

President's Message

Jeffrey Adams,
EdD, CCC-SLP



As ArkSHA members prepare for summer, I am reminded of a phrase coined by an unknown author that states, "We cannot direct the wind...but we can adjust the sails." I think this statement captures what ArkSHA has attempted to do as we face old and new challenges to the professions of audiology and speech-language pathology in our great state. It will come as no surprise to ArkSHA members that the professions are experiencing winds of change at the local, state and national levels. Our collective response to these changes is more important than ever before.

Early in my career, I had the privilege of working with a physical therapist named Kerry Williams at Timber Ridge Ranch NeuroRestorative Center. During the summer, he would frequently take our therapy team to sail the beautiful, calm waters of DeGray Lake near Arkadelphia. As we sailed along, when the time came to change the direction of the sailboat, Kerry would say, "Helms alee!" and begin lowering the corner of the sail to adjust the direction. By adjusting the sails, we were able to navigate the waters successfully, even when unpredictable weather changes occurred.



For ArkSHA, 2017 has been marked by winds of change. At times, it has felt like we are dealing with gale force winds, particularly with Medicaid reform. Efforts to control the rising costs of Medicaid have resulted in the reality of therapy caps with prior authorization for minutes beyond 90 for speech

therapy beginning July 1st. ArkSHA has remained in close negotiations with Melissa Stone, DDS Director, and with representatives from Medicaid and the Arkansas Foundation for Medical Care regarding the prior authorization process. Thus far, ArkSHA's efforts to adjust the sails with Medicaid reform have reduced the threat of rate cuts and managed care and preserved professional autonomy.

The 91st Arkansas General Assembly was a turbulent legislative session, with the winds of deregulation, licensure and stipend reductions circling about. With the help of our legislative lobbyists, ArkSHA was able to combat bills that would have a negative impact on the professions and the people we serve with communicative impairment. The 2nd Annual Student Advocacy Day served as a means to train future leaders to engage with the political process and to connect constituents to their elected officials for information exchange. Above all, this legislative session served as an important reminder that we must stay vigilant in our efforts to chart a strategic course of action in the areas of:

- Professional practice
- Research and data needs
- Professional preparation
- Member education and interprofessional education
- Dissemination of information that energizes individuals to become catalysts for change

In May, President-Elect Ashlen Thomason, Past-President Kami Rowland, former ArkSHA President Melodee Owens and I attended the Council of State Association Presidents (CSAP) meeting in Louisville, Kentucky [photo below]. This



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ArkSHA 2017 BOARD OF DIRECTORS

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Connecting, learning and communicating with audiologists, speech-language pathologists, future professionals and consumers through:

Advocacy
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The views expressed by the authors
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association.

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UCA Communications Sciences & Disorders Program Update

Dee M. Lance, PhD, Department Chair

I find that between semesters is a good time to catch my breath and reflect on the accomplishments of both students and faculty in the Department of Communication Sciences and Disorders (CSD) at the University of Central Arkansas (UCA). One such accomplishment is that during the fall of 2016, we hosted our CAA reaccreditation site visit, which resulted in reaccreditation through November 2024. In fact, our program was recognized as one of 11 programs in the nation that was reaccredited in complete compliance with all 30 CAA standards.

This year we have been engaged in increasing student opportunities for Interprofessional Education and Practice and developing simulation opportunities. These efforts have paid off with several ongoing clinical programs and research initiatives. One such activity is a dysphagia lab with Occupational Therapy and Nutrition in which our students learn about the roles and responsibilities of the other professions and have barium and thickened food tasting opportunities. Additionally, in collaboration with the Department of Exercise and Sport Science, we have established the UCA Concussion Management Program, which involves pre- and post-concussion assessment and post-concussion “return to learn” management for student



athletes at UCA and at area schools. CSD also works with the Department of Music to provide hearing screenings and hearing conservation information to UCA student musicians. One development in our Interprofessional efforts resulted in the incorporation of a therapy dog several days a week for some of the patients served in the UCA Speech-Language-Hearing Clinic. We also have been working with the School of Nursing to develop simulation experiences to better prepare student clinicians for medical placements.

