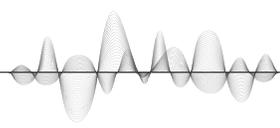


# Wavelength



Since graduating from Washington State University with a B.A. and an M.A. in speech and hearing sciences in 1995 and 1997, respectively, my professional interests and career have taken me down a path I never could have imagined.

*(Read the rest of the Focus on Alumni story on page 2.)*



## FOCUS ON ALUMNI

As I was preparing to finish my master's coursework and secure an internship, I recall being told that the Veterans Administration (VA) Puget Sound Health Care System—Seattle Division was an incredible internship site for medical speech pathology; however, they accepted students primarily from the University of Washington. I felt strongly that medical speech pathology was my passion and the VA became my dream setting. I loved the idea of the VA clinical setting and working under Dr. Robert Miller, but I also loved the cougar/husky challenge. To this day, I still remember driving over to Seattle with my mother, changing into my new interview suit and walking in scared to death! Somehow, I made it through that terrifying experience and ended up receiving not only an internship, but the VA's five-month paid fellowship. I thought I had won the lottery! Little did I know that this experience would uniquely position me to begin a lifetime career in hospital systems.

As I entered the world of the VA and the city of Seattle, I quickly learned from the news, verbal reports and VA leadership, that Harborview Medical Center (HMC) was a highly-desired location to secure a health care position. Although it took me a while working per diem at several hospitals and skilled nursing facilities in the Seattle area, a full-time position at HMC opened and I was hired in 1998. This position as a speech-language pathologist (SLP) on the inpatient rehabilitation unit sparked my deep seated, life-long passion for helping vulnerable populations.

Harborview is the only designated Level 1 adult and pediatric trauma and burn center in the state of Washington and serves as the regional trauma and burn referral center for Alaska, Montana and Idaho. Harborview serves a mission population for King County. Health professionals, including

the speech-language pathologists based at Harborview, provide highly specialized services for emergency medicine, orthopedics, neurosciences, ophthalmology, vascular surgery, behavior health, HIV/AIDS, complex critical care and rehabilitation.

My clinical years, as I now fondly refer to them, were spent in all parts of the continuum at Harborview, providing care to the trauma population from a rehabilitation perspective. I began on the inpatient rehabilitation unit, moved to the outpatient setting and ended my clinical time in the ICU's and acute care floors. I learned the crucial role SLPs play in a trauma team, specializing in the care of patients with traumatic brain injury, spinal cord injury and burns. I gained valuable expertise from the multidisciplinary colleagues I had the good fortune to work with and learn from, including physical therapists, occupational therapists, rehabilitation psychologists, social work, nursing and physicians from a wide array of medical and surgical specialties. However, most importantly, I realized the importance that a mission driven facility like Harborview provides to the community and to the vulnerable population it serves.

In 2007, my increasing interest in health care policy and advocacy led me to apply to the Master of Healthcare Administration program at the University of Washington. It was an executive program which allowed me to continue to work as the clinical specialist for speech pathology at Harborview, while attending school in the evenings and weekends. Seeking this degree allowed me to study health care law, policy, finance, strategy, quality, process improvement and many more in-depth classes that uniquely positioned me to apply for and succeed in future leadership roles. I graduated with this degree in 2009 while I was the manager

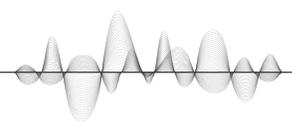
of rehabilitation therapy on the acute care and burn services. Shortly after graduating, I was promoted to Director of Rehabilitation Services at Harborview. This was a wonderful opportunity to dive into rehabilitation leadership and policy at the local and state level; however, I also wanted to have an impact on the care that Harborview provided at a more global level. With this goal in mind, I moved into an administrator role in 2013 with responsibility over inpatient and outpatient operational areas and procedural areas, along with various service lines. I love the challenge of thinking at a broad level for service line development and strategy, while at the same time remaining involved with administrative oversight of areas that are providing the care to Harborview's patient population. I continue in this role today and can honestly say I enjoy every day at work.

People often ask me if I would ever consider leaving the county/trauma hospital and moving to another less stressful health care setting. My answer has and always will remain the same, no! With my previous clinical experience and now business, finance and policy background, I feel like my job is to continue to ensure that mission populations receive the care they need. As our country continues to move down ever changing paths towards health care reform, leaders with a passion for protecting vulnerable populations will be needed now more than ever. I intend to remain at the forefront of this fight!

