The Year in Review
By Wren Newman, SLP.D., CCC-SLP
Executive Director

Welcome to the 2012 edition of Communication Connection. We’ve had another busy year with some changes, many accomplishments, and lots of learning!

When last we “spoke,” Lanee Friedel was retiring from her position. We finally said goodbye to her in the beginning of January, but she continues to teach two courses and completes a few site visits each semester. She will always be a part of the SLCD family. We were happy to have Steven Vertz, M.S., CCC-SLP, join us as the new associate program director in August. Vertz brings 20 years of clinical and administrative experience to his new position and is quickly immersing himself in course sequences, plans of study, transfers of credit, and the ASHA standards for accreditation. We welcome him and know you will enjoy working with him.

One of the highlights for the program this year was the accreditation of the Fischler School of Education by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a national accrediting body that determines which schools, colleges, and departments of education meet national standards in the preparation of teachers and other school specialists for the classroom environment. Our thanks to Jennifer Paskewich, M.S., CCC-SLP, for her tremendous effort in assuring that our program was well-prepared for this comprehensive review. Our accreditation by NCATE and ASHA ensures that all our students are educated to provide assessment and treatment of individuals with communication disorders across settings and age groups.

We have had so many accomplishments in the program this year. Several students presented at conferences, including Brooke Wyatt, who presented at the Florida Cleft Palate Association with Tambi Braun, SLP.D., CCC-SLP, and Tathiane Paiva, who presented with Carole Zangari, Ph.D., at the International Society for Augmentative and Alternative Communication. Kyriaki Kyriakou, SLP.D., (a graduate of our program) had an article published in the International Journal of Language and Communication Disorders. These accomplishments are just a few of the ones we’ve been made aware of.

Our faculty members have also been busy making a difference. Hélène Fisher, SLP.D., CCC-SLP, presented a vocal hygiene counseling lecture for school teachers and students in the community. She is currently very busy learning all about our newest piece of equipment for the voice lab, a state-of-the-art rhinolaryngeal stroboscope. Lea Kaploun, Ph.D., CCC-SLP, had an article published in the Journal of Medical Speech-Language Pathology. She worked with colleagues from Columbia University in the completion of the article, “Acoustic analysis of voice and speech characteristics in presymptomatic gene carriers of Huntington’s disease: Biomarkers for preclinical sign onset?”

I continue to serve on the ASHA Board of Ethics, while Rachel Williams, Ph.D., CCC-SLP, was recently notified of her election as chair-elect for the ASHA/Council of State Association Presidents. She is also serving as immediate past president of FLASHA. Adjunct Valerie Herskowitz is serving as president-elect.
SAVE THE DATE

Fourth Annual Online Supervisors’ Conference—March 10, 2013

Each year, we hold an online conference as a special “thank you” to our on-site and off-site clinical supervisors to acknowledge their roles in mentoring our graduate students. Next year, the Fourth Annual Online Supervisors’ Conference welcomes Kerri Phillips, SLP.D., CCC-SLP, as our keynote speaker. Phillips, an adjunct instructor in the Programs in Speech, Language, and Communication Disorders, was recently appointed to the Speech-Language Pathology Advisory Council of the American Speech-Language-Hearing Association (ASHA). She was also the editor for the ASHA SIG Division 11’s Perspectives on Administration and Supervision. She will be discussing supervision at both ends of the Supervisory Continuum. Please email supervisorconf@nova.edu if you have any questions or have supervised for us and would like to attend.

Zangari and Paiva Present at 15th Biennial Conference of the International AAC Society

Pittsburgh, Pennsylvania
July 28–August 3, 2012

Carole Zangari, Ph.D., and Tathiane Paiva, an SLCD student, made three presentations at the 15th Biennial Conference of the International AAC Society in Pittsburgh, Pennsylvania, this summer. Their diverse presentations included:

- a one-hour presentation entitled, “A curricular approach to core language instruction for prekindergarten children”
- a one-and-a-half-hour presentation entitled, “The AAC trajectory of an individual with auditory dysynchrony and visual impairment following brain herniation”
- a four-hour presentation entitled, “Look who’s talking”

The Year in Review

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of FLASHA. Shelley Victor, Ed.D., CCC-SLP, will serve as the chair of the Government Relations and Public Policy Board of ASHA in 2013, and Melissa Edrich, M.S., CCC-SLP, was elected to ASHA’s SLP Advisory Council to represent state of Florida ASHA members.

Barbara Zucker, M.A., CCC-SLP, was selected to participate in ASHA’s 2012 Leadership Development Program, while Sheryl Rosin, Ph.D., CCC-SLP, was awarded a Quality of Life Grant to study and implement the PLAY Project for children with autism. Nancy Gauvin, M.S., CCC-SLP, was selected by the Miami Herald as one of the 40 under 40 Black Leaders in South Florida.

