

THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE & HEARING ASSOCIATION

2018 Issue 3



Letter from the President

by Lyndsay Duffus

As the president of an organization that represents both speech-language pathologists and audiologists, I am often thinking about what unites these two very distinct professions. As you may know, it can sometimes feel that we are moving apart and losing that historical connection that has been present for so long. So what is it that connects us?

Many of us may first say, "it's always just been that way" – and that is true. Audiology and speech-language pathology as a unit arose primarily from early work with speech correction in the Deaf population. Many of us are exposed to both professions as undergraduates and then have to make that difficult choice as we move on to graduate school.

But for me, what makes us a cohesive unit comes back to one word – communication. Communication is the essence of what it means to be human and is inherent in our connection to the world and those in it. For audiologists

and speech-language pathologists, the main goal in regard to patient care is the same – improving communication with others. And that is what makes us uniquely intertwined.

So, I feel empowered and lucky to be able to stand up in support of both professions. OSHA provides a pathway for our voices to come together as one and show all Oregonians why what we do is so essential.

As I've been doing over the past few messages to you, I'd like to leave with a quote from one of my most favorite people, Fred Rogers (aka Mr. Rogers): *"In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers."*

Hope you are having a relaxing and renewing Summer!

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The *OSHA Communicator* is a publication of the Oregon Speech-Language and Hearing Association and is edited by Marcia Frost, OSHA Publications Chair. If you are interested in submitting an article or advertising in the newsletter, contact the OSHA office at

503-585-0764 or [**OSHASTaff@gmail.com**](mailto:OSHASTaff@gmail.com).

SLP-A Corner

The Oregon Board of Examiners for Speech-Language Pathology and Audiology has formed an advisory committee to review rules and consider potential changes relating to SLPAs. If you have any thoughts or concerns or topics you would like them to discuss, please call write or email the Board. [Board of Examiners For Speech-Language Pathology & Audiology, 800 NE Oregon Street, Suite 407, Portland, OR 97232; Phone: \(971\)-673-0220; Email: \[speechaud.board@state.or.us\]\(mailto:speechaud.board@state.or.us\)](#)

OSHA will be communicating with the BSPA about the need to have an SLPA representative on the Board. There are currently members representing SLPs and audiologists, as well as the public, but no SLPA representation. If you have questions or want to share your opinion on this matter, please contact the Board.

If the possibility of transitioning from an SLPA to an SLP interests you, don't forget about the scholarship opportunity offered by the BSPA. In order to address the critical shortage of qualified speech-language pathologists serving Oregon's rural school districts and early education programs, you have the opportunity to apply for a one-time \$10,000 scholarship awarded after completion of the required service obligation. For more information, contact: [Lisa Bateman, Education Specialist, Oregon Department of Education, Office of Student Services: 503.947.5655. \[lisa.bateman@ode.state.or.us\]\(mailto:lisa.bateman@ode.state.or.us\)](#).



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Keep your associates informed about SLP-A related events happening around the state. Submit to our Upcoming Events calendar today!

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<https://www.oregonspeechandhearing.org/event-886228>

OSHA Fall Conference 2018

"Strength in Collaboration"

Friday morning we will kick off the fall conference with the **Kathy de Domingo Plenary Session**, named in honor of our OSHA president, who passed away during her term last year. We are excited to continue to honor Kathy through this keynote session.

This year **we have national speakers** for our Friday sessions with expertise in **language discourse, bilingual speech/ language development, cognitive-linguistic assessment in acute care, dysphagia in the ICU and palliative care, and speech sound disorders**. The full conference schedule and registration will be available on the OSHA website in August.

OPENING SESSION: **Friday, Oct. 12, 8am - 9am**

The conference opening **Plenary Session** will feature swallowing and swallowing disorder specialist, **Allyson Goodwin-Crain**, who will share her observations and experience in **building and working with effective multidisciplinary teams** and the valuable role each team member can and should play. **This session will provide one hour of continuing education.**

SCREENING of "CAMP": **Friday Evening**

Free of charge and open to the public!

This heartwarming documentary, discusses the development of **Camp Yakety Yak** and how it has changed the lives of so many kids dealing with speech and language challenges.