### **Sommer Kleweno Walley,**

M.H.A., M.A. CCC-SLP  
Harborview Medical Center, Seattle, WA  
Past-President, Washington Speech-Language-Hearing Association

*The cover photo for "Wavelength" features WSU Speech and Hearing Sciences alumna Sommer Kleweno Walley and family.*



## MESSAGE FROM THE CHAIR



**Gail Chermak,  
Chair**

In my 2016 message, I wrote about the college's upcoming accreditation site visit in late June 2016. As many of you know, following that site visit the Elson S. Floyd College of

Medicine (ESFCOM) received preliminary accreditation by the Liaison Committee on Medical Education (LCME) on October 18, 2016. With preliminary accreditation in place, the college has recruited its charter class of medical students. These students will join speech and hearing sciences students, and nursing, pharmacy, and other health sciences students on the WSU Health Sciences Spokane campus in August 2017.

The department achieved a milestone as well this year with the endowment of the J. Richard Franks Scholarship for Native American Students in Speech and Hearing Sciences. This scholarship will create a lasting legacy for its namesake—a former professor and leader in the department. Franks saw that Native Americans were vastly under-represented in the field and took action. He secured U.S. Department of Education funding in the 1980s, which established the foundation for WSU's Native American professional preparation program in speech-language pathology and audiology. Over a 25-year period, Franks was actively involved in the department's efforts to recruit and graduate Native American students with both bachelor's and master's degrees. Many of our Native American alumni have returned to serve their communities and have assumed professional leadership roles thanks to Dr. Franks.

Looking back over the past year, I am proud of our many other achievements as well. Our outreach, research, and teaching

have made real impacts in the community and on individuals. Knowing that the foundation of any academic organization is its faculty, I am honored to serve as department chair, working with and for our outstanding research and clinical faculty in speech and hearing sciences. Our faculty provides our students with an exceptional education and contributes to the evidence base of our profession, thereby improving clinical services for our clients and patients. Of course, we do not succeed in our educational or patient care missions alone. In close cooperation with our dedicated off-site practicum and internship supervisors, we prepare our students to assume their responsibilities to provide the best possible health care. Truly, the synergy of our partnerships demonstrates that "the whole is greater than the sum of its parts." (Aristotle)

The highlights in this issue of *Wavelength* are just a few of the numerous accomplishments in undergraduate and graduate education, research, interprofessional collaboration, and community engagement that continue to propel the department in shaping the speech-language pathology workforce and the future of the profession. We are extremely proud of our students' accomplishments, including the impressive educational, fundraising, and community outreach activities of our local NSSLHA chapter and our Multicultural Club. Their activities are summarized in NSSLHA Notes and Multicultural Club In Action. Also sure to inspire is Chancellor Lisa Brown's commentary on her international outreach mission to Guatemala with Dr. Amy Meredith and 10 students over spring break 2017.

We invite you to browse through our department website, which we continuously refresh ([medicine.wsu.edu/speechandhearing](http://medicine.wsu.edu/speechandhearing)) to learn more about our ongoing work. You will find

a link to this issue and recent issues of *Wavelength* posted there as well. We so enjoy hearing from our alumni and friends—let us know about your life after WSU. With your permission, we will include news of your professional and personal journeys in our next issue. Please e-mail me at [chermak@wsu.edu](mailto:chermak@wsu.edu).

I hope you will find the accomplishments cited in this issue of *Wavelength* indicative of our ongoing dedication to prepare students for their careers and their lives as engaged leaders, capable of making real change in the lives of others. As I look ahead to the future of our professions, I am filled with optimism for what we can accomplish. Rest assured, there is much more to come.

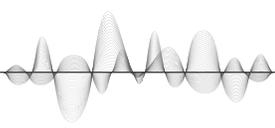
In closing, I extend my heartfelt appreciation to our donors who have given so generously to the department during the 2017 fiscal year. Your name will be prominently displayed in the 2016-2017 WSU Foundation Annual Report, which will be published in fall 2017. Your gifts will continue to make a significant difference in the life of WSU for generations to come. We know that our alumni and friends embody WSU's spirit of "paying forward." If you would like to help us continue our forward motion in any of the areas highlighted in this issue of *Wavelength*, you can make a gift today at [medicine.wsu.edu/speechandhearing/make-a-gift](http://medicine.wsu.edu/speechandhearing/make-a-gift).

So as the 2016-2017 academic year comes to a close, I wish you an enjoyable summer season with family and friends. Thank you for your commitment and confidence in us! Our alumni and donors remain our best friends, strongest advocates, and our ultimate legacy.