Carole Zangari, was granted a sabbatical leave to develop Web-based supports for our students who have taken AAC classes and are now in off-campus clinic or externship facilities. Her goal is to provide support to students so they are more able to implement the AAC strategies learned in their clinical/ coursework experiences.

We all want to welcome two new clinical educators to our Davie clinic. Ellen Cohen and Ariana Taylor are working with many of our students and clients, and we are happy to have them as part of the clinical faculty. And, just before I close this article, I want to add a special thank you to all of the off-site clinical educators who work with our students across the country. You provide experience and opportunity in wonderful settings and give your time and energy to assist our students in their clinical growth.

All of this leads me to a bit of personal reflection as I realize, once again, all that the discipline has provided to me in my 35 years in the field. I have been afforded the opportunity to make a difference in the lives of children, adults, and their families. I have developed lifelong friendships and collaborated and celebrated with, learned from, and been mentored by an extraordinary group of individuals. I’m sure I have worked with thousands of students who are now developing their professional relationships. I’ve impacted young professionals; helped to develop career paths; and encouraged, supported, and applauded students, faculty members, colleagues, and friends. I’ve had the pleasure of leading our program into new areas of growth, accomplishment, and recognition.

I’ve served our professional association, as that same association has served me.

Although it may sound like it, I have no plans to change anything I’m doing—I just seem to be moving into a time where I reflect on what’s been and appreciate all that has been made available through hard work, some disappointment, and far more wonderful experiences. I guess I’m just wishing that for all of you.

A final bit of advice to all—enjoy it! Love that you have been given the opportunity to enhance the communication abilities of those who need your assistance. Continue to learn so that you do the best job every day. And maybe, in closing, appreciate where you are. If you are studying for final exams or preparing for the Praxis, remember that you are crossing off one more item on your professional To Do list. If you are working in a school, skilled nursing facility, adult rehabilitation center, private practice, or hospital, try to go in every day with the idea that you want to make a difference. Most importantly, love what you do and be grateful for the job, the gift of doing something you chose to do. Take advantage of the opportunity to make a difference.

Have a great year.
Sheryl Rosin, Ph.D., CCC-SLP, program professor at NSU was honored with a $10,000 grant as part of the University Quality of Life program. Here, Jennifer Paskewich, M.S., CCC-SLP, sat down to an interview with the award-winning professor.

Paskewich: Congratulations on winning a Nova Southeastern University Quality of Life grant on May 23, 2012. This grant is awarded to those faculty members who demonstrate dedication to expanding research at NSU and in the community. Your grant will be used to implement and research the efficacy of the Play and Language for Autistic Youngsters (PLAY) project. Tell me about that.

Rosin: The PLAY project is a therapy program for children with autism spectrum disorder (ASD). PLAY therapists train parents of preschool age children with ASD to help their children connect, communicate, and build relationships with others. The parents will be teaching their children how to improve their communication, social skills, and behavior. It is based on the DIR/Floortime model of opening and closing circles of communication.

Paskewich: That sounds really exciting. What will you use the grant money for?

Rosin: The grant money will help to bring the program from Michigan to families in Broward County, where research will then be conducted to measure the efficacy of the intervention.*

Paskewich: Why did you apply for the grant?

Rosin: I have been interested in the PLAY project and saw families prosper from the intervention when I lived in Michigan. Since working and living in the South Florida area for the past three years, I realized there were limited play-based interventions in the state. Florida is a behaviorally based state where Applied Behavior Analysis (ABA) is the majority of the interventions provided, aside from speech and language therapy.

Play-based intervention is essential, especially with low-functioning children with autism, because it enables parents to develop a relationship with their children. This is something that is not always fruitful in behavioral interventions.

The PLAY project model is also very cost effective. It follows a train-the-trainee model so parents who cannot afford expensive treatments like ABA can learn how to be their child’s interventionist within the home, thus reducing the necessary amount of visits to an outpatient facility.

The Quality of Life grant provided me with the opportunity to bring a useful and needed intervention to South Florida.

Paskewich: I understand you had to choose a community partner. Who did you chose?

Rosin: The school district of Broward County. This partnership will allow me the opportunity to go into Exceptional Student Education (ESE) preschool classrooms and recruit families to participate in the program.

The grant money will not only provide the training necessary to implement the PLAY project, but will also cover the cost of the beginning stages of intervention for the participating families.

Paskewich: Thank you for your time. I am looking forward to seeing how this progresses in our community. Again, congratulations!

