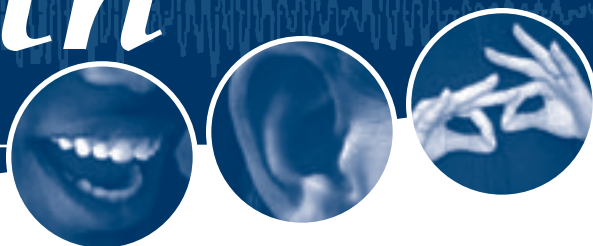


Wavelength

DEPARTMENT OF SPEECH AND HEARING SCIENCES

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Balance, Rapport, and Persistence: Advice from a *way better* Alumna

Focus on Alumni



By Jon Hasbrouck

Recently, I spent time with **Lindsay (Ballo) Williams** (M.A. '96) and asked her to share some thoughts about her experiences as a speech-language pathologist. The first thing she said was, "I love what I do!", adding that she has enjoyed the field of speech-language pathology ever since she has been in school.

Williams completed a public school internship in Issaquah as an undergraduate student and a hospital internship at the Veterans Administration Hospital in New Orleans as a graduate student. She said she really enjoyed the VA experience because of the diversity of patients and the myriad opportunities to interact with and learn from other professionals. Following graduation, she was hired to develop a speech-language pathology program at Bonner General Hospital in Sandpoint, Idaho. When asked what was the most important skill she needed for that job, she said persistence.

"In addition to being a clinician, I had to market the program, and I decided that I wasn't going to be intimidated," she said. "If they told me 'no,' they told me 'no.' The only thing I regret is that I was spread way too thin. I was working in a number of different settings with such different populations, and I never got really good at one thing. I just did everything okay, and so I left."

Shortly thereafter, Williams took a position at St. Luke's Rehabilitation Institute in Spokane, covering for a person on paternity leave from the cerebral vascular accident unit. That led to a full-time position in acute care at Deaconess and Valley medical centers, where for the last four years, she has seen many patients with strokes, head injuries, and spinal cord injuries. As part of her job, she provides speech-language and cognitive

services for inpatient adults and modified barium swallow evaluations for inpatients and outpatients. She works much of the time in radiology, which she calls her second home. Asked what was the most important thing she has done in her job, she said establishing a rapport with the nurses and radiologists.

"They trust you. You can educate them in a nonaggressive way, and they'll call you with referrals," she said.

In addition to working in the hospitals, Williams supervises students with a variety of patients in the Washington State University/Eastern Washington University cooperative University Programs in Communication Disorders (UPCD) Hearing and Speech Clinic two days a week. "It's interesting to look back and see what I was like." She also provides services to patients for Rehab Without Walls, an interdisciplinary team that offers intensive rehabilitation to patients in their homes.

In her spare time, Williams and her husband, Joe, whom she married three years ago, like to travel, spending much of their time in Seattle with her family, going to Las Vegas, and playing golf and skiing all over the West. Last summer they vacationed in Italy and England. In addition, they have season tickets to Cougar football and Spokane Chiefs hockey.



Lindsay Williams

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True Stories from Audiology Alumni

Life After Graduation: From Clinic to Research Lab



By Izumi Furukawa

After graduating from WSU in 1999 with my master's degree in audiology, I took a clinical fellowship position in Sunnyvale, California. It was the only offer I had at that time, so I jumped in. I hadn't really done my home-

work; I was shocked by the high cost of living in the Silicon Valley.

I worked at a private practice. My boss had three offices and a contract with a large medical group with more than 150 physicians, including five ENT (ear, nose and throat) doctors. Four days a week, I worked in the Sunnyvale office. One day per week, I worked at our satellite offices in Gilroy and Hollister. Both our patients and staff were very diverse. Patients ranged in age from newborns to 90-year-old adults. Our practice employed five audiologists, including one from China, one from Israel, and one from Japan (me!). Patients who only spoke Chinese or Hebrew often visited our office. We did many hearing evaluations and hearing aid dispensing, which was often challenging, since some patients were highly educated engineers and would ask some very specific technical questions.

The Hollister satellite clinic was actually my boss's house. We saw patients in his kitchen, and all our hearing aid tools were stored in the kitchen cabinets. I saw a lot of Hispanic patients in this office and learned to perform speech-recognition testing in Spanish.