FRIDAY SESSION TOPICS INCLUDE:

- ♦ **Gregg Loff, PhD.** Science vs. Pseudoscience in Speech-Language Pathology: Tools for Skeptical Thinking
- ♦ **Ron Gillam, PhD. & Sandi Gillam, PhD.** Improving Comprehension and Composition of Narrative Discourse in School-Age Children
- ♦ **Cate Crowley, J.D., PhD.** Nonword Repetition Tasks in English and Other Languages: A form of dynamic assessment for disability evaluations
- ♦ **Kim Frey, PhD.** Language Disorders in Acute TBI: Characteristics & Considerations
- ♦ **Jo Puntill-Sheltman, M.S.** Acute Care SLP: Our Role in an Ever-Changing Healthcare Environment

SATURDAY SESSION TOPICS INCLUDE:

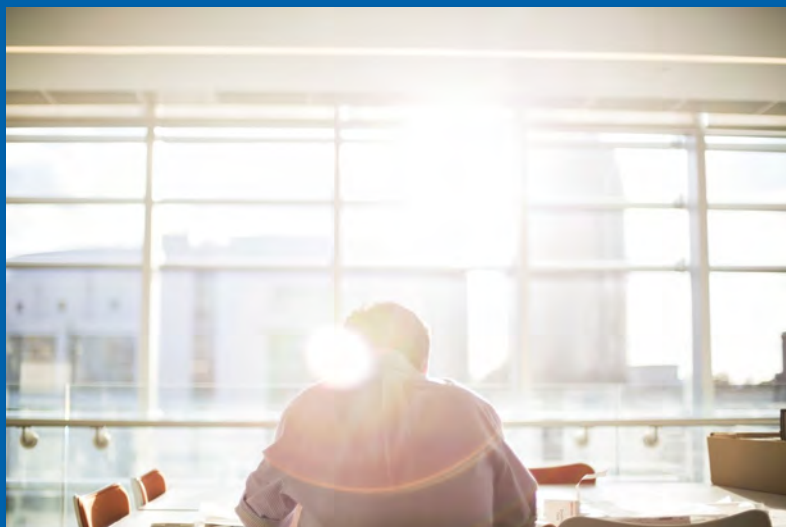
- **Differential Autism Diagnosis:** The Role of an SLP in Evaluating Social Communication Differences
- **Interprofessional Practice:** The Key to Positive Outcomes for Children with Hearing Loss
- **Cultural Considerations** in Narrative Intervention
- **Treatment Strategies** for Children with Complex Cleft and Craniofacial Differences

We look forward to seeing you in Salem this October 12 & 13!

A LOOK BACK THROUGH THE LENS OF ETHICS

BY SUSAN GUINLEY

As summer approaches and we take a deep breath after a hectic year with heavy caseloads, we should all look back and consider our own behavior with respect to ethics. Think of it as part of your end-of-the-school year or beginning of summer checkoff list.



A friend and colleague once told me that although he is tired and often frustrated with the system at the end of the day, he also knows he helped someone. I would like to propose that we add to that sentiment the knowledge that we also did what was right for someone that day.

Helping someone with cognition, communication and/or swallowing is

also inherently the right thing to do. We all got into these professions because we wanted to help, but how often do we *actually* question whether or not we took the right course of action? Do we ask ourselves, “Did I consider all aspects of the service I provided today in terms of ethical practices? Did I do what was needed or just what was expected of me? Did I actually do what I said I would do or what I reported I did?” These are all questions of ethical practice.

At the end of the day, literally and figuratively, the answers to questions like these can help each of us ensure that our own credibility is upheld, and that of our profession. If our answers cause doubt, then it is up to each of us to find a solution. This may be easier said than done sometimes. If you find yourself in situations where you question the practices of others or practices required of you by your management, remember both the ASHA and OSHA Ethical Practices Committees are here to assist you.

To maintain the dignity and respect our professions have earned over the years, we must continue to ask ourselves these questions daily. So as you reflect on the good that you did today, this week, or this year, also consider the ethics of your practice. To end each day able to say, ‘I was ethical today!’ may not give you cause to jump with joy,



Save the Date
The OSHA Annual Fall Conference
for 2018 will be held on **Friday,**
October 12 and **Saturday,**
October 13, at the Salem
Convention Center.

OSHA Welcomes New Graduates!

We are very pleased to announce new graduates from Oregon's Communication Disorders and Sciences graduate programs. We welcome you as new colleagues to our profession and members of ASHA and OSHA!

