

# Wavelength

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## FOCUS ON ALUMNI

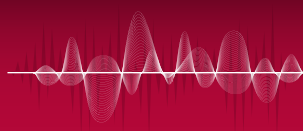
I knew that the medical setting was my calling, thanks to Clinic Director Doreen Nicholas' dysphagia course. That summer, in the basement of the Wells Fargo building on 1st Avenue, I became mesmerized by the complex nature of the swallow mechanism and was eager to become a "swallowologist," a term my eight year old likes to label my chosen occupation.

Most of my professional career to date has been at a Level I Trauma hospital in Boise, Idaho, which spanned the continuum of care from acute to outpatient, including inpatient rehabilitation and transitional subacute units. In 1998, I was hired on as the first non-contract employee with the responsibility of establishing, developing and defining the speech therapy department. Over the years, I was promoted and became the department's manager, which created a significant shift for me professionally as I veered away from direct patient care.

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WSU Speech and Hearing Sciences alumna  
Anne Leaf and family.



## FOCUS ON ALUMNI *(continued from cover)*

I decided to leave my management position in 2012 to create a more flexible employment schedule to accommodate therapy and medical appointments. I “piece-mealed” six per diem positions in the Boise area with home health, subacute, and a long-term acute care hospital. I realized that after 17 years, I was eager to return to home health as I recalled the interactions to be immensely rewarding during my clinical fellowship (CF). Only this time, I was equipped with a smart phone instead of a Motorola cell phone the size of a shoe box.

It was during this transition to per diem, I realized how dependent I had become on having immediate access to instrumental exams for my patients while employed at the acute care hospital. I took for granted the accessibility and convenience of completing a modified barium swallow study (MBS) when deemed necessary. Due to many variables and obstacles, a delay of up to two weeks was not uncommon for my skilled nursing residents and/or home health patients to obtain an outpatient MBS. Once scheduled, I found it difficult to adjust my schedule, allowing me to accompany my patient during the procedure to obtain immediate results and recommendations. I became frustrated and impatient (as were my patients and families) as an instrumental exam was necessary to progress forward with my treatment plan.

After much consideration and deliberation, I established Idaho Dysphagia Specialists (IDS) in 2014. The primary objective is to provide an alternative to the elusive MBS with mobile, prompt, on-site fiber optic endoscopic evaluation of swallowing (FEES). Within the past few years, advancements have been achieved in the development of high definition scopes and overall quality and portability of FEES equipment. In addition, there is increased recognition and support of clinical research revealing the sensitivity, reliability, validity and accuracy when compared to the MBS. FEES has revolutionized the field of dysphagia diagnostics and management, and is now being used more often

than the MBS in many states across the nation. Dr. John Ashford of SASS Swallowing wrote in his 2014 newsletter, A SASS Minute: “FEES is now fully recognized in presentations and in clinical research as a ‘gold standard.’” Up until that point, I had always assumed MBS was, and continued to be, superior to FEES, preventing me from initiating a FEES program at my hospital.

In the 2009 ASHA Leader, Nancy Swigert emphasized, “dysphagia is an area of practice that changes rapidly and in order to provide the best, evidence-based care, clinicians are compelled to stay updated. They should take advantage of multiple opportunities to do so.” This resonates on so many levels. The healthcare environment is changing with a heightened expectation for speech-language pathologists (SLPs) to produce timely, functional outcomes while maintaining high productivity standards. We are expected to achieve significant therapeutic gains in a limited amount of time with increased efficiency for optimal utilization of resources. Reading the article in the ASHA Leader reminded me once again that I had an obligation to devote more time and effort to integrate evidence-based practice to improve service delivery based upon swallowing physiology.