*In addition to working directly with families in Broward County, Rosin will also be training our graduate student clinicians to implement the PLAY project.

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Provision of Services by Telepractice

By Michelle Kropewnicki, M.S, CCC-SLP, SLCD Alumna

Michelle Kropewnicki

Then I approached the special education director in Michigan and told her about telepractice, a nontraditional medium utilizing video-conferencing and desktop sharing to provide speech therapy sessions online. Together we developed an online speech therapy pilot program that would launch in time for the 2010–2011 school year and continue into the following school year. The program proved to be challenging, but successful. That’s when I got organized and started Synchronous Online Speech Therapy, LLC. We have since expanded from a pilot program to a full-service, online speech therapy provider; furthermore, we service traditional schools, virtual school, and private individuals. Currently, we are working on a platform that will make it easy for SLPs to find speech therapy jobs. Besides those services, we are helping schools find service providers. Our goal is to create the most effective online speech therapy experience for those who need it most.
Like, Tweet, Pin!
Five Ways Social Media and Technology Have Changed Our Field
By Tanna Patterson Neufeld, M.S., CCC-SLP, NSU Alumna

In an age where cutting-edge technologies emerge around every corner, tech-savvy SLPs have created unique ways to connect, collaborate, and consult. The fast-growing presence and popularity of social media over the past few years has had an exciting impact on the field of speech-language pathology. In addition, with the success of mobile devices like the iPad, iPhone, and Kindle Fire, many more therapists are actively integrating technology into their daily assessment and treatment plans. In some ways, you could say that technology has not only changed our field, but has improved it, enabling us to better serve our clients, our colleagues, and ourselves. But how?

The Web isn’t what it used to be. Social media has made the Web more interactive, easier to use and understand, vastly interconnected, and much more streamlined. There are an estimated 900 million people using social media engines today, and SLPs are no exception. Social media refers to the use of Web-based and mobile technologies to communicate and interact “socially.” But it’s more than just an online cocktail party—SLPs are not just socializing on this new Web, they are using this two-way street of information sharing for a variety of professional and academic purposes. As the users of this new Web, SLPs are also driving the content, making surfing a more collaborative and dynamic experience. Social media engines like Facebook and Twitter have turned the Web monologues of yesterday into the dialogues of today and tomorrow, and SLPs are actively joining the conversation. How are SLPs using these valuable, new tech resources? Let us count the ways!

1. Like, Tweet, Pin!
Facebook
Facebook has become a household name, and many SLPs are extending its relevance beyond the personal and into the professional by joining groups and pages related to speech-language pathology topics. Through searching keywords within Facebook, SLPs can join groups and “like” pages related to professional topics of interest, including autism, AAC, and stuttering. In addition, many speech-language pathology organizations and businesses, including ASHA, have Facebook pages to help SLPs stay in the loop.

Twitter
For millions around the world, Twitter serves as a platform for discussion, debate, and information sharing, much like Listserves and online discussion groups of the past. Through searching keywords (referred to as “hashtags”) within Twitter, SLPs can “follow” topics, people, and organizations related to speech-language pathology. As with Facebook, many speech-language pathology organizations and businesses, including ASHA, “tweet” about current events, research, and other relevant topics within the arenas of communication and special education. Unlike posts in Facebook, tweets are limited to just 140 characters, forcing tweeters to be clear and concise in drawing readers into their topics—an attractive concept to a busy SLP on the go who wants to stay current during scarce downtime.

Pinterest
A newcomer on the social media stage, Pinterest is a virtual bulletin board (or “pin board”) that enables users to share information, ideas, and products through pictures. Pinterest is similar to Facebook and Twitter, allowing SLPs to search keywords to reveal “poppers,” “pins,” and “pin boards” related to a variety of speech-language pathology topics. However, unlike the print-driven platforms of Facebook and Twitter, Pinterest may be a more-preferred way of receiving information for you visual learners out there. The highly visual nature of Pinterest also makes it a great tool for SLPs to share therapy materials and activity ideas.

Through Facebook, Twitter, and Pinterest, SLPs are
- promoting their skills and businesses by creating professional pages and profiles that help others in the community reach them
- connecting families with support networks and readily accessible information sources
- connecting clients with one another and with the resources they need
- helping clients build social and communication skills in a motivating, relevant manner by using social media as one of many tech tools to promote therapeutic carryover
- connecting with SLP students, transdisciplinary team members, and fellow SLPs to foster mentoring, best practices and current clinical trends, career networking, collaboration, and continuing education
- increasing awareness and advocacy by helping speech pathology-related topics “go viral”

Social media is highly successful in achieving the above, in part, through streamlining the sharing process and connecting resources from around the Web to one easily accessible framework with a simple mouse click. Many independent Web sites now incorporate Facebook, Twitter, and Pinterest sharing features on their sites, posting “Like,” “Tweet,” and “Pin” buttons that allow SLPs to share information quickly and easily as they surf the net.