Other accomplishments this year include filling two faculty positions. We welcomed Ms. Lori Dial in fall 2016 and will welcome Dr. Maysoon Biller, who joins us this coming fall. These new additions round out the UCA faculty to 13 full-time faculty members. Our students have been busy working in faculty labs completing research projects, and as a result several students attended the ASHA National Convention in Philadelphia in November to present their faculty-directed research. We hope to have more student researchers present at next year’s convention. UCA’s program has accomplished much this year, and we look forward to another busy year with new undergraduate and graduate students starting in August.

President’s Message, *continued*

was an excellent meeting of leaders from ASHA and other states that provided a venue for collaboration and information exchange. . . .and we may have learned a little bit about horse racing at Churchill Downs. A big takeaway from this meeting is that the winds of change are being faced in every state, and certainly at the national level with the new administration. According to ASHA representatives, the anticipated winds of change with the Trump administration include:

- a devolution of both policy and resource allocation to state education entities and local school districts;
- moving away from federal mandates and requirements on the use of federal funds at the state and local levels;
- establishment of partnerships between the federal government and state and local education agencies.

Given that states and localities will likely have more control of both health care and education policy in the new administration, ASHA is advocating for members to stay connected to their state association (ArkSHA) and learn about resources and

tools to advocate for healthcare and education issues. Members should plan on attending the annual ArkSHA Convention in October to connect with other Arkansans on these important issues.

As we embark on the summer of 2017, let us each lay claim to being at the helm (or the steering mechanism) of our collective sailboat. We have a diverse membership that includes members who prefer the starboard (right side of the boat) or the port (left side of the boat). Regardless of our personal positions, we need to work together to drive the professions forward in Arkansas by directing our sails through the winds of change. I hope you all have a wonderful summer that includes time for rest, relaxation and smooth sailing. Thank you for your service, work and dedication to the professions of audiology and speech-language pathology.

Helms Alee!
Jeff Adams, EdD, CCC-SLP
2017 ArkSHA President

Leadership: If not you, then who? If not now, then when?

Kami Rowland, MS, CCC-SLP

Have you ever wondered if you have what it takes to be a leader? Perhaps you feel that you were born to be a leader, one who seeks opportunities to get involved in and be a change agent that empowers others to find leadership potential within themselves. Or are you someone who shies away from serving on a committee or heading up a program because you don't view yourself as a leader? Maybe you're uncertain that you can be successful. John Quincy Adams once said, "If your actions inspire others to dream more, learn more, do more and become more, YOU ARE A LEADER." Considering our everyday roles as audiologists and speech-language pathologists, John Quincy Adams might have argued that we are ALL in fact LEADERS. Having just returned from the Spring CSAP (Council for State Speech-Language-Hearing Association Presidents) Conference, I'm excited to share with you four exciting opportunities that ASHA is promoting to bring out the leader in each of us, and having been a part of the ArkSHA Board for the past five years, I'm also excited to share with you four opportunities in which you can obtain leadership skills or perfect the ones that you have within your very own state.

ASHA is intentional in growing their members to become life-long leaders and have provided four programs in which to do so. They are Minority Student Leadership Program (MSLP), Student Empowered Professional Mentoring Program (S.T.E.P), Leadership Development Program (LDP), and the Leadership Academy, which is set to launch this fall. The MSLP was established for undergraduate seniors, master's, AuD and PhD Students, and they select 40 students to participate in five days of activities during the convention which centers around leadership seminars, lessons and simulations, committee/board observations, and an award ceremony. Its purpose is to recruit and retain underrepresented minorities into the profession, build and enhance leadership skills, provide a deeper understanding of ASHA, and provide opportunity to network with leaders in professions. The plan is to increase diversity in the professions, provide a culturally competent workforce to respond to the growing and changing population base with communication disorders, and reap the benefits of the innovative and diverse thinking that yields products and services that are in high

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demand by an increasingly diverse population. For more information on MSLP, go to <http://www.asha.org/students/mslp-award>