Even though it was a stimulating working environment, it was difficult financially to live in the area, so at the end of my clinical fellowship, I began looking for a new position in the Pacific Northwest.

Since I am from Japan, I need a visa to work, and it was about to expire. When I had almost given up and started thinking about going back to Japan, I finally received a position offer. I moved to Portland, Oregon, one day before my visa expired!

I have been working as a research audiologist at the National Center for Rehabilitative Auditory Research (NCRAR) ever since. The center is located at the Portland Veterans Affairs Medical Center, the only VA center in the nation specifically designated to conduct auditory research. Our staff is composed of many doctoral-level researchers and research audiologists. One of our researchers is **Dr. Nancy Vaughan**, who was my thesis advisor at WSU. I truly enjoyed working with Nancy as a graduate student on a project involving time-expanded speech. I recall wishing at the time that we could have done more and taken the research further. Now, I have the opportunity to do just that! We are working on a project examining cognitive processing of time-compressed speech.

My experience at the NCRAR is quite different from my first position in the California clinics. In the clinical environment, I enjoyed great satisfaction serving patients who had come to me with a definite problem and need. In the research environment, I work with volunteers, many of whom have normal hearing and do not require any clinical treatment. I also enjoyed seeing the rather considerable and immediate outcomes of my clinical work. Our research projects usually last three or four years, and we might not even see what we expected at the end. Nonetheless, I enjoy the excitement of the research environment perhaps as much as the satisfaction of patient care.

Instructional Innovations: Creating a Clinical Computing Culture Grant

Clinical professors **Carla Jones** and **Sally Johnston** were awarded a major grant from the Office of the Provost. Their Undergraduate Teaching and Learning Improvement Grant, titled "Creating a Clinical Computing Culture," was designed to increase students' knowledge, application, and practical skills in computer-mediated speech and language assessment and treatment.

As caseloads increase for speech-language pathologists, available time to work with individual clients tends to decrease. Providing computer-mediated activities can

increase client therapy time and expand services. As computer applications in speech-language pathology and audiology have multiplied, the need for students to become competent in these applications is essential.

The grant enabled the department to purchase needed computer hardware and software and infuse experience with computer applications into our clinical apprenticeship and clinical practicum courses. Students are learning about computer-mediated applications to evaluate and treat communication disorders while also examining potential benefits for clinical outcomes and efficacy.

News of our friends



We hear that...

Susan (Erickson) Forbes (B.A. '00) returned to Pullman with her husband (and then) two children after earning her master's degree in speech and hearing sciences from the University of Arizona. She recently completed her CFY in our Pullman clinic, supervised by **Dr. J. Richard Franks**, and has become a fully licensed and certified member of the department's team. Along the way, Susan welcomed baby **Megan** to her family!

Michele (Moriarty) Fredrickson (B.A. '01) is working on her CFY with Audiological Services in Pullman.

Debbie Harms (M.A. '94) works in the early-intervention program of the Alta California Regional Center in Sacramento. She writes, "What a PERFECT job for me!" With two teenagers at home, Debbie enjoys the challenges associated with the oral motor, feeding, and sensory issues of the toddler population. She is a member of the Down's syndrome team, as well as a team that evaluates children either diagnosed or suspected to be on the autism spectrum.

Billie Higheagle (M.A. '96) was nominated to serve on the American Speech-Language-Hearing Association (ASHA) Multicultural Issues Board.

Kathleen (Moore) Holmes (M.A. '80) finds some time to substitute as an audiologist in the Northshore School District in Seattle, when she is not on call for her four children—the eldest of whom started college last fall—or busy with her husband running their video production company, Final Take Productions.

Jenelle John (B.A. '97) has been working for the Kelso (Washington) School District for the last four years. Jenelle is moving to Phoenix, Arizona, where she has accepted a position with the Creighton School District.

Toniann (Tilden) Jurgensen (M.A. '95) is managing the newly established Mosaic Children's Clinic in Bellevue and is the proud mother of two children.

Gertrude Marcellay (B.A. '88) serves on the board of trustees for Centralia College.

Corinne (Langut) Marques (M.A. '80) is raising her five children, but finds time to work part time for the Issaquah Washington School District as an aide in a classroom for autistic children.