It took me 20 years to realize that earning my master’s degree was the easy part and only the beginning of my professional journey. I needed to continue to be a critical thinker - to challenge and modify my “dysphagia toolbox” by keeping up-to-date on best practices in order to provide the rationale and evidence to support my clinical decisions. Dysphagia is a dynamic, exciting and ever-changing area that requires continuous dedication and devotion to ensure efficacy of interventions beyond thickened liquids and a chin tuck. A recent post on the dysphagia therapy group- professional edition Facebook page reflected the need for continued diligence: “Why are you doing what you are doing? Dispelling myths in Dysphagia,” the title of Edgar Clark’s presentation at the Georgia state convention. Despite the attrition of continuing education resources from employers, there are so many options now available to

access valuable information utilizing social media, online conferences/webinars, podcasts, ASHA Special Interest Groups and through various blogs by the experts in our field.

My nomadic role in performing FEES in the rural areas of Idaho has allowed me to connect with so many remarkable SLPs whose resourcefulness and dedication is extraordinary. It is truly a privilege to collaborate and share information and resources with such talented individuals located throughout the state. I have gained inspiration, for example, from the CF therapist that drives 114 miles a day to provide therapy in three buildings, and yet still manages to provide her patients with unharnessed enthusiasm and a smile.

Through my experience with IDS, I have gained so much respect for those in private practice as well as small business owners in general, given the amount of sacrifice, dedication and commitment required to create and maintain a small business. I am grateful beyond words for the guidance and advice from fellow SLPs across the country who have similar interests, aspirations and challenges. These new relationships have kept me optimistic and sane in the face of each new obstacle that arises. The past few years have been the most demanding and rewarding, to say the least, professionally and personally. When I left the hospital after 14+ years, I felt I was sacrificing my dream job to shift my focus to my family. Little did I know that such a decision would create an opportunity to combine my two passions first introduced to me by Doreen in the summer of 1995: dysphagia and diagnostics.

Recently, a family member jokingly asked if I planned on retiring soon, since “it has been 20 years.” I can’t imagine giving up my “swallowologist” title anytime soon. I am just getting started.

**Anne Leaf, MA CCC-SLP**  
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## MESSAGE FROM THE CHAIR



**Gail Chermak,  
Chair**

Shortly after our 2015 issue of *Wavelength* was mailed to our alumni and friends, we found ourselves mourning the loss of the leader of our Cougar Nation, President **Elson S. Floyd**.

While we continue to miss his vision and his inspiration, I am delighted to be able to release the 2016 issue of *Wavelength* as we welcome the 11th president of Washington State University, President-elect **Kirk Schulz**. We look forward to working with our new president to build on President Floyd's accomplishments, including the final achievement of his exceptional leadership: the Elson S. Floyd College of Medicine (ESFCOM).

It has been an incredibly busy year in the ESFCOM as we have worked with Founding Dean **John Tomkowiak**, his administrative team, and our colleagues across the college to build out the college in Spokane and across its three other campuses in Everett, Tri-Cities and Vancouver, as well as prepare for the college's accreditation site visit in late June. Speech and Hearing Sciences Associate Professor **Nancy Potter** and Assistant Professor **Mark VanDam** were elected to the ESFCOM Faculty Council Executive Committee, and many other speech and hearing sciences faculty are serving on college committees. As department chair, I serve on the dean's cabinet and have served as lead for the accreditation standard on faculty preparation, productivity, participation and policies. Knowing that the foundation of any academic organization is its faculty, I am honored to have this assignment. Indeed, I am thrilled to be working with and for the outstanding research and clinical faculty in speech and hearing sciences: faculty who contribute to the evidence base of our profession, improve the effectiveness with which we work with our clients and patients, and ensure that future generations of professionals are prepared to provide the best possible health care.