The S.T.E.P. program is an online mentoring program where mentees and mentors communicate to address a short- or long-term goal via e-mail, phone, text, or Facebook. S.T.E.P. connects self-motivated students with experienced mentors in meaningful, one-to-one mentoring relationships, supports mentoring relationships through guided learning experiences, provides online resources for all students and mentors seeking tools, information, and inspiration, and facilitates the continued recruitment



and retention of racial/ethnic minority students. S.T.E.P.'s mission is to provide peer and one-to-one mentoring and to create a sense of community that supports and empowers communication sciences and disorders (CSD) students from underrepresented racial/ethnic populations. Its vision is to be the premier ASHA mentoring community for underrepresented racial/ethnic students—a community that aspires to grow an ASHA membership reflecting society's diversity. The power of S.T.E.P. mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement, and problem solving while at the same time addressing individual's needs for insight that is outside their normal life and educational experience. For more information on S.T.E.P., go to www.asha.org/students/gatheringplace/step

www.asha.org/students/gatheringplace/step

The LDP is a year-long program for ASHA members with leadership potential. The program encourages its participants to develop their leadership skills and give back to the professions through volunteering—whether with ASHA, at their workplace, or for a related professional organization. The rewarding aspects of participating in the LDP are: collaborating with colleagues, learning new ideas/strategies for setting goals, formulating a project and articulating a vision, being able to discover strengths and challenges as a leader and to develop those further along with colleagues, gaining leadership perspective from professionals, and gaining a leadership support staff of friends. There are two LDP cohorts, one for audiologists and speech-language pathologists, and one for school-based professionals, and each cohort selects 30

(Continued on page 5)

Leadership, continued

participants each year. Elements of the LDP are: attend the full day kick-off in-person workshop, participate in 8 webinars on leadership topics throughout the year, develop and make progress or complete a leadership project, and participate on a learning team. For more information about the LDP, go to www.asha.org/about/governance/leadership-development-program

The Leadership Academy will provide a strong pipeline of future leaders for professions and volunteer leadership. There will be three levels of learning—entry level, emerging level, and experienced level, and there will also be the ability to earn CEUs while participating in the program. Phase 1 of the Leadership Academy, which is set to launch in October, will provide On Demand Webinars, a Leadership Mentoring Pilot Program, a Leadership Online Community, and a Leadership Webpage “One Stop Shop”. Phase 2 of Leadership Academy, which is set to launch in 2018, will provide 10 or more On Demand Webinars, Online Tools to Assess Leadership Skills, and a Member Scholarship Program. Finally, Phases 3 and 4 of the Leadership Academy, which are set to launch in 2019-2020, will provide a State Affiliates Leadership Program and a Leadership Institute Conference. For more information on ASHA’s upcoming Leadership Academy, go to www.asha.org/about/future-leaders-academy

ArkSHA is also intentional in empowering its members as future leaders. I have truly loved every moment of serving on the ArkSHA Board over the past five years, and feel like I have not only grown professionally but also personally as a result. There are four board positions which are open for nominations. They are: Treasurer (2 years), Vice President-Elect of Continuing Education (2 years), Vice President of Speech-Language Pathology (2 years), and President-Elect (3 years). I have served as VP Elect and VP of Continuing Education and had a blast. During your first year, you will be trained through the ADE and ASHA regarding approval codes for CPEs and what is needed from speakers to receive ASHA approval for CEUs at conferences. During your second year, which was my favorite, you will be in charge of the whole convention. You get to choose the theme, menu, venue—if it’s not already secured, and best of all, you get to choose all of the speakers. It will truly take you out of your comfort zone from time to time, but you will definitely grow as a professional and leader and will have a newfound appreciation for those who’ve had the role before you. I am now in my final year of my three-year presidency, and I can’t believe how fast my time in

office has flown. During your first year as President-Elect, you work to increase membership and help to support the president, your second year as President you perform more advocacy roles and help the membership with problems that arise within the profession, and during your final role as immediate Past President, you are in charge of Student Advocacy Day, honors

and awards nominations and board position nominations. It may sound like a lot, but the jobs are separated over the course of each year, and you have the board to help and support you as well as members who have volunteered to work on various committees. It’s definitely the toughest job you’ll ever love and you won’t ever regret saying YES to serve. You have a couple months left to consider either running for or nominating someone for a board position. In closing, I

want to leave each of you with a quote by John Maxwell that I hope I’ve lived out over the years of my presidency: “leaders become great, not because of their power, but because of their ability to empower others.”