All the very best—

**Gail D. Chermak**, Ph.D.

Professor and Chair,  
Speech and Hearing Sciences



## DOCTOR'S CORNER



**Ella Inglebret,  
PhD, ASHA  
Fellow,  
CCC-SLP,  
Associate  
Professor**

At the 2016 Annual Convention of the American Speech-Language-Hearing Association (ASHA) the Native American Caucus celebrated its 30th anniversary. The Native American Caucus is one of several multicultural constituency groups affiliated with ASHA. It is composed of both Native and

non-Native speech-language pathologists, audiologists, and students from across the U.S. and Canada who are interested in promoting high quality service delivery for Native individuals and communities.

Why should speech-language pathologists and audiologists be concerned about service delivery for Native Americans? Native American children have long been over-represented in special education, inclusive of speech, language, and hearing services. Recent data from the U.S. Department of Education (USDE, 2016) indicate that this trend continues today with 15% of Native school-age children receiving special education services, compared to 9% for the total population served. In comparison to all other racial/ethnic groups combined, Native children have the highest risk ratio for speech-language impairment (1.4), specific learning disabilities (1.96), and developmental delay (4.09). In addition, the risk ratio for hearing impairments is high (1.35). Many factors may account for this elevated risk profile for Native students, such as limited access to healthcare due to poverty. Mistaken identification of cultural variations in communication as communication disorders is also thought to contribute to over-representation in special education.

What does the Native American Caucus do to address concerns regarding over-representation of Native children in special education? The Caucus is currently focused on achieving three goals:

1. Increasing representation and leadership of Native American students/professionals in speech-language pathology and audiology,
2. Increasing access to culturally-responsive assessment and intervention resources, and
3. Increasing research involving Native populations.

### GOAL 1

Increasing professional representation. While Native Americans can lead the way in distinguishing communication differences associated with culture from true communication disorders, they are under-represented in the fields of speech-language pathology and audiology. To address this concern, Dr. J. Richard Franks, a former professor and audiologist in the Department of Speech and Hearing Sciences, assumed a national leadership role in recruiting

Native American students. He recognized that inadequate financial resources served as one barrier to higher education and obtained funding from the U.S. Department of Education to address this obstacle. Inspired by the efforts of Dr. Franks over a 25-year period, the department set out to honor his legacy by building a scholarship endowment for Native students. In 2017, thanks to the contributions of a multitude of generous donors, the J. Richard Franks Scholarship for Native American Students in Speech and Hearing Sciences was fully endowed. This accomplishment was celebrated by members of the Caucus and served as a model for other universities interested in building scholarships for Native students.

### GOAL 2

Increasing access to culturally-responsive resources. Speech-language pathologists serving Native communities have expressed concern about limited access to culturally-responsive resources. In response to this need, the Caucus has worked with ASHA's Special Interest Group 14 to publish two Native-focused issues of Perspectives on Culturally and Linguistically Diverse Populations. The first was published in 2011 and the second in 2016. The 2016 issue honored the 30th anniversary of the Native American Caucus. These Native-focused publications brought together practitioners and researchers from various geographic areas who provided information about culturally-responsive approaches to program development and implementation. In addition, speech-language assessment and intervention practices, as well as culturally-focused resources and materials were described. Another strategy used by the Caucus to increase access to relevant resources has been through cross-institutional, collaborative presentations at the annual ASHA convention.



## TRANSITIONS

### GOAL 3

Increasing research. Recognizing a need to expand the professional knowledge base regarding culturally-responsive service delivery, the Caucus has sought to bring visibility to existing research, as well as to increase pertinent research. Several Caucus members have been involved in conducting research focused on topics, such as socialization of Native children through storytelling (Vining, 2015). Existing research literature has been systematically reviewed on the topic of speech-language service delivery for Native children (Clothiaux et al., 2017). The annual ASHA convention serves as a particularly important event for researchers and clinicians across institutions to connect and share ongoing projects and identify needs for future research.

Anyone interested in becoming involved in or supporting efforts of the Native American Caucus can contact Ella Inglebret at [einglebret@wsu.edu](mailto:einglebret@wsu.edu). There is still much work to be done!

### References

Clothiaux, J. A., Inglebret, E., & Cleveland, L. (2017). Literature review: Speech-language services for American Indian, Alaska Native, and Native Hawaiian children. Presentation proposal submitted for the 2017 Annual ASHA Convention.