Janet Montgomery (M.A. '90) e-mailed just to say hello and Happy New Year!

Pamela (Freer) Ragle (B.A. '95) went on to earn her master's degree in speech and hearing sciences from Loma Linda University in 1996. She now has a private practice in Kennewick.

After graduating from WSU, **Lara Lin Reyes** (B.A. '98) went on to earn her master's degree in speech and hearing sciences from the University of Kansas. Lara cochairs the ASHA's Native American Caucus.

Carol (Lenora) Shaw (B.A. '94, M.A. '01) is a member of the Governor's Council on Disabilities, as well as a member of the Washington State Special Education Advisory Council.

Brian Shute (B.A. '84, M.A. '86) recently completed a major facility expansion to house his growing Communicative Medical, Inc., in Spokane.

Lesley Simunic (M.A. '02) accepted a position with California Pacific Medical Center in San Francisco and began supervising her first student last February.

Gari Smith (B.A. '91) is in Miami Beach, Florida, working with two clinics as an independent contractor. Gari contributed to a new (2004) ASHA publication, *Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services*.

Ginger Smith-Frisk (B.A. '00, M.A. '02) completed her CFY last year, working for the Eatonville (Washington) School District. She now works in the Bethel School District in Spanaway, and the word from Ginger is, "I love it."



News Flash!

For the fifth consecutive year, our nationally accredited graduate programs in speech-language pathology and audiology were ranked among the top graduate and professional programs in the nation by *U.S. News and World Report*.

In the Forefront

Speech and hearing sciences faculty continue to excel in teaching, research, and service to the community and our professions.

Faculty published one book and several articles and letters in refereed journals. **Jayanti Ray** published *Review of Neurology: A Workbook for Speech and Hearing Students*. The book includes 70 illustrations and a CD-ROM. Ray also published an article on the effects of orofacial myofunctional therapy on speech intelligibility in individuals with persistent articulatory impairments in the *International Journal of Orofacial Myology*. **Mimi Salamat** published a paper on a new paradigm measuring the P300 auditory evoked potential during an auditory-vigilance task in the *Iranian Audiology Journal*. **Marcel Wingate** published a letter, "Major Problems with a Revisit," in the *Journal of Speech, Language, and Hearing Research*, critiquing a recent reexamination of the influence of context on stuttering frequency. Wingate also published a letter on stuttering in *ADVANCE for Speech-Language Pathologists & Audiologists*. **Gail Chermak** published an article on differential diagnosis of auditory processing disorder in *The Hearing Journal*.

Faculty also secured grants to support their teaching and research. **Carla Jones** and **Sally Johnston** were awarded an Undergraduate Teaching and Learning Improvement Grant from the Office of the Provost for their innovative project to further integrate technology in clinical teaching and learning, while involving undergraduate students in clinical outcomes and efficacy research. **Ella Inglebret** and **Salamat** were each awarded College of Liberal Arts Meyer Project Awards. Inglebret's project is focused on factors influencing Native Americans' success in higher education. **Salamat** is investigating the potential of a P300 auditory vigilance paradigm to improve the differential diagnosis of ADHD and to measure treatment outcomes. **Salamat** also was awarded a fellowship to participate in the Galaudet University 2003 Summer Program in Genetics for Audiology Faculty. The program was sponsored by the National Human Genome Research Institute and the National Institute on Deafness and Other Communication Disorders. She also was granted a promising new investigator fellowship to attend the Deafness Research Foundation's Advanced Clinical Research Conference, held in Washington, D.C.

Speech and hearing sciences faculty and former graduate students presented a number of peer-reviewed papers at national and international professional meetings. Presented at the annual convention of the American Speech-Language-Hearing Association (ASHA) in Chicago were the following: Inglebret and alumna **Trina Branch** presented a paper on Native Americans' perceptions of the translucency of graphic symbol sets/systems commonly used in augmentative

and alternative communication systems. Inglebret and alumna **Britney Peterson** presented a poster describing the classroom accommodations most frequently provided for students with learning disabilities, ADHD, and auditory processing disorder. Inglebret also presented a coauthored paper on assessment practices used by bilingual speech-language pathologists.

