinson
Pacific University*





by Janet Wagner

I had the honor to attend the National Council of State Board of Examiners (NCSB) conference in San Antonio last month. The NCSB is the only organization in the United States that works together for the purpose of supporting the two licensing boards in all 50 states. This Council and the conference provided an amazing opportunity for individuals from state boards, ASHA directors and executives, state attorneys, and other concerned professionals to come together to help create and shape changes to regulations which will have a direct impact on our clients, employees, and how states will be able to do business.

At the conference they provided an update on the Audiology and Speech-Language Pathology Interstate Compact (ASLP-IC). After more than two years in the making, the document has been completed and is being presented to the individual states for approval. (Please see aslpcompact.com for more information including the compact and handouts to download and print.)

If this compact is approved by at least 10 states, then the compact will start. SLPs who live and work in a compact state, will be allowed a “privilege to practice” in all states that have chosen to adopt the compact. Imagine the benefit this will provide to our practitioners as well as our clients who we serve. The benefits include:

- ✓ Increasing access to client, patient, and student care.
- ✓ Facilitating continuity of care when clients, patients, and students relocate or travel.
- ✓ Certifying that audiologist and SLPs have met acceptable standards of practice.
- ✓ Promoting cooperation between ASLP-IC states in the areas of licensure and regulation.
- ✓ Offering a higher degree of consumer protection across state lines.
- ✓ Allowing for the use of telehealth technology to facilitate increased access to audiology and speech-language pathology services.

Erin Haag, with our own state licensure board, has been involved with this project since the beginning. Erin will be sending out more information regarding the next steps. Please watch your emails and get involved.

If you have any questions, you can reach out to Erin Haag or myself.

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Janet Wagner
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PDPM is Here: What does this mean now and in the future?

by Lindsay Barrett - OSHA Board Healthcare and StAMP Representative

Effective October 1st, Medicare made a major change in the way reimbursement is provided to sub-acute settings. The previous model PPS (Prospective Payment System) was based on the amount of therapy provided as measured by weekly minutes. Therefore, therapy was the determining factor as to how much the facility would be paid for a given patient.

Under PDPM (Patient Driven Payment Model), reimbursement is awarded to the facility based on medical complexity and the amount of care needed. This is determined by the diagnosis codes entered by the nursing staff. The task at hand for the industry is to determine how to help patients get better in the most cost-effective way. As therapists, our task is to prove our value in helping them achieve this.

Medicare describes the change as budget neutral. Last month we saw a patient for 75 minutes and got paid for 75 minutes. This month under the new PDPM model the payment is the same whether a patient is seen for 75 minutes or 15 minutes. As a result, we have seen nationwide Skilled Nursing Facility therapy staff lay-offs and a move toward group or concurrent therapy along with individual therapy.

As we know, SLPs play an enormous role in recovery. We are relied upon to train people how to make safe decisions about the level of care needed and how to

maximize their independence without compromising their safety. In addition to providing hands-on patient care, we can serve as trusted advisers to the facility and staff. We are experts at understanding a complex medical history, capturing that and developing a plan to reach their goals. I am optimistic for the future.

SLPs play a unique and critical role in rehabilitation. There will always be people who benefit from our services. We must advocate for ourselves. We must evolve to become experts at group therapy, continuing to use our skills to overcome dysphagia, cognitive/communication/language impairments, voice/fluency disorders, or any other obstacles. In this time of transition, as the industry tries to figure out how to adjust, we can offer solutions. We are highly trained to help patients get better, stronger, and faster, which is ultimately everyone's goal.

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STUDENT DEBT

By: Karin Nystrom, a second-year Masters student in Portland State University's Speech and Hearing Sciences program

As speech-language pathology students across Oregon inch closer to graduation next spring, we have a front row seat to the current national discussion about student debt. Statistics on the cost of education have become prevalent in mainstream business journals and national newspapers and reveal some data points which speak to the complexity of the issue we soon-to-be grads are facing. Topics include increased national loan debt over the past ten years, reduced availability for scholarships, and the rising cost of graduate education.