Pacific University Graduates

Mary Barta, Christine Calzaretta, Laura Conty-Nieves, Leticia Emerson, Nathan Evans, Alicia Fanuchi, Reny Ferrari, Alyse Greenfield, Samantha Groff, Sara Haynie, Hannah Hill, Christine Huang, Kristina Husted, Laura Imbelloni, Deyanah Jarrar, Shannon Kaplan, Monica Kemp, Kristina Malmberg, Alexandria Marchbanks, Dr. Peter Flipsen was published this year in *AJSLP*, while also administering our post-baccalaureate on-campus and fully online program! Olivia Masek-McIntosh, Blake McCann, Marybeth Canny-Burke, Lauren Moen, Emma Nelson, Mindy Nelson, Bryan O'Dowd, Theresa Quennoz, Negar Safari, Rebecca Schrader, Holly Sing, Chelsea Tumbarello, Jamie Whittaker, Mallory Wordell, Haley Zakrzewski



Portland State University Graduates

Lindsay Andreu, Jennifer Arabaugh, Anna Beaty, Alla Bess, Christy Bisconer, Emma Brooks, Rachel Brooks, Thomas Christ, Chrissy Coope, Carissa Cunningham, Rachel Dalton, Meisha Jo Ebacher, Mineh Ebrahimian, Britt Hazlett, Sarah Holmes, Hanna Holton, Beth Kirkpatrick, Stefanie Lauderdale, Nick Laurich, Cate Lopez, Aamna Malik (Student of the Year Award), Brett Martin, Chelsea McGrath, Christina Mosteller, Agnes Ng, Denise Nguyen, Olivia Noceda, Natasha Noureal, Arianna Puls, Micaela Quintana, Elizabeth Sanchez, Jordan Siegel (Student Researcher of the Year Award), Hadley Stonecipher, Lindsey Taylor, Fannie Tong, Emma Towne, Rachel Van Vliet, Brooke Vera, Summer Zeimetz, Hallie Zeltins



University of Oregon Graduates

Nicolette Buenrostro, Anna Coddington, Jonathan Cushing (Translational Evidence-Based Project Award), Julie DeBell, Tani Doherty, Dani Dorroh, Camille Estabillo, Kelsey Decker (Distinguished Thesis Award), Jessica Dyer, Nicole Filatov, Elise Heater, Elise Johnston, Scott LaFavre, Allison Laubenstein, Uriah Mitchell, Dolcie Myrold, Tsoleene Partamian, Garrett Porter, Ariel Rice (Thesis Emerging Scientist Award), Taylor Robinson (Evidence-Based Project Emerging Scientist Award), Milena Romani, McKenzie Sachs, Talia Scogin, Kristin Shinham, Samantha Simpson, Herron Spence, Sean Stevenson, Mitch Swena

What's New?

Highlights from Oregon's CDS Graduate Programs

News from Pacific University

Hello from Forest Grove! The faculty and students at Pacific University enjoyed a year of collaboration, learning, and engaging with our community to #dothegoodwork!



In all we do, we lead with our values of advocacy, community, diversity, collaboration/integration, and critical thinking. We have been busy fulfilling our vision and mission with the following activities of teaching, scholarship and service:

All of our faculty have presented at the local, state, and national levels including OSHA, ASHA and the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD). The presentations have highlighted our work around the scholarship of teaching and learning, current research endeavors, university and professional service experiences, and clinical education initiatives. Dr. Peter Flipsen was published this year in the American Journal of Speech-Language Pathology (AJSPLP), while also administering our post-baccalaureate on-campus and fully online program!

Sarah Bellum's Bakery & Workshop, founded by Dr. Rik Lemoncello, is now a year into its work focused on supporting adults with brain injury while also training graduate students in providing individualized rehabilitation programs in a functional setting.

Dr. Amanda Stead and Marcia Frost continue to work with the Aphasia Network to provide inter-professional experiences with the occupational therapy graduate program, including an on-campus workshop and a couple's retreat at the coast.

Dr. Mandulak and Caitlin Fitzgerald are hosting the Fifth Annual Pacific Cleft & Craniofacial program this summer, which joins forces with speech-language pathologists from the OHSU Craniofacial program and Smile Oregon, who provide scholarship support for low-cost and high-quality intensive intervention services to children with cleft and craniofacial conditions.

