

2022 | ISSUE 1

# THE OSHA COMMUNICATOR

A PUBLICATION OF THE OREGON SPEECH-LANGUAGE &  
HEARING ASSOCIATION

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# Letter from the President

By Melissa Link-Cole, OSHA President

I am happy to announce that OSHA is beginning exciting work toward workload legislation this year! At this time the work is in its infancy stage, and it will likely be a lengthy process. It is important and exciting that this work has begun! Prior to the pandemic, there was a workload crisis within the school-based professional community and since the pandemic began it has not gotten any better. If anything, the pandemic has highlighted just how thinly stretched speech-language pathologists and audiologists in completing their job requirements. In the fall of 2020, a survey from OSHA's School-Based Workload Committee was conducted and it confirmed that workload was a priority issue for our professional community. We are focusing on workload, not caseload, because it encompasses all of the activities required and performed by speech-language pathologists & audiologists in the school setting; caseload presumes we only work directly and/or indirectly with a specific number of students and fails to adequately capture the time involved in our job.

OSHA is aware there are newly identified concerns within our membership regarding the workload of speech-language pathologists and audiologists who work in the medical and private practice settings as well, and a committee is being formed to gather information to support professionals in these settings. Workload advocacy and information from ASHA has only addressed the school setting so workload within other settings requires additional information gathering before it can be addressed/considered through legislation. We see you and appreciate all the work you do to serve students/clients/patients with communication needs!

I want to reiterate that legislation work will likely take time and will require patience on our part as we educate stakeholders about our profession, what workload is and why it needs to be addressed, and work with legislators to bring this work to fruition. I want to thank those undertaking this work: Michelle Brunader, Sheri Jennings, Wendy Gunter, Kyla Dirks, Ana Lia Oliva, Lee Ann Williamson, Kristina Schmalzer, and our lobbyist Nicole Palmateer Hazelbaker. I look forward to updating you all as the work progresses!

Best wishes,

*Melissa*



# Advocacy 101

By Elise Peltier, University of Oregon Higher Ed Rep.



On February 10th, Nicole Palmateer Hazelbaker from Bravio Communications spoke via ZOOM to undergraduate and graduate students from Pacific University, Portland State, and University of Oregon regarding Advocacy 101. An interesting fact I learned is that despite efforts to increase voter registration, 70 percent of voters remain over the age of 70. It is important to encourage and support younger individuals who are interested in getting involved with the legislative process. Individuals can get involved at the local, state or national level. Students specifically can get involved through student groups including the National Student Speech Language Hearing Association (NSSHLA) and involvement with the Oregon Speech Language Hearing association ( OSHA) or other campus groups.

Nicole assured students that Oregon is a state where citizen voice matters. She reviewed the timeline of the legislative session this year being February 1st to March 8th as short sessions take place in even numbered years. She presented 5 rules for effective advocacy:

1. Advocacy means ‘Speaking Up’
2. Learn to think in terms of majority rule. For example, you might have more impact educating people in the middle of the issue than those already decided against it.
3. Always keep your audience in mind. Your audience could include elected officials and their staff, other voters citizens, and constituents and the media.
4. Make sure your message is heard.
5. Leave the door open for follow up.

One way to help achieve these rules is to do your homework regarding a specific issue . She recommends communicating with elected officials as they are working on behalf of their constituents. You reaching out to them can help to inform them of your issue, but also provide accountability. The media continues to evolve and social media can be a powerful tool . You can use your network to expand those get involved. It is still valuable to communicate with respect and connecting in person is still effective when possible. In conclusion, she reported there are many different ways to be involved but it is most important to get involved somehow. Find the way that you are most comfortable with and make your voice heard. She said the voice of speech-language pathologists are especially important as often times we speak on behalf of individuals or populations that may have a difficult time advocating for themselves. If you have any questions please email Elise Peltier, MS, CCC-SLP at [elisep@uoregon.edu](mailto:elisep@uoregon.edu).

## Call for Clinical Supervisors!



Placement coordinators at the Oregon universities (Portland State, U of O, and Pacific) are looking for people who might be interested in supervising graduate students in the coming year. We have created a Google Form that we ask you to complete if interested in supervision. A reminder that ASHA requires supervisors to have held their CCCs for at least 9 months and to complete 2 hours of continuing education in supervision. Please email Jordan Tinsley ([jtinsley@pacificu.edu](mailto:jtinsley@pacificu.edu)) if you need access to free CEUs for supervision.

Thank you, and we hope you will consider if you can support student learning through supervision in this challenging time!