- ✓ An estimated 44.7 million Americans are shouldering a staggering 1.5 trillion dollars in student loan debt. [NBC News-April 24, 2019](#) and [Forbes-February 5, 2019](#)
- ✓ According to [Fortune Magazine-December 17, 2018](#), “The record student debt level is more than double the \$675 billion outstanding in June 2009 when the recession ended.”
- ✓ Declining philanthropic support has eroded scholarship opportunities. [New York Times-June 26, 2009](#)
- ✓ A key finding from the National Center for Education Statistics report [The Graduate Student Debt Review](#) (2014) found that the “largest changes in student borrowing are taking place in graduate education”
- ✓ After graduation, loan repayment isn’t necessarily straightforward as student loan borrower protections shrink ([New York Times-September 6, 2018](#)) and the public service loan forgiveness application proves daunting. ([Washington Post-August 11, 2019](#))

“According to the data, in 2004, the median level of indebtedness for a borrower who earned a Master of Arts degree was \$38,000. In 2012, that figure jumped to \$59,000, after adjusting for inflation. Debt levels for other Masters degrees, such as a Master of Science or a Master of Education, show similar trends”.

Although these issues affect students across the country, they are particularly meaningful for speech-language pathology and audiology students. As a graduate student in the second year of my master’s program, I had the privilege of talking with fellow SLP classmates and recent graduates about this topic. Several important themes emerged from our conversations:

“Long game” worry: As soon as we begin our undergraduate or postbaccalaureate program, we are forced to make decisions that will affect our immediate and overall financial state. For example, even though volunteer and research opportunities make us more attractive to prospective graduate programs, participation in these activities can negatively affect employment options while in school, which increases loans and subsequent debt. During the extremely competitive graduate school application process, we apply to many schools, some out of state. If we are initially accepted to a program, we are then resigned to attend whichever program accepts us, regardless of in-state versus out-of-state tuition. During graduate school, the pressure continues as we stretch to balance employment, coursework, clinic and research; incoming funds must also reach to cover tuition, clothing, rent, food, professional grooming and attire, books, personal computers, transportation and other living expenses.

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With tuition rates rising and lack of scholarship support, this tightrope walk has become more precarious.

Debt range: My peers and I all held down jobs during (most, or all of) our undergraduate, postbaccalaureate and graduate school years. Even with working while in school, students reported that their current debts range from \$90,000 to upwards of \$125,000. Although there is variation in tuition costs across programs, as well as in-state versus out-of-state tuition, on average, we will start our careers owing a sum of at least \$100,000.

Stress surrounding accumulating debt: Student concerns are based on the amount of debt owed post-graduation. Some report feelings of anxiety related to choosing future placements based on financial constraints (e.g., *"I really want to work in early intervention but can't justify that choice because it won't pay enough once I am out of school"*). Other students state general frustration at how educational debt will be a major part of their lives for many years. (*"I'm a second career student and worry that I'll be paying down this debt until I retire"*.)

We can make a difference nationally and locally: The good news is that we can highlight the ramifications of student debt within society and how new professionals face a different financial landscape than in the past. Locally, SLP and audiology students can and will benefit from your support. Even donations as small as \$10 dollars can make a meaningful difference in establishing a student snack station or increasing funds for a student or departmental textbook stipend. If you aren't sure what scholarships your alma mater may have already established. Just ask--endowments for tuition reimbursement, conference travel, and other student needs may already be in place and awaiting your generous donation.

Even while facing significant financial stressors, graduate students are still excited to enter the profession. Any gift from you will be greatly appreciated and facilitate the transition from graduate student to clinician. Please consider how you can support the next generation of speech-language pathologists through your tax-deductible donations to OSHA and university programs:

Portland State University SPHR Scholarships: [PSU SPHR Donate Here!](#)

Pacific University Communication Sciences and Disorders: [Pacific U Donate Here!](#)

University of Oregon: [U of O Donate Here!](#)

OSHA Student Scholarship Fund: To donate to the OSHA Educational Foundation, please call the OSHA office directly at 503-378-0595 and indicate that you would like the funds to be directed to student scholarships. Office hours are 9am to 5pm, Monday through Friday. Alternately, you can also send a check (made out to the OSHA Educational Foundation) to:
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