The highlights in this issue of *Wavelength* are just a few of the numerous accomplishments in research, interprofessional collaboration, community engagement, and education

that continue to propel the department in shaping the speech-language pathology workforce that will address society's needs. We are extremely proud of our students' accomplishments, including the impressive educational, fundraising, and community outreach activities of our local NSSLHA chapter of compassionate students. Their activities are summarized in NSSLHA Notes. Sure to inspire are **Doug Nadvornick's** pieces on Dr. Vandam's NSF grant and post-baccalaureate student **Sarah Vest's** collaboration with Dr. **Amy Meredith** in producing an educational video to support their international outreach mission to Guatemala.

We invite you to browse through our department website ([medicine.wsu.edu/speechandhearing](http://medicine.wsu.edu/speechandhearing)), which we continuously refresh, to learn more about our ongoing work. You will find a link to this issue and all prior 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 work cited in this issue of *Wavelength* as compelling as I do. 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 2016 fiscal year. Your name will be prominently displayed in the 2015-2016 WSU Foundation Annual Report, which will be published in fall 2016. 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." So as the 2015-2016 academic year comes to a close, I wish you an enjoyable summer season with family and friends. Thank you for being a part of our culture of excellence! Our alumni and donors remain our best friends, strongest advocates, and our ultimate legacy.

All the very best—

*Gail D. Chermak*

## BEST WISHES

We extend our best wishes to Emeritus Professor **Charles (Chuck) Madison** who retired this past December after 45 years at Washington State University, all of which were spent in the Department of Speech and Hearing Sciences. Chuck served as our clinic coordinator in our Pullman clinic for many years before relocating to Spokane in 1989 to serve as our graduate program coordinator with our then, new, cooperative WSU-EWU University Programs in Communication Disorders (UPCD). Chuck was the driving force in establishing the UPCD cooperation, having been lead author of the proposal that was approved by the WSU Faculty Senate. In addition to his duties as graduate coordinator, Chuck carried a full teaching load, was an active researcher, and was a frequent member of Operation Smile missions around the world. Locally, he was a lead member of the Spokane County Maxillofacial Review Board. Chuck is a respected professional leader in the national arena. His perspective gained over many years in various capacities ranging from accreditation site visitor for over a decade to chairing the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) always benefited our internal conversations on all matters relevant to our graduate program. His international research and outreach brought visibility to the department, the college, and the university and it also enriched his students' learning experiences in and outside the classroom. While we miss Chuck's exceptional contributions to our program, and will always acknowledge his vision for the department and the cooperative UPCD program, we are delighted that he now has more time to spend with family, and continue his international outreach and his research. Those of you who have an opportunity to visit us, might find yourself greeting Dr. Madison, who retains an office in our facilities in HSB.



## DOCTOR'S CORNER



**Karen Simpson**  
MCSO, CCC-SLP  
Clinical Assistant  
Professor

Based on data from the National Outcomes Measurement System (NOMS), Mullen and Schooling (2010) estimated that preschoolers with speech sound disorders comprise 75% of

the population served in preschools. As many of our alumni are aware, we offer a phonological preschool for children with speech sound disorders in our campus hearing and speech clinic. This intervention program, a cooperative effort between our training program and the Spokane School District, uses a phonological approach to treatment of speech sound disorders.

The evidence base for phonological approaches is expanding. However, the gold standard of randomized, controlled trial research has not yet been achieved in comparing outcomes for various treatment approaches for preschool-aged children. There are several specific, widely-used approaches that are classified as phonological. While these interventions vary, they share several characteristics in common which contrast with the traditional approach to speech sound disorders. The traditional approach first described by Charles Van Riper begins with single phoneme elicitation and practice and proceeds to the discourse level, usually with specified criteria for success at each level. No doubt, we all have had specific coursework and clinical practice using the traditional Van Riper approach. Indeed, for speech-language pathologists (SLPs) educated before the 1980s, this was the primary

approach that was learned. In fact, Brumbaugh and Smit (2013) reported that the percentage of SLPs using the traditional approach was relatively constant across two cohorts— those who graduated in the last 15 years and those who graduated more than 15 years ago. Approximately 50 % of SLPs treating preschoolers with speech sound disorders reported using the traditional approach 70-100% of the time.