[Interested? Fill out the Google Form here!](#)



# Oregon Higher Education Representative Updates

## Portland State University (Maria Kapantzoglou)

- Classes continue in a variety of teaching modes, including: remote instruction, in person, hybrid, and attend anywhere.
- Our 100% online CSD Certificate program for undergraduate and post-baccalaureate students is still going strong!  
<https://www.pdx.edu/academics/programs/undergraduate/communication-sciences-and-disorders>
- Dr. Amy Donaldson received an \$812,500 personnel preparation grant with the College of Education. Here is the Project KITE website for additional information: <https://sites.google.com/pdx.edu/kite/about>

## Pacific University (Jordan Tinsley)

Spring semester is in full swing at Pacific. Our 1st year graduate students are starting their first part-time educational practicum placements while our 2nd year students are in their final, full-time externships. Pacific faculty are very involved in admissions, working to interview and admit our next cohort of graduate students. We are working to incorporate more clinical simulation experiences into our didactic courses, with exciting new simulations to come this Spring. Dr. Jill Dolata presented research at the Conference on Research Innovations in Early Intervention (CRIEI) in San Diego, CA. Multiple faculty members are preparing for presentations at CAPCSD which is being held in Portland, OR this year. Dr. Kerry Mandulak will be presenting at the pre-conference about holistic admissions. She has 2 other presentations at the conference related to the Scholarship of Teaching and Learning (SOTL) and Equity, Diversity and Inclusion (EDI). Our program is scheduled for a site visit from the Council on Academic Accreditation (CAA) this Spring, so we are all busy preparing for that as well. Pacific CSD will also celebrate our 10th anniversary of being a graduate program this year and we are looking forward to celebrating that milestone with various events.



# BIPOC Speech Pathology and Audiology Panel



**Who: Undergrad and graduate SLP and audiology students from UO, Pacific, and PSU**

**What: A virtual event designed to create an opportunity to ask questions and connect with other BIPOC students and professionals in the field**

**When: April 5, 2022, 5:30 - 7:00 P.M. (PST) via Zoom**

Interested students should register and indicate any specific questions they would like covered by clicking here [https://oregon.qualtrics.com/jfe/form/SV\\_73wzTf1zYIMwofk](https://oregon.qualtrics.com/jfe/form/SV_73wzTf1zYIMwofk) or by scanning our QR code. Zoom link will be provided following registration.

**Our Panelists:**

Cecilia Pizano, MS, CCC-SLP (Amplify Speech Therapy)  
Faith Purnell, MS, CCC-SLP (Portland VA Medical Center)  
Joanna Guhit, MS, CCC-SLP (Springfield School District)  
Vanessa Duff, MS, CCC-SLP (South Bay Union School District)  
Ilia Fong, Au.D., CCC-A (Child Development and Rehab Center (CDRC) of OHSU)



**PLEASE REGISTER BY MARCH 25, 2022**

Questions? Please email Amanda at [athomp13@uoregon.edu](mailto:athomp13@uoregon.edu)

This event brought to you by UO, Pacific, and PSU



EO/AA/ADA institution committed to cultural diversity.  
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# 7th Annual OSHA Spring Conference

Saturday 4/2/2022, 8:45am – 3:30pm

## **“Beyond Pronouns” and “Bridging AAC Gaps” in K-12**

featuring Jennifer Meyer, Jeanine Brush, Miyoko Petrocelli, & Shelley Watson

### **OSHA Spring 2022 Course Descriptions**

This one-day workshop will focus on two topics relevant to school-age students.

#### ***Beyond Pronouns:***

##### ***Creating Inclusive Environments and Providing Responsive Care for LGBTQIA+ Clients & Families***

In this workshop participants will earn 2.5-hours CEU with Jennifer Meyer, who will provide the tools you need to support Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Asexual (LGBTQIA+) students on your caseload and in your schools. With a focus on allyship, you'll leave feeling empowered to align with students and families, challenge exclusive practices and advocate for systemic change. Topics will include:

- Current accepted terminology
- Gender & sexuality-based identities
- Intersection of gender/sexuality and disability
- Complexities faced by students and families in urban & rural communities
- Normalizing diverse family structures
- Diversifying clinical materials
- Becoming an active ally
- Advocating for change

#### ***Bridging AAC Gaps:***

##### ***Assessment, Funding & Training in K-12 Settings***

In this workshop participants will earn 2.5-hours CEU with Jeanine Brush, Miyoko Patricelli, and Shelley Watson, who will provide detailed information about the assessment and funding process for obtaining high-tech speech generating devices for children grades K-12. Topics will include:

- AAC in the school setting
- Who benefits from AAC
- AAC assessment, including feature matching and trials with speech generating devices
- Common funding sources for obtaining speech generating devices
- Procedures for preparing funding and submitting requests to third party payors
- How SGDs may be supported in school and home settings

#### **How to Register**

Only LIVE Zoom conference offered, individuals must participate via Zoom for synchronous event.