Melissa Fryer continues to serve as the primary supervisor at the Pacific University Comprehensive Health Clinic, where our graduate students provide speech-language pathology services to individuals with a range of conditions. This clinic program operates in collaboration with occupational therapy, psychology, and naturopathic medicine.

One of our community programs, the Gender Spectrum Communication Program, runs year round with support from Tricia Thomas, a longstanding adjunct clinical supervisor, and trains students in the voice and communication support needed by those who seek it in the transgender community.

In the fall, we will welcome Dr. Mary Mitchell as our newest clinical faculty member. Mary's research focuses on effective collaborations between SLPs and classroom teachers, and she is looking forward to growing our partnerships with local school districts and mentoring our current students as the seventh cohort of diverse students is about to begin graduate studies!

You can find our Pacific University School of Communication Sciences & Disorders page on Facebook to follow us on social media!

News from Portland State University

This academic year has been a busy one at Portland State University! After 53 years in the basement of Neuberger Hall, the Department of Speech and Hearing Sciences (SPHR) has relocated to the fourth floor of the University Center Building. We celebrated the move with our alumni, community members, clients, and students at an open house in May.

We are also excited to announce the naming of our on-campus clinic - the Oregon Scottish Rite of Freemasonry Speech and Language Clinic. The naming of the clinic is the result of a generous endowment which will support PSU's SPHR in perpetuity.

This year, our clinical programs were offered at no cost to clients and included specialty clinics in speech sound disorders, stuttering, telepractice, preschool speech and language, school age language and literacy, cognitive rehabilitation, adult language, dysphagia, and bilingual assessment.



In addition to our specialty clinics, PSU sponsored and supported CHAT Retreat, a weekend retreat for adults who stutter; Camp More, a summer camp for children and adolescents who stutter; and an Augmentative and Alternative Communication (AAC) clinic at Camp Yakety Yak.

Throughout the 2017-2018 academic year, PSU's eight research labs have made significant contributions to our field. This year, our faculty were awarded 12 grants from community, university, state, and federal agencies. Our faculty published more than 20 articles in peer-reviewed journals. Additionally, faculty members presented research and clinical information at local, state, and national conferences over 130 times!

We have also added to our faculty this year. PSU is pleased to welcome Teresa Roberts as a new clinical assistant professor. Teresa brings experience working in educational settings and researching innovative teaching practices.

PSU is excited to announce Dr. Christina Gildersleeve-Neumann has been selected as a Fellow of the the American Speech-Language-Hearing Association (ASHA). Congratulations, Dr. Gildersleeve-Neumann, on this well-deserved recognition!

To keep up to date with PSU's SPHR program, follow us on social media @pdxsphr.

News from the University of Oregon

It was another exciting year for us at the University of Oregon's Communication Disorders and Sciences program!

Graduate students received training and provided high-quality, family-centered care to almost 200 clients at the UO Speech-Language Hearing Center at the HEDCO clinic this past year. Six specialty clinics were available to the community, focusing on brain injury and concussion, augmentative and alternative communication (AAC), adult language and motor speech, early intervention, fluency, and school-age speech and language. In addition, we offered a variety of intensive summer camps, support groups, and our Speak Up! voice program for transgender women.

Nine interdisciplinary graduate students successfully completed their first year of training in our new federally funded Project INICIO program, which prepares professionals to work with young children and their families from diverse cultural and linguistic backgrounds. Next year, we will welcome five bilingual Spanish-English students to this exciting program!



Stephanie DeAnda joined our faculty this year as an assistant professor. Dr. DeAnda's research examines the developmental trajectories of Latinx children in the U.S. She joins Dr. Lauren Cycyk in the Early Dual Language Development Lab, which is actively engaging both undergraduates and graduate students in bilingual research.

Under the direction of Dr. Samantha Shune, students are also hard at work in the Optimizing Swallowing and Eating for the Elderly (O-SEE) lab, which focuses on expanding our understanding of swallowing to incorporate the contexts within which swallowing occurs (e.g., eating/mealtimes, socialization) among healthy older adults and across various clinical populations (check it out at eatinglab.uoregon.edu).

Our faculty was occupied with presenting at national conferences, including ASHA, the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), the Dysphagia Research Society, and the Conference on Research Innovations in Early Intervention (CRIEI). Several faculty also presented at international conferences.