I have truly loved every moment of serving on the ArkSHA Board over the past five years, and feel like I have not only grown professionally but also personally... It’s definitely the toughest job you’ll ever love and you won’t ever regret saying YES to serve.

Nominations may be submitted directly to Kami Rowland, Past President, by July 15, at kmrowland72@gmail.com or to the ArkSHA office:

P.O. Box 24103
Little Rock, AR 72221
501-244-0621
arksha@arksha.org

Nominations are open for the following:

President-Elect
Vice President Speech-Language Pathology
Vice President-Elect for Continuing Education
Treasurer

We Need You

Ashlen Thomason, PhD, CCC-SLP

ArkSHA President-Elect

I want to start out by saying “thank you” to all of our Arkansas Speech-Language-Hearing Association members. The faithful members renewing your dues each year since you finished graduate school, new student members sacrificing \$25 from your thin budgets, or seasoned professionals who are just now joining our community-I appreciate you all. When you consider why you renew your dues each year, you might think of the discount that you get on the fee for our fantastic Annual Convention. You also might appreciate access to our ArkSHA members-only facebook page and quarterly newsletter to keep up with the goings-on in Arkansas speech and audiology. You might enjoy the networking perks of our online membership directory, supporting students through scholarships, and honoring outstanding people of our field through our association awards.

Did you consider that your ArkSHA membership is critical in the effort to protect our professions?

It is! A large portion of the ArkSHA budget, which comes from revenue from the ArkSHA Annual Convention and annual dues, goes to advocacy for speech pathology and audiology in Arkansas. Most of you know that ArkSHA keeps two wonderful lobbyists on retainer, Courtney Sheppard and Randy Thurman. In the present legislative climate, having our voices heard with Arkansas lawmakers has been paramount, and our lobbyists have been working harder than ever. With your support ArkSHA has been monitoring multiple bills that threaten our practices.

You heard about Texas licensure threat, right? I bet you did. You heard about it because it went viral. The Texas Speech-Language-Hearing Association (TSHA) has over 5,000 members. TSHA members banded together to make their voices heard, squashing the traction of the bill almost immediately. When similar problems rise up in our state during legislative and fiscal sessions, ArkSHA needs the capability to “pull a Texas.” We need more members like you. We need more voices. To be frank, we need more membership revenue to make that voice louder. ArkSHA needs the capability to go viral.

The good news: we are growing. The bad news: we are barely growing. There are over 2,600 audiologists and speech-language pathologists with active licensure in our great state. At this time last year ArkSHA had 262 members; we presently are up to 287 members. (ArkSHA averages 500 members annually.)

I urge you to talk with your colleagues and mentees about the importance of joining ArkSHA. You can join ArkSHA through this link: <http://www.arksha.org/index.php/join-arksha>. If you would like more information about joining the Arkansas Speech-Language-Hearing Association, please call 501-244-0621.



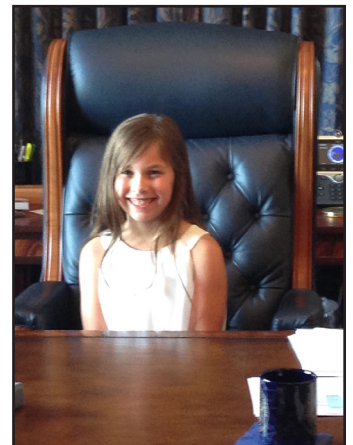
May is Better Hearing and Speech Month

2016 Child Poster Ambassador Celebrates with Governor Hutchinson



What a fun day was had at the Capitol celebrating May is Better Hearing and Speech Month with Governor Asa Hutchinson, our 2016 Child Poster Ambassador, Miss Paige Dewey, her family, and her speech-language pathologist, Mrs. Elisha.

Although a bit shy upon meeting the governor, Paige quickly warmed up to him and impressed him too as he had his assistant take her in his chambers to sit in his chair. No one has ever been given such a special honor from our May is Better Hearing and Speech Month visits!!



Call for ArkSHA Honors and Awards Nominations

Arkansas has the best of the best!