**Individual Clinician Registration:** **Early Bird registration must be received by Friday March 18<sup>th</sup>** by the OSHA office. Online registration will remain open **until Friday April 1<sup>st</sup>**. If you need to register after April 1, 2022 contact the OSHA office at 503-877-2042.

# 2022 OSHA Awards

By Kelli Murdock Eickelberg, Past President

Although the 2022 OSHA Fall Conference is months away, it is never too early to start thinking about who you would like to nominate for one of the following awards.

## Honors of the Association

- Designated as a “lifetime achievement” award. The intent of this award is to recognize an individual for outstanding history of clinical practice in the field of speech-language pathology, audiology, or education of the deaf/HOH.
- This award may also recognize outstanding advocacy or program sponsorship by an agency or organization.

## Outstanding Clinician Award: Schools/ EI / ECSE

- Recognizes a speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH who consistently demonstrates outstanding clinical, advocacy, or leadership skills in the public school system. This award may recognize general clinical work or a specific, recent clinical achievement.

## Outstanding Clinician Award: Clinics, Hospitals, Private Practice

- Recognizes a speech-language pathologist, speech-language pathology assistant, audiologist, or educator of the deaf/HOH in a clinic, hospital, or private practice who consistently demonstrates outstanding clinical, advocacy, and/or leadership skills. This award may recognize general clinical work or a specific, recent clinical achievement.

## Award of Clinicianship

- Recognizes a speech-language pathologist, speech-language pathology assistant, Audiologist, or educator of the deaf/HOH whose dedication to the field is reflected in strong clinical and/or leadership skills paired with compassion, empathy, humor, and acts of support to colleagues and clients. Beyond clinical skills, this person’s spirit touches and inspires those around them. This award may also be used to recognize an individual who has contributed to the profession in an unusual way.

## Outstanding Research or Teaching

- Recognizes a colleague whose published research or teaching (professional preparation or continuing education) has contributed to advancing clinical knowledge and/or practice in the fields of speech-language pathology, audiology, or education of the deaf/HOH.

## Professional Advocacy

- Honors a person who has contributed to the advancement of the visibility, viability, or vitality of our professions. Potential nominees include legislators, philanthropists, SLPs, SLPAs, Audiologists, or any public figure who has shown outstanding advocacy for our professions.

## Kami Beaulieu Supervisor Award

This award, named in honor of Kameron “Kami” Beaulieu, recognizes exemplary clinical supervision by an SLP in our Oregon community. Nominators must be current or recent graduate students and must have been supervised by the nominee in the past year. Nominations will be reviewed by the OSHA Student Representatives across the state. Annually, at the OSHA Fall Conference, one award will be presented from each of three Oregon universities (Pacific University, Portland State University, and University of Oregon). Awardees will receive one year of OSHA membership and a registration waiver for the following year’s OSHA Conference.

To nominate a colleague, go to <https://www.oregonspeechandhearing.org/>, click on Honors and Awards, and start a submission. If you have questions, please contact [OSHAOregon@gmail.com](mailto:OSHAOregon@gmail.com).



# American Speech-Language-Hearing Foundation Louis M. DiCarlo State Clinical Achievement Award

## An Interview with Recipient Ana Lia Oliva, Ed.D, CCC-SLP

By Sophie Millon, Publications Chair

OSHA is proud to highlight one of our members as a 2021 recipient of the American Speech-Language-Hearing Foundation's Louis M. DiCarlo State Clinical Achievement Award. Dr. Ana Lia Oliva is a special education coordinator at Northwest Regional Education Service District and has partnered with Pacific University's School of CSD to create the Diverse Speech-Language Pathway.

*Note: this interview has been edited for length and clarity*

**Tell me a bit about the work you've done. What brought you to this point?**

As a purpose-driven leader in education, I have been afforded opportunities to learn and grow in equity, diversity, and inclusion related to educational systems and processes. My personal life story is that I am a first-generation immigrant and the first person who went through higher education in my family. English is my third language, so I have coupled my personal and professional learning experience. I have engaged in some deep reflection about how we come together as a professional community to explore ways to open up and create opportunities for individuals who come from underrepresented communities. My passion for equity, diversity, and inclusion comes from my lived experience, professional learning, and solid social justice grounding. This path really began several years ago when as a program administrator. In this role, I was consistently engaged in hiring, recruiting, and nurturing an SLP team serving districts throughout a very diverse region. It dawned on me that I was in a leadership position as a licensed SLP professional (and) now had access to understanding and leaning into the work of equity.