U.S. Department of Education. (2016). 38th annual report to congress on the implementation of the Individuals with Disabilities Education Act, 2016. Available from <https://www2.ed.gov/about/reports/annual/osep/2016/parts-b-c/38th-arc-for-idea.pdf>

Vining, C. B. (2015). Socializing English-speaking Navajo children to storytelling. Unpublished doctoral dissertation, The University of New Mexico, Albuquerque, NM.



Congratulations to Dr. **Amy Meredith** on her promotion to clinical professor in fall 2016 in recognition of her consistently

stellar performance across all areas of teaching, clinical scholarship, clinical practice, and service and outreach.



Congratulations to Dr. **Nancy Potter** on her promotion to professor, effective fall 2017, in recognition of her groundbreaking

work on speech, language, and motor disorders in classic galactosemia, as well as her outstanding teaching and outreach.



A warm welcome to **Dana Algeo-Nichols** who joined our team with responsibilities in both clinical supervision and classroom teaching.

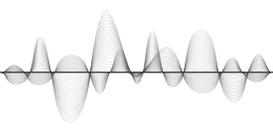


We also welcome **Linda Gallup**, our new administrative assistant, who joins us as our former administrative assistant, **Chelsea Fogle**, joins the

Elson S. Floyd College of Medicine team as a project manager.

Congratulations to Dr. **Georgina Lynch** who joined us as an assistant professor on the tenure-track in fall 2016 following the conferral of her Ph.D. last summer. Kudos to Dr. Lynch!





## IN THE FOREFRONT

The Speech and Hearing Sciences faculty continue to foster an environment in which education, research, and clinical practice converge to instill a passion in our students to make a difference in the lives of the people we treat. Our faculty's research contributes to the evidence base of our practice. Their innovative teaching, complemented by an unwavering commitment to our students' education, ensures that our graduates will have the knowledge base and clinical competencies to best serve their clients and patients. Listed is a snapshot of some of the faculty's exceptional research, clinical innovation, service and outreach. A more complete listing can be found at [medicine.wsu.edu/speech-and-hearing-sciences-2/news](http://medicine.wsu.edu/speech-and-hearing-sciences-2/news).

Faculty published 12 refereed articles and two manuals; applied for one patent; and presented 22 refereed papers and 7 invited papers, seminars and workshops at international, national, regional, and state professional and scientific conferences (e.g., Acoustical Society of America,

American Academy of Audiology [AAA], American Speech-Language-Hearing Association [ASHA], Biennial International Conference on Infant Studies, Childhood Apraxia of Speech Association of North America, International Meeting for Autism Research, and the Washington Speech, Language, Hearing Association [WSHA]).

Clinical Assistant Professor **Dana Algeo** presented three papers at the Literacy Research Association Conference.

Associate Professor **Ella Inglebret** was lead author of an article published in the ASHA Leader on culturally congruent practices.

Assistant Professor **Georgina Lynch** published a paper on teaching non-verbal pragmatic skills to adolescents with autism spectrum disorder in ASHA Special Interest Group 1's Perspectives on Language Learning and Education.

Clinical Professor **Amy Meredith** was runner-up for the prestigious American Speech-Language-Hearing Foundation DiCarlo Clinical Achievement Award.

Associate Professor **Nancy Potter** and a team of world experts published international clinical guidelines for the management of classical galactosemia.

Clinical Professor **Leslie Power** served on the Faculty Appointment, Promotion and Tenure Committee of the Elson S. Floyd College of Medicine.

Clinical Assistant Professor **Karen Simpson** served on the Student Evaluation, Promotion and Awards Committee of the Elson S. Floyd College of Medicine.

Assistant Professor **Lauren Swineford** published an article in the International Journal of Developmental Disabilities on modeling gesture use and early language development in autism spectrum disorder and updated recommendations on screening for autism spectrum disorder in toddlers in ASHA Special Interest Group 1's Perspectives on Language Learning and Education.

Assistant Professor **Mark Vandam** co-authored a seminal article in Seminars in Speech and Language describing some of his NSF funded work on HomeBank, an online repository of daylong child-centered audio recordings.

Professor **Gail Chermak** co-authored several articles in the Journal of the American Academy of Audiology on the use of particular central auditory tests for differential diagnosis in children and adults.

Faculty engaged in extensive outreach to local, regional, national, and international communities.

Algeo served as the speech-language pathology meeting coordinator for the Spokane Public Schools.

Inglebret served on the ASHA Native American Caucus Leadership Council.

Lynch co-chaired the conference "Autism All Grown Up," held on the WSU Spokane campus in partnership with adjunct SHS faculty and Northwest Autism Center Executive Director **Dawn Sidell** and Swineford.