To find out more about how to connect to relevant SLP information through these social media engines, visit Untangling the Web to Support Kids with Special Needs at http://www.sneakottb.com/2012/03/untangling-web-to-support-kids-with.html.
2. Blogs and Pods

Blogs
“Blogs,” or Web logs, are online journals where people can post about their personal experiences and others can comment. Unlike scientific journals, blogs are personal, informal, topic driven, and interactive, with a mixture of fact and opinion. SLPs have entered the blogosphere in full force, creating and contributing to blogs that speak on a variety of relevant topics and to a variety of audiences. The quick-reading, informal nature of blog posts has removed a bit of the tedium previously associated with the task of keeping up with clinical trends and research. Although by no means a replacement for a thorough literature review, blogs offer a great gateway for SLPs, providing a less intimidating first look at complex topics, and then directing professionals to the source for deeper discovery. This informal presentation has also opened up doors for parents and caregivers to stay current with clinical trends, empowering them to be active team members in the treatment process.

Blog content is aggregated into “RSS feeds,” a method of collecting frequently updated content on the Web and distributing that content directly to those who are interested in it (subscribers). This means that SLPs who find blogs that discuss topics relevant to their practice can subscribe to feeds and receive updated content directly (e.g., to their email inbox, smartphone app, online feed reader, or e-book reader). Getting the information they want, when and where they want it, has enabled SLPs to create their own news magazine of sorts, funneling information from many sources straight to their phones, tablets, computers, and e-book readers and creating opportunities to peruse continuing education topics as they would a best-selling paperback.

Podcasts
A podcast is audio and/or video made available on the Web for download or “streaming” (i.e., playing directly through your Internet connection). Similar to a radio broadcast, many bloggers and organizations have added podcasts to their sites to provide yet another easily accessible medium that SLPs can rely on for up-to-date clinical information. Podcasts are presented in “episodes.” SLPs can subscribe to relevant podcasts, download them ahead of time, and listen on the go. Podcasts make it easy for busy SLPs to absorb new information on their daily commutes, during their morning gym routines, and any other time when their ear buds and iPods are handy. Many blogs summarize their most popular blog content through their podcasts, which can be downloaded straight from their sites or through media sharing platforms like iTunes and Amazon.

Through blogs and podcasts, SLPs are
• sharing clinical strategies with other professionals and caregivers
• reviewing clinical materials/products and resources for efficacy
• solving clinical problems collaboratively through discussion
• connecting with professionals and clients internationally to share and receive valuable support and insight from a global perspective

Check out the following great blogs from our NSU faculty members and alumni:
PrAACtical AAC: Supports for Language Learning (http://practicalaac.info)

Created by program professors, SLPs, and clinical supervisors, Carole Zangari and Robin Parker, PrAACtical AAC is an amazing resource for any SLP working with children who use all forms of AAC. This insightful, comprehensive blog has endless resources for therapeutic strategies, app suggestions, commentary on issues related to AAC, and so much more. I look to this blog daily to assist me in my work with children who use AAC and have also suggested it to many parents as a go-to resource for home strategies to supplement our therapy sessions. You can also follow updates from PrAACtical AAC through Facebook and Twitter.

SNEAK outside the box (http://www.sneakotb.com)

I created this blog as a way to share information with colleagues and families on assistive technology (AT) and AAC. On SNEAK you will find app suggestions and reviews, how-to guides for various topics related to AT products and intervention strategies, and many links to valuable Web resources that can assist professionals and families in supporting children with complex, special needs. You can also follow SNEAK outside the box on Facebook, Twitter, and Pinterest.

ASHA’s blog, the ASHASphere, also has a good starting list of popular SLP blogs (although it is by no means a comprehensive one). It can be found at The Best Speech-Language Pathologist Blogs from A to Z (http://blog.asha.org/2012/03/15/the-best-speech-language-pathologist-blogs-from-a-to-z/).

3. Online CEUs

Continuing education providers have also embraced the Web, taking advantage of innovative, online multimedia technologies like YouTube and Skype to provide SLPs with unprecedented access to a variety of professional development topics. In our struggling economy, SLPs are looking to online CEU opportunities as a way to continue their professional growth without breaking the bank. Accessing CEU courses on demand has also helped SLPs extend their postgraduate learning past the bare minimum for licensure by lessening the time demands previously seen with full-day workshops offered on select dates and times. Check out ASHA for links to approved online CEU courses and providers. ASHA online CEUs can be found at http://www.asha.org/ce/asha-courses/.