Charles Madison presented one paper analyzing characteristics of published articles in the discipline and a second paper reporting the results of a survey that examined reasons professionals elect to pursue or not pursue doctoral education. **Teresa Paslawski** coauthored a paper describing the speech characteristics of patients diagnosed with paraneoplastic cerebellar degeneration. Ray delivered a paper on cultural factors affecting communication in nonnative English speakers. Chermak participated in a special session examining the evidence for a neurobiological basis of auditory processing disorders sponsored by the convention program committee. **Salamat** presented papers on her new P300 auditory vigilance paradigm at the International Evoked Response Audiometry Study Group in the Canary Islands, Spain, and at the annual meeting of the American Auditory Society. Chermak presented a paper on advanced case studies in auditory processing and participated in an institute on new trends in science and clinical practice in auditory processing disorders at the annual convention of the American Academy of Audiology.

Faculty also presented a number of invited papers at professional conferences and to professional groups across the nation. **Jon Hasbrouck** presented a lecture on the use of telepractice in speech-language pathology at the Inland Northwest Medical Informatics Symposium, held in Spokane. Hasbrouck and **Jeff Nye** presented an invited workshop on auditory processing disorder to the Kent School District. For the 15th consecutive year, **Jeanne Johnson** taught a one-week intensive course at the Summer Institute for teachers of children with severe disabilities in both Ellensburg and Vancouver. The institute is sponsored by the Washington State Office of the Superintendent of Public Instruction. Johnson also presented a workshop focused on augmenting communication for students with multiple disabilities to the Cheney School District. **Sally Johnston** presented a workshop on diet modification and other compensatory strategies for patients with dysphagia (swallowing disorders) to adult day-health staff at Gritman Medical Center in Moscow, Idaho. Jones presented a workshop on visual strategies for behavior management to childhood educators and day-care workers at the Spring Child Care Conference sponsored by Whitman/Asotin County Child Care Resource and Referral in Pullman. **Leslie Power** delivered a presentation to the Spokane School District

on collaboration between speech-language pathologists and teachers of developmentally impaired children. Power delivered another presentation on professional collaboration to physical therapy assistants at Spokane Falls Community College. Chermak presented a session on the differential diagnosis of auditory processing disorder and ADHD at the fall conference of the Washington State Association of School Psychologists. Chermak also presented workshops on diagnosis and management of auditory processing disorder at the annual conventions of the Louisiana Speech-Language-Hearing Association and the Speech-Language-Hearing Association of Virginia.

Faculty remained active in service to our professions at local, state, and national levels. Madison is a member of both the Community Advisory Board and the Quality Assurance Council of St. Luke's Rehabilitation Institute in Spokane. Madison also serves as a site visitor for the ASHA's Council on Academic Accreditation. Nye served on the executive board of the Washington Speech-Language-Hearing Association (WSHA). Nye was also audiology program coordinator for the 2003 WSHA convention. Paslawski served on the local planning committee for a national conference in clinical aphasiology. Power was appointed as Washington state's education advocacy leader to the ASHA. Ray served as a topic coordinator on the multicultural committee for the 2003 ASHA annual convention. Chermak served on the ASHA work group on auditory processing disorder.

Reflecting their sense of professional and civic responsibility, faculty generously serve as clinical practice consultants. **Sandy Bassett** represents Spokane County on the University of Washington's Pediatric Feeding Team, and she is a consultant to several pediatric programs, including the programs at Sacred Heart and Deaconess medical centers in Spokane. Bassett, Nye, and Madison are members of the Spokane Regional Maxillofacial Review Board. Madison also serves on the Idaho Panhandle and the North Central Idaho Panhandle Health District Maxillofacial Defects Boards. Inglebret served as a consultant to area speech-language pathologists on Native American and multicultural issues. Johnson is a consultant for several school districts across the region in augmentative communication and autism. Jones is a member of the Southeastern Washington Fetal Alcohol Syndrome Diagnostic and Latah County Multidisciplinary Infant Screening teams. Ray served the Pullman-Moscow community as a consultant for Pullman Memorial Hospital and Summit Therapy.