## FROM THE CHANCELLOR

Meredith coordinated and attended the Spokane County Maxillofacial Review Board monthly meetings in the UPCD Hearing and Speech Clinic and for the sixth consecutive year led an interprofessional group of students to Guatemala with Hearts in Motion to assist children and their families before and after cleft palate surgeries.

Meredith provided workshops on the assessment and management of childhood apraxia of speech for several school districts, including Yakima and Spokane, Washington.

Meredith and Potter offered Camp Candoo (which they founded in 2013), an intensive oral motor and literacy summer camp for children with severe speech sound disorders, in our University Hearing and Speech Clinic.

Potter and Meredith organized two interprofessional forums—one on amyotrophic lateral sclerosis (ALS) and a second on dystonia—both held on the WSU Health Sciences Spokane campus.

Power continued to expand her network of clinical and educational sites for student placements in clinical rotations across the state, region, and nation.

Simpson served as liaison consultant to the Spokane Public Schools.

Swineford gave several invited presentations on screening, diagnosis, and treatment models for children with autism spectrum disorder to professional and community groups in Spokane, including the Infant and Toddler Network and the ISAAC Foundation.

VanDam's research with a biofeedback assistive device for Parkinson's patients was featured in the Seattle Times.



I recently had my best spring break ever: joining students and faculty from WSU (Spokane and Pullman campuses) and EWU, as well as health care providers from Spokane and beyond, on a service-learning health mission to Guatemala.

Organized by the nonprofit Hearts in Motion, the annual trip involves teams performing surgeries, delivering dental care, providing speech and hearing therapy, pharmacy and primary care services in a hospital, working in a child nutrition center and an orphanage in Zacapa, Guatemala, as well as setting up and hosting “one day clinics” in rural villages.

Students, under the supervision of faculty and preceptors, assisted in all aspects of care delivery, including setting up mobile dental clinics, administering hearing exams, blood testing for iron deficiency, dispensing medications, caring for patients

post-surgery, translating from Spanish to English, and of course, playing soccer with kids and holding infants and toddlers (my favorite part!).

The trip was a crash course in team-based care in challenging environments. It was rewarding for me to see our students “ace the course” and demonstrate the road they are on to becoming responsible and compassionate health care providers.

I deeply appreciate all the WSU faculty who participated, especially Dr. **Amy Meredith** from Speech and Hearing Sciences, Dr. **Lisa Woodard** from the College of Pharmacy, Dr. **Ana Maria Rodriguez** from the College of Arts and Sciences, and Dr. **Kathy Beerman**, also of the College of Arts and Sciences.

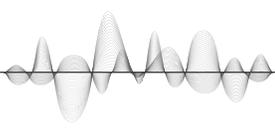
These faculty not only devoted their spring break to mentoring students, but also took time to show me the ropes and include me in the work and the fun.

A special shout out to oral surgeon Dr. **Mark Paxton** and Seattle businessman **Howard Wright**, both stellar Coug alums, who have participated in and supported the trip for years. I have never been more proud to be part of this university.

Go Cougs!

**Lisa J. Brown**, Ph.D., Chancellor,  
WSU Health Sciences Spokane





## TRUE STORIES: DEMAND FOR SLPs IN NORTH CENTRAL DISTRICT



**Kevin Risdon, MA '05 and Leanne Lafferty, MA '03**

Since our time attending Washington State University's master's program in speech and hearing sciences, we have both enjoyed fulfilling careers that mirror each other in many ways. We both have spent the majority of our time working in the school setting. As school-based speech-language pathologists (SLPs), we are generalists in speech and language development, although Leanne has specialty skills in alternative and augmentative communication and Kevin in language acquisition in the Spanish speaking community. Recently, we both advanced into positions as directors of special education in North Central Washington. As SLPs, we likely would have referred to ourselves as in high demand. As directors, we refer to this same phenomenon as a shortage.

The ultimate job of a director of special education is to ensure that each student with a disability is provided with a free and appropriate public education or FAPE. FAPE is a subjective threshold that each team of qualified professionals, together with the parents, must arrive at during an Individualized Education Plan (IEP)

meeting. If a team determines that the services of an SLP are a necessary part of the child's IEP, then the school district must provide those services. This is where the high demand or shortage of SLPs becomes more than an inconvenience. A part of what we do is recruit, hire and provide SLPs to school districts who would struggle to do this on their own.