In contrast to the traditional approach, phonological approaches to speech sound disorder treatment are characterized as language-based or linguistic. They focus on meaning. Usually the word is used as the basis for intervention, with generalization from taught to untaught phonological structures and phonemes expected. Generalization beyond the word level to the discourse level also is expected. Because phonological patterns are the focus, these approaches target more than one phoneme in a session. Many phonemes may be targeted in relatively short periods of intervention. As noted by Brumbaugh and Smit (2013), the traditional approach was formulated primarily for school-age children, not for preschool children who are acquiring phonological patterns. The phonological approach for preschool children seeks to guide acquisition of phonology during the early years. In Brumbaugh and Smit's survey, respondents were able to check more than one approach used. Approximately one-third of the SLPs reported using a cycles approach; an additional one-third reported using a minimal pairs approach as well. The cycles and minimal pairs approaches are considered phonological approaches. Hence, Brumbaugh and Smit's work indicates that a reasonably large percentage of SLPs are using phonological approaches, perhaps because they recognize their greater effectiveness compared to the traditional approach when treating preschool-aged children with speech sound disorders.

Preschool children with moderate-to-severe speech sound disorders are not usually

intelligible to listeners other than their families. Given the association between phonological skills and reading, they may be at risk for literacy challenges. Moreover, these children and their families frequently experience frustration, causing predictable social-emotional difficulties. The families who are served in our program often report the negative consequences of their child's communication difficulties. The two-hour phonological intervention session we offer in our campus clinic is structured using typical preschool activities, embedding a target phonological pattern in each activity. Each preschool student also receives a ten-minute intensive one-on-one session with a graduate student during the two hours. Homework is sent home every week with suggestions for activities. The targeted phonological process is changed for the group and for the individual student every three weeks, reflecting a cycles-type approach. In contrast to traditional articulation therapy, there are no criteria to move to the next cycle. The emphasis is on providing multiple examples of a specific pattern and guiding the children to attend to the meaningful differences in their own productions. As an example, a child who has labeled a "spoon" as "poon," might hear the graduate clinician say "Oh, I call that a spoon." Because the children are preschool-aged, this also provides some opportunities for humorous responses from them, but their phonological patterns do change. Our young clients usually make very good progress and some of them transition to kindergarten without an Individualized Education Program.

Brumbaugh, K. & Smit, A. (2013). Treating children ages 3-6 who have speech sound disorder: a survey. *Language, Speech, and Hearing Services in Schools*, 44 (3), 306-319. doi:10.1044/0161-1461(2013/12-0029)

Mullen, R. & Schooling, T. (2010). The national outcomes measurement system for pediatric speech-language pathology. *Language, Speech, and Hearing Services in Schools*, 41 (1), 44-60. doi: 10.1044/0161-1461(2009/08-0051)



## 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 contributes to the evidence base of our practice, improving the effectiveness with which future generations of speech-language pathologists will work with our clients and patients. Below is a snapshot of some of the faculty's exceptional teaching and mentoring, research, clinical innovation, and outreach.