We are excited to announce several new grants to support our ongoing research and clinical practice, including a National Science Foundation (NSF) Accelerating Innovation Research grant to develop reading comprehension programs for postsecondary learners with acquired cognitive impairments, a National Institutes of Health (NIH) grant to evaluate goal attainment scaling in rehabilitation settings, a Parkinson's Voice Project grant to train and support faculty in the SPEAK OUT!® and LOUD Crowd® Programs, and an UO-OHSU Collaborative Seed grant to examine disparities in the assessment and treatment of communication disorders for young children from Latino backgrounds.

Go Ducks! To keep up with all that's going on at UO, follow us through social media at [@uo_cds](https://twitter.com/uo_cds).

A Tribute to
Ned Jay Christensen
1929-2017

By John Tracy



Dr. Christensen, "Dr. Chris" to former students, passed away in December 2017. He positively influenced the lives of University of Oregon students for 30 years. His door was always open and he graciously gave each person his time to listen and aid, as needed. The joy of seeing students come up with creative solutions to problems, and facilitating their learning was what fed him. Loyalty to the program and the University through difficult funding years was one of his hallmarks. Just think of the number of clinicians whose lives he touched, and his effect on countless students, clients and patients throughout Oregon!

From His Students

"Ned Christensen was my graduate advisor. Thank heavens he was!! He was the calmest person I knew at the University of Oregon. He knew how to soothe the nerves of excited coeds. His door was always open and he usually had a solution [to a problem]... Sometimes I needed to have his help on a schedule or class issue but sometimes I just wanted to talk with him about life or football... Ned asked me to work with him on a study on how aging affected hearing. It was a great learning experience and fun at the same time. I was honored that he put my name on the front page of the study and then gave me a copy. He was a wonderful, caring teacher and human being. I feel fortunate that he was in my life!" **Daphne (Hilton) Weirich, M.S.1982**

"I believe he touched many students in his quiet, strong, yet humorous manner. I loved having him as my advisor. He helped me tremendously despite my not loving audiology! I think of him often – sitting in his office, always willing and wanting to help. He was wonderful. You know, as a single mom, he would offer advice to me about raising my son. I asked my son recently if he remembered me talking about Dr. Christensen and he replied, "Of course I remember Dr. Christensen." I will always smile when I think of Dr. NJ Christensen. He was a one of a kind." **Jody Kishpaugh, BS 1983, M.S. 1984**

"I recall my days at the University of Oregon with Ned Christensen with great fondness and admiration. He was a wonderful professor with a great sense of humor and quick wit. His lectures were always well-prepared and engaging, and as a result, he made learning fun. However, most of all, he was a great human being that positively impacted the lives of many students, and he will be missed." **Michael Sullivan, M.S. in 1984**

From A Colleague

"Ned Christensen was a smart, caring professional who positively influenced and guided thousands of students at the University of Oregon. He was humble and didn't like to call attention to all he did for so many. When I joined the U of O faculty he wrote me the nicest note of congratulations and was pleased that I would be working there... He led his life with grace and humility. He established the exceptional University of Oregon program and kept the standards the highest for students. He is one of the "unsung" heroes in our profession!" **Jane Eyre McDonald, former U of O clinic supervisor, and colleague while at the Eugene Hearing and Speech Center**

"PROPER" SPANISH

by Lidia Echeverria-Garcia

Lidia is a PSU student who is studying Speech and Hearing Sciences and Chicano Latino Studies.

Mamá Lidia's story is the epitome of a widely recognized occurrence in the linguistic community: people are often discriminated against or respected based on how they speak. In Mexico, not only are there regional dialects and accents, but there are also social class dialects and accents. Mamá Lidia believed that there was social power in being able to speak in the Mexican Spanish dialect that was recognized as formal and educated.



Growing up, I noticed how differently my parents spoke Spanish compared to other family members who also immigrated from Mexico to the U.S. Particularly, our relatives from my mother's side, who were from rural Michoacan, spoke very differently from my parents. This was interesting because my parents are from completely different parts of Mexico, though they speak Spanish alike. My mother is from the small rural town of Tecario, Michoacan and my father is from *la gran capital, la Ciudad de México*, the grand capital, Mexico City.

One evening, I shared my observations with my mother and her response blew me away; "Ma, why don't you and my tía speak Spanish the same way our family from Tecario does? You speak the same way Dad does; and he's from *la ciudad*."