In The Spotlight

Speech and hearing sciences students were recognized for outstanding scholarship, leadership, and service. **Tracy Behler** was named the College of Liberal Arts Outstanding Senior in Speech and Hearing Sciences. Behler also received the Dick Miyagishima Dean's Scholarship. Junior **Carey Olson** was awarded the Maynard Lee Daggy Scholarship. Senior **Kerry Hansen** was honored with the Lynn Larrigan Clinical Excellence Award. Undergraduate **Joanne Harrison** was awarded a WSU Creighton Scholarship and a William Herbert Scholarship. Harrison serves on Governor Locke's State Interagency Coordinating Council for Infants and Toddlers with Disabilities and their Families. Transfer student Olson and freshman **Kelly Roberts** were awarded College of Liberal Arts New Student Scholarships.

Graduate students were also recognized. **Andrea Brown** received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. **Maya Hawkins** and **Amy Williams** were awarded WSU Spokane Research Assistantships. **Sarah Deckman** was awarded the Scottish Rite Scholarship in childhood language disorders. First-year graduate student **Betty Ann Gilchrist** was awarded the first Eric McLaughlin Aspiring Audiologist Scholarship.

Focus on Alumni, from page 1

Williams advises current graduate students in the program to "be patient and jump through the hoops. It gets better once you get out of school." She said she likes to supervise in the clinic so that she can provide an outlet for students who become overwhelmed by school and help them to find the means to survive and be successful. She also recommends that once out, "...have the attitude that you like what you do, but realize that there is life outside of work.

"In our profession, people tend to be so Type A that they drive themselves crazy. When they carry it into the work environment, it is not productive for anybody," she said. "I'm all for being dedicated to your profession, and I love what I do, but it's a job. Have fun. Don't take yourself so seriously."

Asked to evaluate her training in the WSU program, Williams said, "It's a good program. I'm glad I did it, and if I had the opportunity, I would do it again."

In fact, she believes she was more prepared than other speech-language students with whom she did her internship.

"I supervised a student intern from another program last summer and saw that WSU students are far better prepared than she was. It was kind of neat to see, because I have only supervised students from the UPCD before, and the difference was really noticeable."

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Q&A Doctor's Corner



Mimi Salamat

Send Us Your Questions!

If you have other questions or topics you would like to discuss, send them to the Department of Speech and Hearing Sciences at spehrsci@wsu.edu, or mail them to the department at PO Box 642420, Washington State University, Pullman, Washington 99164-2420.

Dear Dr. Salamat,

I have been dizzy on and off for the past couple of months. What might be the source of my dizziness, and what can be done to relieve it?

Dizziness is more common than most people think. In fact, it is the second-most-common complaint adults bring to their doctors, second only to lower-back pain. It is estimated that as many as 40 percent of all adults experience dizziness severe enough to warrant consultation with their doctors. Fortunately, most causes of dizziness are detectable and treatable, especially with today's sophisticated computerized diagnostics, medications, and advanced surgical techniques. Dizziness is an umbrella term experienced differently by different people. It is helpful, therefore, for individuals to describe their dizziness sensation to their physician as specifically and clearly as they can. For some people, dizziness means light-headedness. Some feel faint. For others it is sensation of movement when they are stable. To some, it feels as if the world is spinning all around them, while others feel as if they are doing the spinning. Both of the latter two forms of dizziness are called vertigo. Some people simply cannot maintain their balance, but have no other unusual sensations at all. Dizziness often occurs along with other symptoms, including nausea, anxiety, hearing loss, a sensation of pressure or fullness in the head or ears, and ringing in the ears called tinnitus. Once again, it is important that these additional symptoms are reported to the doctor.

Dizziness can be as distressing to an individual as pain. Like pain, dizziness is a signal that something else may be wrong—something we need to detect and treat. Indeed, dizziness may be a symptom of various health disorders. When you report dizziness to your physician, the first challenge is to diagnose the underlying cause. Most common are problems in the inner ear, particularly in the vestibular system, which controls our sense of balance. Another underlying cause may reside in the central nervous system as a result of disease or injury. Dizziness also may be a sign of

cardiovascular problems, including high blood pressure or anemia. It may even be a reaction to medications, especially to a type of antibiotics known as the aminoglycosides. Bacterial or viral infections can also produce symptoms of dizziness.