- Faculty published eight refereed articles, six book chapters and one book; secured two external grants and one patent; and presented 25 refereed papers and four invited papers, seminars and workshops at international, national, regional, and state professional and scientific conferences (e.g., American Academy of Audiology [AAA], American Speech-Language-Hearing Association [ASHA], Childhood Apraxia of Speech Association of North America, International Child Phonology, International Society for Autism Research, Linguistic Society of America, National Indian Education Association, and the Washington Speech, Language, Hearing Association [WSHA]).
- Associate Professor **Ella Inglebret** co-authored *Honoring Tribal Legacies: An Epic Journey of Healing, Volume I: Foundation Document*.
- Clinical Assistant Professor **Georgina Lynch** was an invited panelist for a featured session on changes in service delivery for children with central auditory processing disorder (CAPD) at the ASHA convention.
- Clinical Associate Professor **Amy Meredith** was awarded WSHA's Clinical Achievement Award and the ASWSU Spokane Students Choice Award for Faculty Excellence.
- Associate Professor **Nancy Potter** was awarded a three-year subcontract to study speech intervention and outcomes in patients with Duarte galactosemia from the Patient-Centered Outcomes Research Institute (PCORI).
- Clinical Professor **Leslie Power** served as program chair for the WSHA convention.
- Clinical Assistant Professor **Karen Simpson** was an invited participant at the Professional Educator Standards Board meeting to review new standards for accreditation of schools of education in the state of Washington.
- Assistant Professor **Lauren Swineford** opened the doors of her new lab—the Early Social and Communication and Language Lab—for the study of core and secondary symptoms of autism spectrum disorder.
- Assistant Professor **Mark Vandam** secured an inter-institutional NSF grant to support his 'big data' research on audio data collected from daylong interactions between children and families.
- Undergraduate Academic Coordinator **Anna Brown** presented a peer-reviewed paper exploring approaches to advising the 'foreclosed' student at the annual meeting of the National Academic Advising Association.
- Professor **Gail Chermak** co-authored a review of the efficacy of auditory training published in *Seminars in Hearing*.

Faculty engaged in extensive outreach to local, regional, national, and international communities in the areas of: assessment and intervention with multicultural populations, autism spectrum disorder, maxillofacial anomalies, and motor speech disorders in children and adults.

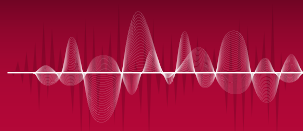
- Inglebret served as a consultant to speech-language pathologists across the nation regarding cultural issues in service delivery to Native Americans.
- Lynch continued expanding professional and community partnerships to improve clinical services for children with autism.
- Meredith coordinated and attended the Spokane County Maxillofacial Review Board monthly meetings in the UPCD Hearing and Speech Clinic. Meredith and 11 UPCD students traveled to Guatemala with Hearts in Motion to assist children and their families before and after cleft palate surgeries.
- 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 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 the UPCD lead liaison with Spokane Public Schools



Congratulations to Dr. Amy Meredith on her promotion to clinical professor in recognition of her outstanding teaching, mentoring, clinical scholarship, and local and international outreach.



Congratulations to Georgina Lynch as she transitions from her position as clinical assistant professor to assistant professor on the tenure-track in fall 2016 following the conferral this summer of her PhD. Kudos to Dr. Lynch!



## TRUE STORIES



WSU Speech and Hearing Sciences alumna Stacy Wendle and family.

Becoming a speech-language pathologist (SLP) was one of the best decisions of my life. I was asked recently to reflect back on my journey of almost 20 years as an SLP, which is not something I often consciously do. I have loved being an SLP!

I chose to become one after taking several classes as an undergraduate student and discovering a deep and growing interest in communication and the many things that could interrupt it. Something about coming alongside someone and encouraging them to do something they were previously unable to do appealed to me. For me, what was more important than helping someone to communicate and relate to others?

I remember contemplating the perks. The field offered a tremendous amount of flexibility. I could work with adults and/or children in a variety of clinical or school settings. I could work part-time or full-time. The job outlook appeared to remain excellent for my lifetime, while affording me the ability to sustain a satisfying standard of living. All these things were, and still are, true.

I began my career as a full-time SLP at Grantham Elementary in Clarkston, Washington after completing a Bachelor's degree ('95) and

a Master's degree ('97), both in Speech and Hearing Sciences at Washington State University. At Grantham Elementary, I served children from pre-kindergarten to sixth grade with a wide variety of communication needs. I distinctly remember starting my first job with a great deal of energy mixed with a strong dose of ambivalence about my untested knowledge and skill.