Please 'spotlight' a colleague/mentor/professional in the fields of speech-language pathology or audiology by submitting a nomination for honors and awards. Complete the awards nomination form, which can be found on the website at www.arksha.org.

Nominate individuals for the following awards:

Louis M. Dicarolo Award for Clinical Achievement:

Individuals demonstrating significant contributions to advancing knowledge in clinical practice within the past 6 years are eligible for nomination by state associations to receive a recognition award.

Frank R. Kleffner Clinical Career Award:

Individuals demonstrating significant contributions to clinical science and practice over a 20 year career are eligible for nomination by fellow professionals to receive a recognition award.

Paula J. Gober Public School Award: Recognizes distinguished clinical service by an individual in a public school setting.

Honors of the Association: The highest honor the association can give and recognizes distinguished contributions to the field of communication disorders. It is limited to members of the Association.

Research Award: Recognizes individuals who have made significant contributions to the research literature related to the professions of speech pathology or Audiology.

Audiology Award: Recognizes distinguished service by an audiologist.

Please submit all nominations to the attention of Kami Rowland, Past President, by July 15, 2017, at kmrowland72@gmail.com or to the ArkSHA office:

- P.O. Box 24103, Little Rock, AR 72221
- 501-244-0621
- arksha@arksha.org

Awards and honors recipients will be announced at the Awards Ceremony on Thursday, October 12, at the Annual Convention in Hot Springs, Arkansas.

Betty Bass Student Scholarship Donation Form

We will give the first Betty Bass Student Scholarship on Thursday, October 12. We are able to offer this scholarship to our student members each year thanks to your generous donations throughout the year, and our social and auction at the convention. Current students are the future of our industry, and we are glad we are able to support them when needed.

Name: _____ Phone: _____

Address: _____ City: _____ ST: ____ Zip: _____

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I would like to make a contribution to the ArkSHA Scholarship Fund in the amount of \$ _____

In Memory In Honor of: _____

Check #: _____

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payable to ArkSHA at:

**P.O. BOX 24103
LITTLE ROCK, AR 72221
or FAX to 501-224-0988**

Serving Around the Globe

Cindy Watson, MEd, CCC-SLP

Children's Therapy TEAM Chief Operating Officer



I have been a pediatric speech-language pathologist for over twenty years, and I have always seen my work with children as a life mission as much as it is my professional work. In the Summer of 2013, I began feeling a tugging on my heart to serve internationally. I felt called to work with children living in desperate situations across the globe. Having observed the life-changing international work of therapists serving with the TEAMworks non-profit for years, I also desired to be a part of something much bigger than myself.



A door was opened for TEAMworks to travel to China and work in an orphanage in the city of Beiliu. I jumped at the opportunity. I admit that I was scared. As a veteran therapist, I am used to feeling confident and self-assured in my practice. However, for the first time in many years, I questioned if I would know enough about what the children needed. What would I put in my "toolbox" to take with me? Would my husband and two girls be okay without me home for eight days? My mind was reeling.

When doubts crept in, I was humbled by remembering that it was God who allowed me to cultivate my gifts and talents and provided the means for my schooling. My passion for serving and loving children with special needs and their caretakers comes from HIM. Every time I work with children, I am called to be the hands and feet of Jesus, regardless of where I am on the map.

I was joined by four other TEAMworks therapists in what ended up being a long and arduous journey to China. However, when we arrived at the orphanage, I felt a sense of peace. It was where I was meant to be. The children met us in the parking lot and ran up and hugged us. I could not hold back the tears. I recall thinking, "I have lived for this moment and have prepared for this moment for years and not even known it."

Our team of two speech-language pathologists, one physical therapist, one occupational therapist and one developmental therapist worked for a week in the orphanage. We assessed each child and made recommendations for services to keep in

each child's file for adoption agencies. This was our way of contributing to helping each child find their "forever" family. The most important part of our duties that week was working with the caregivers in the orphanage. With a typical child to caregiver ratio of 38:2, we were mindful to model care that would be realistic and doable for the caretakers. Before we made any recommendations, we spent time just observing a typical day. We took toys, shoes, blankets (made by a local church group), braces, and equipment such as walkers, wheelchairs, and standers. This empowered the caretakers with the equipment and resources they needed to implement the activities we suggested for each child.