Diagnosing dizziness can be complex and usually requires several tests. The diagnostic process is both an art and a science—a partnership between you, your physician, your audiologist, and any other specialists enlisted for diagnostic support. The process typically begins with a detailed medical history and a physical examination. Because the balance system is located primarily in the inner ear, a hearing test is a common diagnostic procedure. Eye-movement testing is usually next, since your balance system is connected with the brain and brain stem, the eyes, and the sensory nerves throughout your body. Each of these centers sends and receives messages that permit you to maintain your balance. When a disorder is present, these messages cause you to feel dizzy. One clearly measurable sign of what is going on with your balance system is a rapid, involuntary eye movement called nystagmus. By stimulating the nervous system in various ways that usually affect balance, and then carefully measuring your eye movements, your physician can learn much about any abnormalities in your vestibular system. This procedure is called VNG (videonystagmography) or ENG (electronystagmography). VNG or ENG testing is generally performed by an audiologist.

Once diagnosed, some conditions can be managed with medication and/or diet. Other sources of dizziness can be treated with special "maneuvers" which involve simple movements of the head and body. Others require surgical intervention, or physical therapy and exercise. Whatever the cause of your dizziness, the key to its resolution most often lies in a timely, accurate diagnosis made possible by advanced diagnostic instrumentation, followed by careful adherence to your physician's treatment plan.

** A portion of this information was extracted from the ICS Medical Educational Series.*

Notes from NSSLHA

In February, the WSU National Student Speech-Language-Hearing Association (NSSLHA) participated in the Family Fair held at Pullman High School. NSSLHA members **Anna Diedesch, Tiffany Logsdon, Lura Bennett, Carly Knoll, Carey Olson, and Marta Plazola** volunteered their time to construct an ear for *Body Walk* to help children understand the concept of hearing. *Body Walk* enabled children to learn about human anatomy and function through a hands-on, discovery approach. Children explored the body while literally climbing through the displays and listening to volunteers' explanations of the body parts.

The WSU and Eastern Washington University NSSLHA chapters cosponsored the annual spring conference in the Health Sciences Building (HSB) on the WSU Spokane Riverpoint campus. Various speakers discussed private practice in audiology and speech and language services in hospitals, public schools,

and other settings. A guest speaker discussed orofacial anomalies. Students in the cooperative WSU/EWU University Programs in Communication Disorders (UPCD) presented information on graduate schools, application procedures, and job opportunities. The popular tour of graduate facilities in the HSB concluded the conference.

The NSSLHA also sponsors the annual Lynn B. Larrigan Award for Clinical Excellence. This year the NSSLHA and speech and hearing sciences faculty recognized senior **Kerry Hansen** for her outstanding work in the clinic. Hansen will receive a certificate of recognition, and her name will be engraved on a plaque prominently displayed in the department's main office in Pullman. Congratulations, Kerry!

—Anna Diedesch, 2004 NSSLHA President

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* deceased



Message from the Chair

It is always my great pleasure to update you with news of the department. Perhaps the most objective and comprehensive assessment of the department's *health* is revealed in the October 2003 report of the American Speech-Language-Hearing Association Reaccreditation Site Visit Team. Reviewers concluded that the master's programs in speech-language pathology and audiology meet, if not exceed, all accreditation standards. They identified several key areas of strength, including our cohesive and dynamic faculty, the Health Sciences Building facilities, and the number and diversity of clinical practicum and internship sites.

At the undergraduate level, our new disability studies minor continues to garner attention and new enrollments. The minor was featured in the *Spokesman-Review* (February 5, 2003) and the *Seattle Times* (December 22, 2003). One of the minor's core courses, "Disability and Society," is now offered online. It is the first WSU distance-degree course to include a service-learning component.



The speech and hearing sciences faculty and WSU administrators have given much consideration over the past academic year to the potential role of our undergraduate program on the growing health sciences campus in Spokane. After all committee reports have been reviewed, Provost **Robert Bates** will make some key decisions that will provide both challenges and opportunities for the department.

Once again, I think you will be pleased with the many wonderful achievements of our faculty, students, and alumni, as showcased in this newsletter. I am especially proud of the accomplishments and contributions of our alumni, which we highlight in our Focus on Alumni, True Stories from Alumni, and News

of Our Friends features.

In closing, I thank you, our alumni and friends, for the many ways in which you continue to demonstrate your support for our programs. I would be so happy to hear from you—please give me a call (509-335-4526), or e-mail me at chermak@wsu.edu anytime.

—Gail D. Chermak, Chair