Within my first year I came face-to-face with many challenging students. I arrived the first day to meet a pre-adolescent student struggling to communicate in the presence of a violent behavior disorder. I encountered numerous children with autism spectrum disorder, Down's syndrome, cerebral palsy, and childhood apraxia of speech. Many had significant augmentative communication needs. I remember thinking, "I'm not prepared for this!" But as I sought out the support of amazing colleagues and other professionals, attended workshops and seminars, and applied the things that I was learning, I emerged with a sense of joy as I watched my students grow and change and relate better in their world.

Four years and two children later, my husband and I moved to Spokane where I was able to work part-time for nearly six years at St. Luke's Rehabilitation Institute in the Pediatric

Outpatient department. While still being able to spend quality time raising my own children through their preschool years, I was able to hone my clinical skills while learning the art of working in concert with physical therapists, occupational therapists, and other SLPs. It was here where I gained a deep appreciation for working with the whole child by not only seeing them through the lens of their individual families, but also through that of my professional peers. It was also at this time that I really began to understand the value of front-loading every goal, objective, and therapeutic agenda with massive doses of relationship and rapport development. I learned that if I was to be effective in drawing children outside of their comfort zones to learn and practice a new skill, they must first be able to trust and enjoy me. I learned that sometimes in my urgency to see rapid gains and close the gaps, I could undermine my own effectiveness by not adequately developing the relational and internal motivation necessary for that child to move into the uncharted territory where they would grow and change. This became a key idea for me in my future success as a clinician.

As my own children began their formal schooling, I returned to the schools, taking a full-time position at Deer Park Elementary in Deer Park, Washington where I now serve kindergarten-through-second grade students and their families. Here I have enjoyed working with students in the context of the classroom environment and have valued working shoulder-to-shoulder with teachers and para-educators to help students succeed. Over the course of my career, I have enjoyed the privilege of working with many quality people and have been blessed with the opportunity to mentor a number of graduate students, an experience I would highly recommend. I am very grateful for the quality education I received, the clinical experiences I have had, the amazing children and families I have served, and the tremendous professionals I have learned from. They have truly informed my life in profoundly meaningful ways and confirmed my conviction that being an SLP is one of the most gratifying choices I could have ever made!

Stacy Wendle, MA '97



## ALUMNI NEWS

**Jenny (Sellers) Davis** (B.A. '88, M.A. '92) is working at Kadlec Regional Medical Center in Richland, Washington, providing outpatient therapy services in pediatrics. She also provides voice therapy for patients with Parkinson's disease, including group voice therapy, which she calls her "LOUD Crowd." Jenny co-presented with Dr. Nancy Potter at the 2015 ASHA convention on Parkinson's disease.

**Pam Freer-Ragle** is home schooling her youngest child (a fourth grader) since retiring from her private practice. Pam notes that her professional background has made all the difference in her successful home schooling, which she reports is incredibly rewarding.

**Kevin Liebe** (B.A. '05) works with Bernafon audiology/tech support and has taken on a greater national training role with the company since last spring. He traveled to more than 20 cities last year to conduct regional and national trainings. His wife, Megan Engebo (B.A. '05), teaches kindergarten in Kennewick, Washington. Kevin and Megan proudly announce the birth of their third child, Owen, born in March 2016.

**Stella Ong** (B.A. '12) lives in Maui, Hawaii while pursuing her master's degree in speech-language pathology through California State University-Northridge's online program. Stella is the proud mother of two young children—Sophie, 3 1/2 years old, and Trace, 2 years old.

**Brittany Phelps** (B.A. '11, M.A. '14) was married in October 2014 and bought a house in Palouse, Washington. After working in the Moscow, Idaho school district, Brittany joined the Center for Pediatric Therapy in Spokane, Washington. On weekends, Brittany and her husband enjoy spending time with their greyhound, Koda.