The week seemed to fly by. Leaving was one of the hardest things I have ever done. We spent about an hour walking through the orphanage to say good-bye to the children. I walked by each bed and prayed over each child. Some of them reached out and grabbed me, and some wanted a hug. I will never forget the feeling of saying good-bye with hope in my heart that the children would be united with a loving family. I wanted them to be able to say good-bye to the life they knew within the concrete walls of the orphanage.



I have kept up with a few of the children I met on that trip. One of the families who adopted a child from the orphanage invited me to visit them in their hometown. It was a gift to be able to see the child with her forever family, a true answer to prayers. When I saw the little one, she was a little shy, hiding behind her mom. When her mother stepped out of the room to get something, the girl

came close to me and looked in my eyes. I believe at that point that she remembered me. I had a feeling in my heart that is hard to describe other than a sense of immense gratitude.

I have taken three more TEAMworks International trips in recent years to Guatemala and Changsha, China. I have no doubt that I have become a better therapist through these opportunities to serve internationally. There have been many times that I and other TEAMworks therapists have been stretched to think outside the box. At Children's Therapy TEAM Clinics, we are used to always having the best resources

UAMS/UA-Little Rock Audiology and Speech Pathology

Amy Amlani, PhD, Department Chair

Who is UAMS/UA-Little Rock?

The Department of Audiology and Speech Pathology is a consortium program between the University of Arkansas for Medical Sciences (UAMS) and the University of Arkansas at Little Rock (UA-Little Rock). The consortium offers a Master of Science (M.S.) degree in Communication Sciences and Disorders (CSD), a Doctor of Audiology (Au.D.) degree in Audiology, and a certificate in auditory-based intervention (ABI). These graduate programs are unique in that the educational consortium combines the academic and clinical resources of a major-medical sciences campus with those of a large, comprehensive, metropolitan university. A research doctorate, Doctor of Philosophy (Ph.D.), is also offered, as part of the Arkansas Consortium in Communication Sciences and Disorders between UAMS, UA-Little Rock, and the University of Central Arkansas (UCA).

Speech-Language Pathology Program and Clinic

The M.S. program is a full-time two-year program with one cohort of 22-24 students beginning each fall semester, and it consists of a total of five semesters including one summer. A minimum of 51 semester credit hours are required for completion of the program. Students are exposed to variety of off campus clinical placements in central Arkansas and receive training with diverse populations, settings and communication disorders. The M.S. program prepares students for professional positions working with persons with hearing, speech, language, voice, literacy, and fluency disorders in hospital clinics, rehabilitation centers, schools, residential institutions, private practices, and other settings.

Audiology Program and Clinic

The Au.D. program is a full-time, four-year program with one cohort of 10-12 students beginning each fall semester, and consists of a total of 11 semesters including three summers.

A minimum of 118 semester credit hours are required for completion of the program. It is the only Au.D. program in Arkansas. Throughout the program, students are exposed to interdisciplinary concepts, such as genetics, ototoxicity, and radiologic and nuclear imaging studies. When scheduling permits, students have opportunities to spend time with UAMS otolaryngology residents in the Temporal Bone Lab, and at the UAMS Gross Anatomy Lab. Students begin their clinical training in-house at the UA-Little Rock Speech and Hearing Clinic, and with experience are placed off-campus at facilities, such as the UAMS Hospital, UAMS 12th Street Health and Wellness Center, Arkansas Children's Hospital, Veterans Administration Hospitals, otolaryngology and audiology private practices.

Auditory-Based Intervention

The ABI certificate is offered to full-time, graduate students enrolled in the M.S. and Au.D. programs as a specialty course of study. This specialty track provides foundational knowledge and skills, and strategies and techniques to develop listening and spoken language skills in individuals who are deaf/hard of hearing.

PhD Consortium

The PhD Consortium prepare graduates to be faculty members and scientists at institutions of higher education. The program is rigorous in its research and scientific base, yet it allows for several different areas of specialization and correlated areas in related disciplines. Graduates will be prepared for research, grant writing, teaching, and supervision through pedagogy, mentorship, and internship activities in many areas. A minimum of 70 semester credit hours are required for completion of the program. The consortium structure provides the opportunity for interdisciplinary research in both medically-oriented sites and conventional college campus locations.