Consequently, positioned to step into action to support access and equity-centered workplace culture. We talk a lot about equity and anti-racism. Still, unless we develop the courage and lean in to a conversation about creating opportunities and identifying systemic barriers, we may unintentionally be contributing to oppressive systems.

Although I have the privilege and honor of representing the Diverse SLP Pathway Program through this award, it is essential to note that the success of this program is a collective effort with Pacific University and supervising SLPs on my team. The significant contributions of supervising SLPs on my team have supported graduate student experiences and the implementation of this initiative. Through our partnership, we have placed students with supervisors and provided a weekly space for students and supervisors to connect and reflect on their experience, reflect on celebrations, reflect on challenges, and talk about purpose and why the work is so important.

**What advice do you have for SLPs who may see areas of need in the field?**

First and foremost, just acknowledging the tremendous amount of work it takes as a collective to shift the narrative in systems. I encourage SLPs out in the field to come together with fellow SLPs in the same community to begin to reflect on what they can do in their sphere of influence through the relationships they have to empower their inner leader. Perhaps SLPs may feel disempowered within their systems, but there are so many ways to leverage relationships. When we lean into these relationships with purpose, there is a lot we can do together. It is incredible what can happen. It is essential to always keep a student-centered lens in conversations and continuously seek understanding.

**What can SLPs do to support diversity and equity in the field in their everyday work?**

My first thought is to consider how to provide access to opportunities. How am I setting myself up as a professional within my workplace to advocate? Am I contributing to the diversification of professionals in our field by being an SLP supervisor for a student? How can I support a welcoming work environment that creates space for learning and reflection? At the same time, reflecting on the limitations of what we think we know relating to culturally sustaining and responsive practices. Most available current research in our field is very restricted in terms of the processes of multicultural and multilingual populations. We have so much to learn regarding supporting culturally and linguistically responsive and sustaining practices.

Let's welcome culturally and linguistically diverse members of our community into our professional spaces and have conversations about the implications of our practices. It's a process. Number one is acknowledging what you can do in your immediate workplace to create space and then lean into your learning process. Ensure that your mentorship and supervision will also lead to professional learning opportunities. We are lifelong learners, and to live in a pluralistic society, we have to acknowledge the value of being open to learning with cultural humility and engaging in a more open dialogue. Our professional learning is a process, not an event. I virtually received the ASHFoundation Louis M. DiCarlo award surrounded by my family. During this event, I thought about my immigration process into this country and system as a White passing bilingual/bicultural Latina; I thought about my journey into this profession. I reflected on where I came from, my roots, and the power that lies in the human spirit.

*Continued on next page...*



How powerful passion can be when we're thinking about ways of making a difference. When I immigrated to this country, my family experienced incredible hardship on many levels. As a non-traditional college student, I had to work three jobs just to survive the higher education process. I also had to develop an understanding of how to advocate for myself and create space within a system that was not designed for me. I see myself as a person who now has a voice and an opportunity to pay it forward. Leaning into equity in action is how I seize this opportunity. Receiving this award was an incredible honor and represents what is possible when we come together as a community. When we develop a shared vision and engage in our work with a bigger purpose, we can make a difference in this world at some level.



## Oregon Legislative Updates

By Michelle Brunader & Sheri Jennings, Co-VP of Government Affairs

Greetings! My name is Michelle Brunader, and I am excited to be joining the OSHA board alongside my co-chair as the Vice President of Governmental Affairs. I am currently completing my clinical fellowship with the Douglas ESD. I have enjoyed my time serving students K-12 in the Glide District, and I look forward to many years ahead in the educational side of the field. There is nothing that brings a smile to my face quicker than watching students grow in their communication skills. I hope to spend my time with OSHA working to enhance the quality of care that we can provide students and enhance the working conditions for all of us who serve them.

Hello all! My name is Sheri Jennings and I look forward to contributing to advocacy efforts for Oregon SLPs and the individuals we serve. I have been in this field for over a decade and I've worked in several different settings including schools, home health, residential adult TBI rehabilitation, stroke rehabilitation, early intervention, and private clinics. I am currently running my own private practice providing outpatient services in homes and care centers in the Portland and Salem areas. I feel an ethical duty to remove barriers to care that are reasonably within my control. This position on the OSHA board aligns with that mission, as I and my co-chair can work to affect positive change at the legislative level for issues related to our field. I look forward to serving in this role!

### Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) is a widely used benefit aimed at children under the age of 21 who are enrolled in Medicaid coverage. According to Medicaid.gov, "States are required to provide comprehensive services and furnish all Medicaid coverable, appropriate, and medically necessary services needed to correct and ameliorate health conditions, based on certain federal guidelines." Oregon is the only U.S. state which waives EPSDT benefits for children under the age of 19 through the 1115 demonstration, which requires adherence to a prioritized list of diagnoses for comprehensive access to services. This waiver has been in place since the inception of OHP and is up for renewal on June 30, 2022 to extend through 2027. Proponents of the waiver cite the benefits of one section, which extends continuous enrollment to children ages 1-6 years of age. Opponents are worried that the prioritized list, used instead of the EPSDT model, deprives members of comprehensive access to medically necessary services available in all other 49 U.S. states. The OSHA executive board agreed that we should send a letter in response; however, on February 1, 2022, the Biden administration issued a notice to all states utilizing the 1115 demonstration that this waiver does not align with objectives for improving access to healthcare services for Medicaid members in the U.S. We are awaiting more information on how access to care will be affected for children receiving Medicaid benefits after June 2022.

### ASLP-IC Update and Oregon's Determination to "Fly with Her Own Wings"

The Audiology and Speech-Language Pathology Interstate Compact (ASLP-IC) is a licensure compact allowing clinicians to serve clients across states without requiring the acquisition of additional state licenses. As of January 15, 2022, ASHA reported that the ASLP-IC has been accepted by 15 states with the expectation that "privileges to practice are expected to begin issuing in 2023." Unfortunately, as previously reported in a past OSHA newsletter, Oregon is not one of these 15 states, and there are no expectations that Oregon will be joining in the near future. House Bill 3118 was the previous attempt to try to adopt ASLP-IC for the state of Oregon. However, Oregon's constitution, specifically Article XI, constitution 7, does not allow for any outside compact to dictate policy or grant legal status or privilege. In light of this, OSHA is considering a new direction; that is, it is looking at developing reciprocity/shared licensure with Washington, Idaho, and Montana.

## Workload and Caseload Update

Senate Bill 580 passed in the Spring of 2021. The bill redefines “employment relations to include class size and caseload limits as mandatory collective bargaining subjects in schools that qualify for certain federal assistance.” In other words, this bill allows caseload sizes to be addressed in the bargaining process. It’s a start. Currently, OSHA is looking at other states such as Ohio for workload models. Settings other than education are also being included in the discussion. The focus has been on the educational sphere of SLP practice, however, it is clear that the SLP scope of practice includes more than just education.

# OSHA Board Position Openings

OSHA would like to announce that the **School-Based SLP** Board position is vacant. Please review the description below and email [oshaoregon@gmail.com](mailto:oshaoregon@gmail.com) if interested.

The role of the School-Based Speech-Language Pathology Professional Affiliate position is to provide guidance to the OSHA Board on matters relating to schools-based speech-language pathology, facilitate continuing education activities specific to schools-based speech-language pathologists, and provide information regarding quality assurance, continuing education, standards of care, legislative decisions and licensing, and other issues of local, state, or national significance.

OSHA would like to announce that the **SLP Clinic-Based SLP** Board position is vacant. Please read the responsibilities below and email [oshaoregon@gmail.com](mailto:oshaoregon@gmail.com) if interested.

The role of the Clinic-Based SLP Professional Affiliate is to provide guidance to the OSHA Board on matters relating to the clinical practice of speech-language pathology, facilitate continuing education activities specific to the clinical practice of speech-language pathology, and provide information regarding issues of clinical practice relating to quality assurance, standards of practice, clinical outcomes and licensure.

OSHA would like to announce that the **STAR** Board position is vacant. Please read the responsibilities below and email [oshaoregon@gmail.com](mailto:oshaoregon@gmail.com) if interested.

The State Advocates for Reimbursement (STARs) are ASHA-member audiologists and speech-language pathologists who advocate in their states for improved health care coverage and reasonable reimbursement.  
[https://www.asha.org/practice/reimbursement/private-plans/reimbursement\\_network/](https://www.asha.org/practice/reimbursement/private-plans/reimbursement_network/)



THE OREGON SPEECH-LANGUAGE &  
HEARING ASSOCIATION  
PRESENTS THE 2022 FALL VIRTUAL  
CONFERENCE

## EMPOWERING THE LEADER WITHIN

THROUGH INCLUSION AND  
CONNECTION  
OCTOBER 14-15, 2022



OREGON  
SPEECH-LANGUAGE  
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