**Jessica (Templin) Smith** (B.A. '85) is a proud Cougar and clinical audiologist in Wenatchee with Confluence Health, a medical hub for north central Washington with satellite clinics in Twisp, Omak, Brewster, Tonasket, Oroville, Moses Lake, and Ephrata. Jessica and her colleagues have expanded diagnostic audiology services, in particular diagnostic ABR assessments in conjunction with the Washington State Early Hearing Loss Detection Diagnosis and Intervention Program (EHDDI).

## NOTES FROM NSSLHA

by Haille Heid, NSSLHA President

In the heat of summer, Washington state was facing a wildfire crisis. Okanogan, Ferry, and Stevens Counties were in dire need of help; many families were displaced from their homes and living in temporary shelters. At the same time, school was beginning again at WSU Spokane and we were excited to start our work as NSSLHA officers for the 2015-2016 school year. We hit the ground running by joining in on the wildfire relief efforts and hosting a campus wide book and toy drive in partnership with Cougs in the Community, a WSU Spokane community engagement program. The toys and books were donated to the children and families affected by the Washington wildfires in hopes of providing some fun and comfort during that difficult time. The success of the drive set a precedent for the rest of the school year in terms of community outreach.

### Philanthropy

NSSLHA participated in philanthropic events throughout the year that support various populations with communication disorders. Our members participated in the Walk to Defeat Alzheimer's to raise awareness and funds for Alzheimer's research. We volunteered to support FISH at their barbeque in the fall and for their parent support panel in the spring. Keeping with tradition, our NSSLHA members established a close relationship with the HOPE School this year. In October, our members volunteered as cowgirls and rounded up donations at the annual 'Hoedown for HOPE' dinner and auction. Our members also were Santa's helpers at 'Santa Shares Ho Ho HOPE,' an event during the holidays for past, present, and future families of children enrolled in the HOPE School. Members were able to spend time with children and families while offering support to the HOPE School staff. For a second year, NSSLHA hosted a book drive during December for the children living at Anna Ogden Hall, a women's and children's shelter that is part of the Union Gospel

Mission. We collected upwards of 75 books, ensuring that each child received a special gift that holiday season! Our chapter raised funds to support Sally's House, an emergency foster care facility in Spokane. NSSLHA donated \$600 to Sertoma (our "NSSLHA Loves" recipient) and \$300 to Sally's House to support their work.

### Fundraising

We experienced a lot of success raising money through various fundraising events. During the week of Valentine's Day, we sold candy grams on campus. We also sold NSSLHA t-shirts and UPCD sweatshirts to our NSSLHA members, staff, and faculty. These are hot items sought after by many! Buffalo Wild Wings and Blaze Pizza both hosted fundraising events for NSSLHA where a percentage of every bill that was paid was returned to us. These partnerships helped us raise over \$600 this year.

### Education

It is no secret that the process of applying to graduate schools is stressful. This year we initiated a GRE mentor program where we raffled off GRE study books and provided helpful hints about the GRE process. NSSLHA organized two 'Ed Nights' to provide educational opportunities to supplement classroom curriculum for all WSU Health Sciences Spokane students. In the fall we hosted a session titled "The Evolution of Stuttering." Dr. Dorvan Breitenfeldt, co-developer of the Successful Stuttering Management Program (SSMP), and a stutterer himself, presented on his life experiences and the evolution of stuttering intervention. Our second 'Ed Night,' titled "Living with Traumatic Brain Injury; A Panel", was held in April. A panel of people living with TBI gave insights into how TBI has affected their health, careers, and personal lives.

The University Programs in Communication Disorders (UPCD) NSSLHA officers for the 2015-2016 school year were **Haille Heid**, president, **HayLee Kohler**, vice president, **Taylor Lorengo**, secretary, **Tiana Bennett**, WSU treasurer, **Colleen Flanigan**, EWU treasurer, and **Abby Duckworth**, public relations officer.