Serving Around the Globe, *continued*



roots instead of feet." I am excited to see where this ministry takes me in the future. I am just holding on and trusting God will continue to light the way.

available. Though we take many supplies with us on our international trips, there is still a lot of need to adapt and modify to the child's environment.

I love the quote, "If we were meant to stay in one place, we would have

Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world. -James 1:27



TEAMworks International therapists and specialists serve hundreds of children across the globe, offering individualized treatment plans, equipment, and education to improve quality of life. Currently, TEAMworks serves in Guatemala, China, Ukraine, and Rwanda.

U of A Speech and Hearing Clinic

Kimberly Frazier, PhD, CCC-SLP

Associate Professor

Since 1960, the U of A Speech and Hearing Clinic has offered comprehensive speech, language, hearing, and swallowing evaluation and intervention to the Northwest Arkansas community. The clinic also provides specialized programs for accent modification, assistive and augmentative communication, auditory-verbal therapy, vocal disorders, and written language disorders.



UNIVERSITY OF
ARKANSAS

The Epley Center for Health Professions, built on the northwest edge of campus in 2012, houses clinical supervisors who serve clients of all ages while providing cutting-edge research-based instruction to undergraduate and graduate clinicians.

The University's College of Education and Health Professions employs 8 faculty members with 1 new tenure track member joining the staff in August of this year. Twenty masters level graduate students per cohort enjoy one hundred percent employment within one year of graduation. Presently, there are 135 undergraduates in the major and 160 pre-major students.

The mission of the U of A Speech and Hearing Clinic is three-fold:

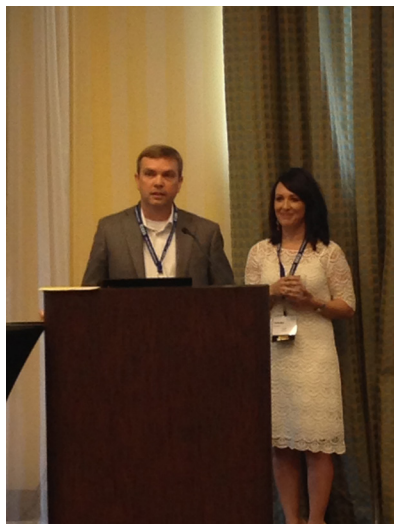
- to produce enthusiastic, resourceful, and imaginative speech-language pathologists with both exceptional academic knowledge and unparalleled clinical skill.
- to serve clients across the lifespan by restoring communication, a basic human right that allows interaction with family and community.
- to support general practice speech-language pathologists by providing unique expertise in specialized evaluation and intervention services not frequently available in Northwest Arkansas.

The program's key strengths lie primarily in the teaching expertise of a dedicated faculty committed to the success of students, new and exciting research opportunities providing data now being collected and evaluated in the neurophysiology lab, and to a clinic providing hands-on training for undergraduate and graduate students serving clients with a variety of speech-language and hearing disorders. The clinic also provides unique expertise in specialized evaluation and interventions in auditory, dyslexic, and assistive technology services not often offered in Northwest Arkansas.

ArkSHA at CSAP

(Council for State Speech-Language-Hearing Association Presidents)

ArkSHA past and present board members attended and participated in the previous Spring CSAP Conference in Kentucky. Ashlen Thomason attended her first CSAP, Jeff Adams and Melodee Owens presented with other state associations on Collaborating across Disciplines (pictured below). Kami Rowland and Melodee Owens began their work as newly elected CSAP Board Members, President-Elect and Secretary, respectively.