There are 29 school districts in the North Central Educational Service District (NCESD): Okanogan, Douglass, Chelan, and Grant Counties. Some of these beautiful areas include Oroville, Grand Coulee Dam, Nespelem, Coulee City, Entiat, Bridgeport, Warden, Soap Lake, and many more. Let us illustrate using one of our favorite small towns, Wilson Creek. According to the Office of Superintendent of Public Instruction (OSPI), Wilson Creek had 152 students enrolled in the district in May of 2016. OSPI further reports that 19 of those students were enrolled in special education. It seems fair to assume that some of those were in need of SLP services. We partner with schools of this size because there is no possibility for them to hire an

SLP for such a minimal amount of time. The NCESD offers SLPs the opportunity to work in different schools or with different agencies throughout the week or month. Schools purchase the number of days needed to provide FAPE to their students.

SLPs at the NCESD are offered a great employment package and a lot of autonomy. Our SLPs are encouraged to continue their education by attending trainings throughout the state without incurring any expense. As a result of the growing number of SLPs whom we employ, we are now in the position to offer a strong support network for collaboration, supervision, and in-house professional development. We, the NCESD, also employ other high-demand professionals, including occupational therapists, school psychologists, and teachers of the visually impaired. Despite being great places to live and work, the NCESD and neighboring school districts have at times experienced difficulty recruiting a sufficient number of SLPs to serve the caseload. We look to our state universities with master's programs in speech-language pathology—Washington State University, Eastern Washington University, Western Washington University, and the University of Washington—to prepare SLPs. Several of these programs have indicated that they receive between 280-320 applicants to their master's program each year; however, most are only able to enroll approximately 25 students per class.

We learned from OSPI that Washington has 62 people working as conditionally certified SLPs with their bachelor's degree. A conditional certificate allows a person to work for two years as an SLP, although there are some conditions. In order to renew the conditional certification, the conditionally certified SLP must be enrolled in and making satisfactory progress in a master's degree program which will lead to initial ESA certification.



## ALUMNI NEWS

We saw this as an opportunity! It seemed reasonable that there are many conditionally certified SLPs who would be viable SLPs, but for a variety of reasons, still might not gain acceptance into a traditional master's program. Therefore, we have developed a relationship with Nova Southeastern University to form a hybrid online/in-person Washington cohort. This program will allow us to graduate additional SLPs in our state: our inaugural cohort will add six SLPs to the NCESD region! Nonetheless, we continue to exhibit at the annual university career fairs because we know that we will find outstanding SLPs ready to begin careers in the schools.

We attribute the ingenuity reflected in our Nova hybrid program as a reflection of our training at Washington State University to think like clinicians. SLPs do not simply identify a problem and plug in an appropriate stock solution. As graduate students, we learned the methodology of critical thinking so that we could analyze an enigma before us and develop possible solutions. We were taught to collect data to make future informed decisions. Currently, as special education directors, we continue to employ this approach taught to us at Washington State University as we seek SLPs and other needed candidates to fulfill the FAPE requirements of students with disabilities in North Central Washington.

**Kevin Risdon**, Director of Special Education, North Central Educational Service District

**Leanne Lafferty**, Special Education Coordinator, North Central Educational Service District

**Suzy (Hall) Cowdrey** (B.A. '85, M.A. '87) received the Excellence in Teaching Award from the Asotin-Anatone Education Foundation for her many contributions to establishing the district's integrated preschool program, as well as other school and community activities.

**Anna (Rouse) Diedesch**, Au.D. (B.A. '04) earned her Ph.D. in 2016 in audiology/hearing science from Vanderbilt University and is currently a post-doctoral researcher at Oregon Health and Science University, Portland, Oregon.

**Alyssa Hartman** (B.A. '14) recently accepted her 4th year externship position in audiology at Randall Children's Hospital in Portland, Oregon. Alyssa is completing her Au.D. at Idaho State University.

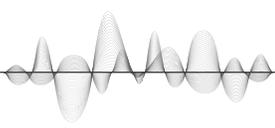
**Ming-Yeh Hsieh** (M.A. '14) presented a poster comparing intervention techniques for autism spectrum disorder in the U.S. and Taiwan.

**Dru (Coursey) Miller** (B.A. '86, M.A. '88) is a speech-language pathologist with the Meridian, Idaho school district.

**Michele Spencer** (B.A. '87, M.A. '89) has been working at SmallTalk Speech and Language Therapy in Bellevue, Washington for the past four years. Michele finds the progress made by her clients, the majority of whom are children with autism or ADHD diagnoses, quite rewarding.