4. Telepractice

Telepractice Telepractice for speech-language pathology is becoming a reality in today’s high-tech age, especially with the ever-present shortage of qualified speech therapy professionals in underserved areas.

With best practice and HIPAA compliance in mind, SLPs are using telepractice clinically and professionally to
• consult with other professionals on special clinical cases by using readily available video conferencing technology, such as Skype and FaceTime
• support continuity of care when time and resources are limited by using Web/mobile conferencing technologies to attend IEP and other clinical team meetings
• consult with equipment vendors and industry representatives to obtain the assistive technology and follow-up support needed to serve clients with complex communication needs
• address clinical shortages in underserved areas by providing secure and supervised telepractice assessment, treatment, and consultation in compliance with the requirements set forth by ASHA

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Brooke Wyatt, an Alpha Vista Cohort student from California, traveled to Orlando, Florida, to present at the Florida Cleft Palate-Craniofacial Association, Inc. 2012 52nd Annual Symposium. She presented at the main symposium and at the postconference speech symposium alongside faculty member, Tambi Braun, SLP.D., CCC-SLP, who was the keynote speaker for the symposium. Wyatt’s topic was “Closing the gap: The journey of a school-based therapist.”

NSU NSSLHA chapter provided both professional and financial support to help her attend. “It was such a great experience to interact with other professionals,” Wyatt said, “and I wouldn’t have been able to do it without [Wren Newman’s, Braun’s, and NSSLHA’s] support. Getting to present to such experienced professionals in the area of craniofacial anomalies was such a great opportunity, and I hope that it is just the beginning of my presentation experience.”

Like, Tweet, Pin! Five Ways Social Media and Technology Have Changed Our Field

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• follow up with clients and caregivers with regard to home carryover of clinical objectives

Visit ASHA’s Web site (http://www.asha.org/practice/telepractice/) for more information on ASHA’s position on telepractice.

To learn more about telepractice from one of our very own NSU alumni, check out Synchronous Online Speech Therapy (http://www.synchspeech.com/). This up-and-coming online speech-language pathology practice was founded by Michele Kropewnicki.

5. Apps, Apps, Apps!
The iPad has been considered by some as the most important technological invention since television. Unlike television, however, innovative SLPs are using this highly motivating, powerful tech tool to do wonderful things in their therapy rooms. In the hands of a skilled clinician, mobile tablets and carefully selected apps can be incredibly valuable tools in the assessment and treatment process. The vast array of special education apps available today has also helped bring parents and caregivers to the therapeutic table, giving them ready-made materials to assist in therapy at home when supported and guided by their skilled and knowledgeable SLPs.

SLPs are using mobile apps
• as one of many therapeutic tools to target specific cognitive and communication skills across the treatment continuum, from modeling to carryover
• to facilitate home programs in an accessible and motivating way
• to track clinical data and progress and manage paperwork demands
• to provide clients with both visual and auditory feedback
• to provide more cost-effective, readily available AAC solutions
• to help children and adults with significant physical, cognitive, and communication challenges access their learning and living environments

Social media is a fast and effective way for SLPs to find out about new apps and how they can be effectively used...

Social media is a fast and effective way for SLPs to find out about new apps and how they can be effectively used to support people with communication challenges, while still promoting best-practice standards. There are many blogs that devote themselves entirely to showcasing and reviewing apps that are appropriate for use with the populations served by SLPs. Visit the blogs mentioned above to find great resource lists for apps, as well as links to other blogs and social media sites that showcase apps relevant to the special needs population.

Social media has made it even easier and more effective for progressive SLPs to expand their networks (professional, academic, and creative), engage in dynamic discussions, provide and receive continuing education, and promote themselves and their businesses. Social media has also enabled SLPs to share information with clients, parents, and graduate SLP students in a universally accessible format that keeps the clinical conversation going. As for the future, the power of social media and mobile technology is clear, raising many questions as to how we, as experienced SLPs, mentors, and supervisors, can best prepare future clinicians for a changing therapeutic landscape. This is truly an exciting time for our profession and for the clients we serve, and I, for one, look forward to witnessing innovations to come!

Author Biography
I am an SLP and AT/AAC specialist at Children’s Therapy Center, of Seattle, Washington, and author of SNEAK outside the box, a blog for professionals and families supporting children with complex special needs.