CSAP Board L-to-R:

Maryanne Weatherill-Treasurer
Michael Kaplan-President
Tim Ball Past-President
Kami Rowland-President-Elect
Melodee Owens-Secretary



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ArkSHA 2017 CONVENTION

OCTOBER 11-13- HOT SPRINGS, AR

Featured Convention Speakers

Wednesday



Perry Flynn, CCC-SLP MEd is the ASHA Vice-President for Planning, Consultant to the North Carolina Department of Public Instruction in the area of Speech-Language Pathology and a Professor in the Department of Communication Sciences and Disorders at UNCG. He is a member of the Board of Directors of Special Olympics North Carolina, a PATH certified therapeutic horseback riding instructor and an Operation Smile volunteer. Presenting: *The SLP's role in the Arkansas Educational Standards While Providing Educationally Relevant Service Delivery*

Thursday



Marilee Fini, MA, CCC-SLP, is a practicing Speech Pathologist and has been running her own private practice, MLF Speech Therapy in Cleveland, OH. In her practice, she primarily works with children and adults who stutter. In addition, Marilee serves as an Adjunct Professor at South University and Lakeland College where she teaches public speaking courses. Marilee has been a professional speaker for over 16 years and has traveled across the U.S., presenting to many diverse audiences on stuttering. Marilee sheds a unique light on the subject of stuttering since she has spent most of her life dealing with her own stuttering. Marilee was awarded the "Annie Glenn National Leadership Award - Best Practices in Speech-Language Pathology" given to her by The Ohio State University Department of Speech and Hearing Services in recognition for excellence in leadership in the field of Speech Pathology and dedication to individuals who stutter. Presenting: *Packing your Briefcase with Superpowers for a day in Speech Pathology & Audiology; Breaking the Silence of a Communication Disorder; Building Connections with our Clients, Students & Colleagues*



Thursday



Elizabeth Walker, PhD, CCC-A/SLP is an assistant professor in the Department of Communication Sciences and Disorders at the University of Iowa. Her research focuses on pediatric aural habilitation, specifically examining malleable factors that relate to individual differences in speech perception and language outcomes for children who are deaf or hard of hearing. For the past few years, she has been an investigator on several NIH-funded research grants, including the University of Iowa Cochlear Implant project, Outcomes of Children with Hearing Loss study, and Complex Listening in School Age Children who are Hard of Hearing. Presenting 2 of the following: *Influence of Auditory Experience on the Outcomes of Children with Hearing Aids: Auditory Access Matters*; *Psychosocial and Theory of Mind Development in Children Who are Hard of Hearing*; *Remote Microphone Systems for Preschool-Age Children who are Hard of Hearing: Access, Utilization and Impact on Language Acquisition*



Monica Purdy, MA, SLP-CCC is a speech and language pathologist graduate of Ball State University with more than 14 years of professional experience. Monica specializes in helping children with special needs to communicate. Located in Indianapolis, Monica is the owner of Kids Abilities Pediatric Therapy- Indianapolis. Kids Abilities provides speech, occupational therapy and physical therapy for children. The majority of Monica's experience is in outpatient therapy, specifically working with children from 0 to 21 years. For the past two years Monica has focused on children from birth to three years. Monica is PROMPT and SOS-trained, familiar with sign language, and very well-versed in the use of augmentative devices. She finds augmentative device use in conjunction with Oral Placement Therapy (OPT) techniques to be particularly effective. Monica has been invited to speak at numerous conventions and seminars across the U.S. and internationally. Monica has also lectured on the subject of Oral Placement Therapy in over 13 countries around the world. Presenting: *Oral Placement Therapy to Improve Speech Clarity and Feeding Skills*



Towino Paramby, CScD, CCC-SLP; BCS-S is an Assistant Professor at the University of Central Arkansas (UCA) and working as medical speech-language pathologist at the University of Arkansas Medical Science (UAMS) hospital. He is a Board Certified Specialist in Swallowing and Swallowing Disorders. His research interest includes normal/abnormal swallowing and voice disorders. His clinical interests included normal/abnormal swallowing in adults, aging population and complex end of life decision-making. Presenting: *Unlocking Medical SLP's Super Power- A Crash Course in Adult Dysphagia Evaluation*; *Unlocking Medical SLP's Super Power- A Crash Course in Adult Dysphagia Treatment*.



Ashlen Thomason, PhD CCC-SLP, is a speech-language pathologist at Arkansas Children's Hospital, a fourth-year doctoral study with the Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders, and an adjunct instructor with the UALR/UAMS Department of Audiology and Speech Pathology. After completing her bachelor's (2010) and master's (2012) from the University of Central Arkansas, Ashlen began her doctoral course work with a major research emphasis in pediatric stuttering and a minor in cleft palate/craniofacial anomalies.

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