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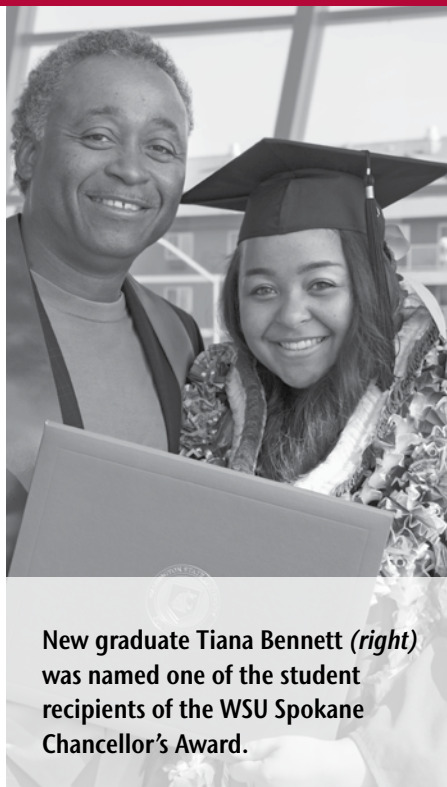


## SPOTLIGHT ON STUDENTS

Speech and Hearing Sciences students were recognized for outstanding scholarship, leadership, and service in 2015-2016.

Jennifer Owens was named the Outstanding Senior in Speech and Hearing Sciences. Senior Courtney Holter received a Scottish Rite Foundation Scholarship. Seniors Haille Heid and Sarah Vest received Gray awards for their posters exhibited at the WSU Showcase for Undergraduate Research and Creative Activities (SURCA). Haille Heid also received a Mission Support Alliance Employee Dependent Scholarship. Seniors Roxanne Adams and Rachel Mulgrew, received a Pass with Distinction for their writing portfolios. Senior Tiana Bennett received a WSU Spokane Chancellor's Award. Senior Talia Avalos was recognized during commencement ceremonies for her determination and scholarship. Junior Angel Candido was awarded the Maynard Lee Daggy Scholarship in Speech and Hearing Sciences. Junior Natalie Hoogner was named the Edward Gwin Scholar in Speech and Hearing Sciences. Post-baccalaureate Sarah Vest was awarded the department's inaugural Meritorious Academic and Community Project Award.

A number of seniors graduated with honors: Haille Heid, Jennifer Owens, and Makenzie



New graduate Tiana Bennett (right) was named one of the student recipients of the WSU Spokane Chancellor's Award.

Reid graduated summa cum laude; Barrett Porter, Brenna Hendrickson, Rachel Mulgrew, Lauren Moore, HayLee Kohler, and Cora Macy graduated magna cum laude; and Courtney Holter, Michelle Spoelhof, Tiana Bennett, and Mounira Youma graduated cum laude.

Graduate students also earned honors and awards. Alexis Elwood received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. Caitlin McCaslin was

honored with the Lynn Larrigan Clinical Excellence Award. Kaitlyn Miller was awarded a Blankinship Scottish Rite Fellowship and Noelle Pinigree was awarded the Miller/RiteCare Fellowship, both from the Scottish Rite Foundation of Washington. Megan Brendal received a Research Assistantship for Diverse Scholars from the WSU Graduate School.

In addition to academic achievements, Speech and Hearing Sciences students demonstrated leadership and dedication to the university and profession this past year in various service and recruitment activities. Senior Tiana Bennett represented her peers in the Associated Students of Washington State University Spokane (ASWSUS) student senate. Senior Talia Avalos served as the director of the ASWSUS Student Entertainment Board. Seniors Roxanne Adams, Talia Avalos, and Jennifer Owens, and juniors Angel Candido, Natalie Garza, and Natalie Hoogner, provided leadership in 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 Haille Heid, Tiana Bennett, HayLee Kohler, and junior Sarah Beatty answered questions from Pullman students considering certifying in our Spokane-based undergraduate program at our annual Spring Celebration held in Pullman.