Online Student Comes to Present at the Florida Cleft Palate-Craniofacial Association Meeting

Brooke Wyatt, an Alpha Vista Cohort student from California, traveled to Orlando, Florida, to present at the Florida Cleft Palate-Craniofacial Association, Inc. 2012 52nd Annual Symposium. She presented at the main symposium and at the postconference speech symposium alongside faculty member, Tambi Braun, SLP.D., CCC-SLP, who was the keynote speaker for the symposium. Wyatt’s topic was “Closing the gap: The journey of a school-based therapist.”

Brooke Wyatt
The Programs in Speech-Language and Communication Disorders is proud to announce that, as of August 20, 2012, Steven Vertz, M.S., CCC-SLP, has joined the faculty of SLCD as our new associate director. He brings to this position a broad knowledge base and many years of experience in a variety of settings in the field. This position was previously held by Lanee Friedel.

Vertz shares that he has lived in, “all four corners of the United States.” He is originally from Washington state, having been born in Pullman before moving to Bellingham. His family then moved to Roswell, New Mexico, followed by Abilene, Texas, where he graduated high school. Vertz obtained a bachelor’s degree from Abilene Christian University and a master’s degree from the University of Mississippi. He shared that the summer following completion of his undergraduate degree, he worked in a summer resort in Maine, participating in theater while also working as a busboy. Upon graduation, he lived for many years as an SLP working in Tallahassee, Florida; Thomasville, Georgia; and Tampa, Florida.

Vertz has vast experience in the field, having served as an SLP in public and charter schools; for Easter Seals in Southwest Georgia; and in nursing homes, retirement communities, and hospitals across Georgia and Florida. He also provided services for home health agencies. He has previously held positions as director of rehabilitation in three different facilities in Florida and as clinical specialist with Sundance Rehabilitation Corporation in the Tampa Bay area. Most recently, he worked in Hillsborough County Public Schools as a Local Assistive Technology Specialist (LATS), providing AT support to students and teachers through the school system. Vertz moved to NSU from Tampa, where he sang with the Master Chorale of Tampa Bay, the principal chorus of the Florida Orchestra, and was an artist in residence at the USF School of Music. With that organization, Vertz had the privilege of performing with the popular Italian tenor, Andrea Bocelli, and recorded a live album of music by Frederick Delius with the Florida Orchestra, which is available on Amazon or iTunes.

We welcome our new associate director, Steven Vertz, to the SLCD family. We are pleased to have you join us!

My name is Vasanthi Sukumaran, and I am from India. In 2005, I graduated from Nova Southeastern University’s online program in Speech-Language and Communication Disorders. I am so honored to be an NSU alumna. During ASHA 2011, I finally had the opportunity to meet with some of my favorite professors—like Wren Newman, Shelly Victor, Barbara Zucker, Carole Zangari, Elaine Bloom, and Lane Friedel—in person. Since I graduated, I roam around with the knowledge I have learned from NSU, getting a feel for various settings like hospitals, schools, homecare, and nursing homes. Currently, I am an early intervention (EI) provider in the New York City vicinity.

For the past four years, I have been providing homecare services as a speech-language-feeding therapist. Most of my clients are from bilingual backgrounds. As some of my three-year-old clients—who are native speakers of Tamil and Malayalam (Indian languages)—started aging, I realized that there are no SLPs available, as far as I know, in New York City who speaks these children’s native languages. Therefore, I decided to advance myself by obtaining my bilingual extension to my Teacher of Speech and Hearing Handicapped (TSHH) certificate. This certificate demonstrates that I am a specialist in evaluating school-aged children from culturally and linguistically diverse backgrounds. I feel that I am fortunate to be able to do my bilingual extension from Cate Crowley’s Bilingual Extension Institute at Teacher’s College, Columbia University, New York. One of the assignments I had to do was an in-service where I taught colleagues how to do a differential diagnosis on a school-aged child from a culturally and linguistically diverse background. I am thrilled to say that last November, Wren Newman provided me with the opportunity to do the in-service in her online class.

Nowadays, I am also happy to say that I am an ASHA step-mentor for an undergraduate student who speaks the same languages that I speak. I believe that NSU trained me well to become a well-rounded SLP. I am so happy to have my job and to do what I do. I truly enjoy evaluating and providing therapy for infants and toddlers. I enjoy training parents as well as teaching children. I believe my work is a two-way zone: As I teach the techniques, I learn more and more about our discipline from my clients and their families.
Peggy Larson Honored with “Gumby” Award
By Elizabeth Roberts, Ph.D., CCC-SLP, SLCD Faculty Member

Peggy Larson, a speech-language pathologist employed by the school district of Palm Beach County at Seminole Ridge Community High School and an SLCD externship supervisor, was honored with the Gumby Award. This award is a peer-nominated honor presented annually by the district’s Department of Exceptional Student Education’s Speech-Language Impaired Program during ASHA’s Better Hearing and Speech Month in May. District spokesperson Sue Alex stated that “Gumby nominees demonstrate flexibility and excellence as they practice their field in our public schools, and this is the 24th year of Gumby awards.”