Read more about our students' participation in the Parade of Nations with the Multicultural Club on page 10.



## SPOTLIGHT ON STUDENTS

Speech and Hearing Sciences students were recognized for academic excellence in 2016-2017.

**Ellen Benetti** was named the Outstanding Senior in Speech and Hearing Sciences. Seniors **Marlen Castellanos** and **Jessica Sauve** were recognized during commencement ceremonies for their determination and scholarship. Junior **Shannon Carrothers** was awarded the Maynard Lee Daggy Scholarship in Speech and Hearing Sciences. Junior **Rebecca Hibben** was named the Edward Gwin Scholar in Speech and Hearing Sciences. Post-baccalaureate Senior **Rylee Hull** was awarded the Meritorious Academic and Community Project Award. Senior **Natalie Hoogner** received a Chancellor's Award and was recognized at the WSU Foundation special reception highlighting scholarship recipients. Post-baccalaureate **Kayla Monson** received a travel award from the Associated Students of WSU Spokane (ASWSUS).

A number of seniors graduated with honors: **Mikaila Conklin, Katelyn Dowling, Olivia Martin, Katelyn Nemitz,** and **Jessica Sauve** graduated summa cum laude; **Sarah Beatty, Marlen Castellanos, Natalie Hoogner,** and **Rylee Hull** graduated magna cum laude; and **Ellen Benetti, Haley Bodeau, Melissa Busch, Angel Candido, Julie Jahn, Melissa Joseph, Emilee Morehouse,** and **Amanda Wong** graduated cum laude.

Graduate students were recognized for academic and clinical excellence. **Kelli Raines** received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. **Tannis Oatts** was honored with the Lynn Larrigan Clinical Excellence Award. **Megan Beierly** was named the first J. Richard

Franks Scholar. **Carsen Jessup** and **Kelli Raines** were each awarded a Blankinship Scottish Rite Fellowship and **Noelle Pinigree** and **Sarah Corn** were each awarded a Miller/RiteCare Fellowship. These fellowships are supported by the Scottish Rite Foundation of Washington. **Megan Brendal** was selected to receive a WSU Spokane Chancellor's Award, as well as a WSU President's Award, and she was selected to participate in the American Speech-Language Hearing Association (ASHA) Minority Student Leadership Program.

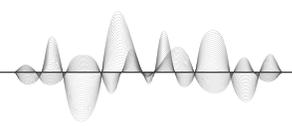
In addition to academic and clinical excellence, Speech and Hearing Sciences students served the department, college, university, the community, and the profession. Graduate students **Haylee Kohler** and **Tiana Bennett** served on the Curriculum Committee and the Equity Committee, respectively, of the Elson S. Floyd College of Medicine. Graduate students **Kelli Raines** and **Breanna Schnetter** along with EWU graduate students organized a career fair on the WSU Spokane campus. Senior **Natalie Hoogner** represented her peers in the ASWSUS student senate, and served as a student diversity center peer mentor and as president of the UPCD Multicultural Club, which promotes diversity, supports culturally and linguistically diverse communities locally and abroad, and hosts community fundraisers on the Spokane Campus, such as Talent Night and Parade of Nations. Seniors **Sarah Beatty, Natalie Hoogner, Rebekah Nelson,** and **Mickell Rigsby** answered questions from students considering certifying in our undergraduate program at our annual Spring Celebration held in Pullman. Senior **Sierra Alexander-Wu** participated in a roundtable discussion for 50 pre-health professions students from Pullman. Seniors **Rylee Hull** and **Katelyn Dowling** participated on a panel fielding questions about a career in speech-language pathology at the EWU Area

Health Education Center's exploration of health sciences event for high school students. Seniors **Jessica Sauve** and **Rylee Hull** led the department's showcase event at the WSU Spokane Fall Health Sciences Preview for high school students. Seniors **Rylee Hull** and **Katelyn Nemitz** led the department's showcase at the WSU Health Sciences Spokane Spring Preview. Seniors **Angel Candido, Marlen Castellanos, Jessica Sauve,** and **Amanda Wong** interacted with 5th-8th graders and their parents at the STEMForward: Solving a Medical Mystery event held on the WSU Health Sciences Spokane campus.