"Bueno mi'ja, Mamá Lidia nos enseñó que se tiene que hablar bien el español. No le gustaba que habláramos cómo hablan los del rancho. No. Con Mamá Lidia, tenías que hablar bien el español cómo una persona educada. Nada de 'guenos días su mercé, ¿cómo te lo va?' Se dice, 'buenos días señores, cómo les ha ido?'" ("Well honey, Mamá Lidia taught us how to speak proper Spanish. She didn't like when we spoke in the same way people from our rural community spoke. No. You had to speak proper Spanish with Mamá Lidia, like an educated person. No saying things like, 'mornin' ladies and gents, how's it goin'?' You'd properly say, 'Good morning ladies and gentlemen, how have you been?'")



"Proper Spanish? So, like Spain Spanish?"

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“PROPER” SPANISH

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“Ja, ja, ja. No mi’ja. Me refiero al español de México que en la escuela uno aprende. El español que en los libros de la escuela uno lee. No es el español de España, pero tampoco es el español del rancho.” (“Hahaha. No honey. I’m talking about the Mexican Spanish that one learns in school. The Spanish that one reads from the books in school. It’s not Spain Spanish, but it’s also not rural Spanish.”)

“If Mamá Lidia barely went to elementary school, how did she learn to speak ‘proper’ Spanish?”

“Ah, bueno esta es la historia...” (“Ah, this is how the story goes...”)

Mamá Lidia, when she was younger, worked in a *hacienda*, a large estate or plantation with a dwelling house. In the *hacienda*, she worked as a domestic servant for the family that owned it. The family was a very educated family and held a high socioeconomic status. Within their land they provided various crops and raised animals, such as cattle.



Within the family’s social circle, they spoke the dialect that was considered by the Mexican upper class as proper Mexican Spanish. Mamá Lidia loved it because to her it sounded elegant, formal, and educated. She made an effort to listen and learn to speak like them. The family’s daughter noticed her effort and taught her how to speak their Spanish dialect. They were about the same age and had a close respectful companionship.

Once Mamá Lidia was able to speak in that more formal Spanish dialect, she was allowed to serve the family outside of the home and speak when the family had guests. Mamá Lidia accompanied the family on their business or vacation family trips; sometimes to serve them, other times to keep the daughter company.

She remembers one time when the daughter had her friends visiting. Instead of saying, *“Hoiga uste, su mercé, va querer algo de beber?”* (“Hey miss, are you gonna want somethin’ to drink?”) She asked, *“Señoritas, gustan ustedes algo de tomar?”* (“Would you like something to drink, Miss?”)

As Mamá Lidia turned her back to get the drinks, she heard the guests mention to the daughter, *“Mira, qué bien habla tu sirvienta. Así no les da vergüenza llevarla con ustedes.”* (“Oh look, your servant speaks very well. No wonder you’re not ashamed to take her out with you.”)

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“PROPER” SPANISH

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When Mamá Lidia heard this, instead of feeling ashamed or *menospreciada*, downgraded, she felt empowered and respected because people of high social class were impressed by the way she spoke.

After Mamá Lidia got married, she stopped working in the *hacienda*. When she gave birth to their fifth daughter, her husband left the family. With the lack of his financial support, she became a seamstress, since she had experience in the *hacienda* tailoring the family's clothing.

Not having a male figure in the household was frowned upon in the town. In order for her five daughters to avoid discrimination and create good impressions, she made sure they learned how to speak the same “proper Spanish” she learned from the *hacienda*. She believed that by teaching her daughters to speak like they came from an educated and well mannered background, they would have an easier time navigating through the town's hostile social environment.

“Y luego pasaron los años y conocí a tu Papá. No le gustaba a su mamá que él se casó con una del rancho. Pero como hablaba bien el español, no me decía nada.” (“And as the years went by, I later met your father. His mom didn't like that he married a country girl. But she never said anything because I knew how to speak proper Spanish.”)

Mamá Lidia believed that her daughters' proper speech would help them land good jobs and good husbands. My father's family is from Mexico City and his mother was an educator. He did not go far into his studies, but his mother made sure he at least “sounded educated” by speaking that same Spanish dialect Mamá Lidia learned.

As a future bilingual speech-language pathologist, it is important for me to keep in mind that Spanish can be just as diverse and complex as English.



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