Larson was nominated by several SLPs in the district. Suzanne Pendleton, SLP at Royal Palm Beach High School said, “[Larson] demonstrates excellent clinical skills as she provides creative and evidence-based therapeutic services. She works tirelessly for her students.” Ginny Berg, SLP in Crestwood Middle School, added, “She’s extremely flexible, and she provides community services through her FACE club.” Facial Anomaly Community Education (FACE) was started by Larson to raise money for people with craniofacial anomalies (e.g., cleft palates) and to also raise the awareness of the community about these craniofacial anomalies.

Larson’s receipt of this Gumby Award is ironic because, as a child, this term was a source of distress for her. Being born with a bilateral cleft lip and palate, she was ridiculed and bullied in school. Being called Gumby brought tears to her eyes as a child. Now, “it brings a sense of pride and accomplishment” she states, because she really is a Gumby, and “it is a blessing and an honor” in her profession.

We at SLCD congratulate Peggy Larson on her Gumby award! We are proud of your accomplishments and your contributions to the profession and those you serve.

“Gumby nominees demonstrate flexibility and excellence as they practice their field in our public schools...
Tambi Braun, SLP.D., CCC-SLP, wears many hats at NSU, to say the least. A professor in the program for 10 years, Braun is either currently teaching or has taught Speech and Language Development, Speech and Hearing Science, Anatomy and Physiology, Rehabilitation for the Hearing Impaired, Neuroscience, Fluency, Voice Disorders, Seminar in Professional Issues, Craniofacial Anomalies, and Pediatric Motor Disorders. In addition to her role as a teacher, Braun is involved in many philanthropic and professional groups. Given all her “spare time,” Braun has most recently become the head and mentor of NSU’s NSSLHA program. I interviewed her to find out what makes her tick.

Why did you want to take this position?
I attended most of the NSSLHA events that have occurred since I started as a professor 10 years ago and always loved the interaction with the students. I currently do a lot of volunteering in the craniofacial area and other community projects, so I thought it would be a nice integration between my own personal community service and student interaction.

My first community service award was given to me when I was five. While I have big shoes to fill taking over for Lanee Friedel, she thought that I would be a good person for the job. She believed I have the technological skills to bring in Facebook and social media, as well as integrating the fact that I am a professor and enjoy working with the students.

Since most of the things I do during my spare time are philanthropic, I thought I could just join this with NSSLHA. This way, I can integrate the events that I am already doing, like beach clean ups, and get the students involved as well.

What has been your favorite role?
When I think about the things I have done, I feel like I have different facets to my personality that I enjoy and that I am able to share with the students. The craniofacial world is of great importance to me. I am a past president of Florida Cleft Palate, and that was a very special opportunity for me. Being elected to the International Outreach Committee of the American Cleft Palate Association was very special to me as well. These are very defining roles in my career.

Another facet to this work that I enjoy immensely is the study of neuroscience and genetics. I love hearing students say they are interested in neuroscience after taking my class.

I feel I have built a very strong neuroscience interest in students in the department.

With that being said, I feel that taking on this role with NSSLHA is the next stage for me in my role of mentoring students. I would not be able to pick a favorite among these three facets of my life.

What was one of your favorite NSSLHA events this year?
An event that really was special to me was the ALS walk. A student in my neuro class lost her father to this disease. I was so touched by her grief and her need to understand why her father had to die. It was really special, seeing the support that she got from the students and NSSLHA and walking together with her. It reminds me of my own parents and our own mortality. It really changed me. This also greatly affected one of our professors’ family members, so it meant a lot to be able to support people that I care about.

What do you see in NSSLHA’s future here at NSU?
We are currently working on building an NSSLHA library here at NSU. This is very important, because literacy will never go away. iPads and books are changing, yes, but the excitement of a child learning to read and integrating literacy and language is very important to me. One of my goals when taking over NSSLHA was to take all of the books from our materials room, as well as donations, sort them into categories, and pair them with activities and communication boards. We are building it this fall. It will be available to both students and our families.

I also plan to build up the social media aspect—students using apps and blogging and being able to share in that capacity.

What is your favorite word in the English language?
Flocculonodular, which is a lobe of the cerebellum. I love the cerebellum! It has the tree of life, and the vermis and the parts of the cerebellum have to do with nature and the experience of life. I think it’s a reminder. Even the more primitive parts of our brain are reminding us that we exist because we breathe, and we are a life force.