### MULTICULTURAL CLUB IN ACTION

The mission of the Multicultural Club is to celebrate all peoples and cultures; create and spread cultural awareness through education, activities, and outreach programs; and support developing communities, both globally and locally. Our club attracts members from various health sciences programs. On Saturday, March 4, 2017, we held our fifth annual Parade of Nations. This event brought nearly two-hundred students and members from the Spokane community together for a fun night celebrating fashion, food, and cultural performances from around the world. We dedicated our fundraising efforts this year to support World Relief Spokane, a local refugee resettlement agency. We collected hygiene products and cleaning supplies during our donation drive and raised \$800 from our fall and spring bake sales, which we donated to World Relief Spokane.

**Natalie Hoogner**  
Multicultural Club President



## NOTES FROM NSSLHA

As the school year began and as students new to UPCD moved from their campuses in Pullman and Cheney to Spokane, the 2016-2017 NSSLHA officers sat down to brainstorm ideas to help ease this transition.

While this transition happens year after year, as officers we remembered how tough it was to transition to a new campus, city, and peers. To help ease this change, we created and implemented a peer-mentoring program that cultivated an environment for fostering personal and professional relationships. Seniors were matched to incoming students and personal contacts were made. Guidance was given to support our new peers and many became friends. This model, paired with the social and educational events sponsored by NSSLHA, helped those relationships blossom.

### PHILANTHROPY

Throughout the school year, NSSLHA participated in various philanthropic events that supported several populations and communication disorders. This past fall, our members volunteered for the Walk to Defeat Alzheimer's to help raise awareness and funds for Alzheimer's research. Also this past fall, NSSLHA donated three scholarships to families of young adults with autism to attend the Autism All Grown Up conference hosted by WSU Health Sciences Spokane in partnership with the Northwest Autism Center. Continuing with tradition, our members maintained a close relationship with the HOPE (Hearing Oral Program of Excellence) School. In October, our members volunteered at the fundraiser, 'Hoedown for HOPE' dinner and auction.

As the long winter began in Spokane, NSSLHA hosted our third consecutive book drive for the children living at Anna Ogden Hall, a women's and children's shelter that is a part of Union Gospel Mission. Many of the children served at Anna Ogden Hall are at risk for delays in language and literacy, given their socioeconomic circumstances. We collected over 100 books with which we paired a literacy pamphlet to encourage reading among these mothers and their children. In April, our members volunteered at the Negative Split Marathon and Run, benefiting the HOPE School and also at the Steps for Autism Walk, benefitting the Isaac Foundation, Northwest Autism Center, and the Autism Society of Spokane.

### FUNDRAISING

Throughout the year, we experienced much success fundraising in various ways. In the midst of stress over finals, the NSSLHA officers hosted a de-stress event to help students find balance between studies and wellness. We brought in a local comedian and collected donations for CommunicAid Nation (our NSSLHA LOVES recipient at the national level). Our chapter raised funds to support Early Life Speech and Language, a local clinic which provides free speech and language therapy to children ages 2-7 years. In addition, NSSLHA raised funds for the Vanessa Behan Crisis Nursery, which provides immediate refuge for children during family crises. We also raised money by selling UPCD sweatshirts and t-shirts. This apparel is sought out by many students, faculty, and staff eager to show their UPCD pride. We fundraised with the help of Buffalo Wild Wings and Chipotle, who hosted a night where a percentage of every paid bill was donated to NSSLHA. Collectively through this local business/SRO partnership we raised over \$500.

### EDUCATION

NSSLHA organized two Ed Nights this year to provide educational opportunities for students across campus. This past fall, our topic was hearing loss and the options available to parents when a child is born with a profound hearing loss. We brought in professionals and a parent to share their knowledge and experiences. Our second Ed Night, held in the spring, focused on autism awareness, addressing living with autism spectrum disorder (ASD) and professional treatment and management. Professionals, parents and adults with ASD shared their insights and the impact of ASD on development from diagnosis to adulthood. To help ease the nerves and stress of applying to graduate school, this spring we hosted a graduate school information event where our officers shared their experience applying for graduate school and helpful tips for taking the GRE. We also raffled off GRE preparatory books.

The 2016-2017 University Programs in Communication Disorders (UPCD) NSSLHA chapter enjoyed the participation of 83 members. The officers for the 2016-2017 year were **Sarah Beatty**, president (WSU); **Ellen Benetti**, vice president (WSU); **Rebekah Nelson**, treasurer (WSU); **Madison Zinsli**, treasurer (EWU); **Mickell Rigsby**, secretary (WSU); and **Zara Wells**, public relations officer (EWU).

### Sarah Beatty

NSSLHA President

## INTERPROFESSIONAL PERSONALIZED EDUCATION

Advance innovative research into clinical solutions  
Deliver compassionate patient-centered care  
Engage in transformative outreach opportunities