Where do you see yourself in five years?
I have started writing a neuroanatomy text which I will finish in the next two–three years. I have also almost completed a fiction book called The Adventures of Insanity Jane. This book is almost finished, but the ending was not your typical “Hollywood” ending. I need to put it away for a while and come back to it with a fresh mind.

Speaking of books, what is your favorite book? Is it The Adventures of Insanity Jane?
No. It’s Alice in Wonderland. I’ve always been obsessed with the story. I spent a lot of time in high school and beyond writing about the feminist roles and the experience of Alice. It’s a book about a journey into yourself and coming to terms with yourself and your hopes and fears.

What is your favorite thing to do in your spare time?
I always enjoy going to ice hockey games. In the fall I always enjoy going to ice hockey games. During the winter, I try to find a television series to follow, such as The Good Wife or Criminal Minds. Every semester, I make a point to pick something that I stick to in order to give myself that needed time out.

When you were going through the program, did you always think you would end up back here as a professor?
Yes, in my second grade yearbook, I was quoted as saying that when I grew up, I would either be a famous actress or a mad professor.

Who would you like to interview?
My dog! And if I didn’t have a canine speech interpreter, then I would choose Leonardo da Vinci.
NSSLHA events for 2011–2012
An Inspiring Tale: Mohamed A. Mohamed
By Juliet Samede Oni, SLCD Graduate Student

Juliet Samede Oni is a student in NSU’s master’s degree program in speech-language pathology.

In February 2012, Tambi Braun visited Oni, who was on adult externship in Brampton, Canada. Braun thoroughly enjoyed meeting with Oni and her supervisor, Mohamed A. Mohamed, Ph.D., CCC-SLP. Braun found his dedication to supervision and his journey across countries to become an SLP an inspiring tale and asked Oni to interview him for the details.

Oni: Tell us a little about your background?

Mohamed: I was born and raised in Sudan, Africa. I am the second child in a family of seven children. Most of my early schooling from elementary school to my first master’s degree was completed in Sudan. My bachelor’s degree was in general education and my first master’s degree was in the field of education, but specializing in mental health. I studied the attitudes of parents and educators toward mentally challenged children. In 1992, I submitted my master’s degree dissertation to the Council for the Development of Social Science Research in Africa (CODSRIA) in Senegal. CODSRIA selects the best dissertations in all of Africa and offers the selected candidates recognition and prizes. I was awarded a CODSRIA certificate and a prize of $3,500. Back then, that was a lot of money.

Upon completing my master’s degree, I worked as an assistant professor. During that time, I got heavily involved in political activism, which resulted in me parting ways with the job at the university. I got married in 1994. My wife and I left Sudan the day after our wedding. I decided to pursue my education in the field of psychology, but then, I found that speech-language pathology was more interesting for me as a new field. I had no idea about it, as there is no such study back home. I got accepted at San Jose State University in the Department of Speech and Language Pathology.

Oni: What was life like for you when you started your program in San Jose?

Mohamed: It was very challenging at first. My professors—Freda Wilson, Linda Mack Brewer, and Gloria Waddington—were a little concerned about my English language competencies, but were primarily concerned that I did not take notes during classes. They were unaware of my style of learning. I am an auditory learner; therefore, I need to listen when the professor is speaking, instead of taking notes. I am better able to retain information that way than transcribing everything the professor says. Gradually, my professors got a better understanding and accepted my style of learning, and I graduated in the top 3 of my class of 14 students. I eventually graduated with a master’s degree in speech-language pathology and completed my clinical fellowship year. While I was doing my master’s degree in speech-language pathology, I was writing my dissertation for a Ph.D. in Psychology and sending my chapters to my supervisors at the University of Khartoum, in Khartoum, Sudan. Soon after I finished the SLP program, I flew back home and gave my defence for the Ph.D. Fatima, my wife, and I joined the Jeddah Institute of Speech and Hearing, in Saudi Arabia, where we met the best team of speech-language pathologists from different parts of the United States, Canada, Jordon, Egypt, Saudi Arabia, and Sudan.

In 2002, my wife and I accepted work at Cumberland Therapy Services in New Jersey. While working in the United States, I was so fortunate to be trained by Jeri Logemann at Northwestern University in Chicago. She was also one of the wonderful individuals who shaped my approach to therapy. During my study and my working career, I was mentored by very knowledgeable and wonderful professors like Bernice Gerdenman Klaben—who taught me so much about voice, Gloria Waddington, Wayne Holland, and many others who shaped my knowledge and my practice.

Oni: When and why did you move from the United States to Canada?

Mohamed: My family and I moved to Canada in 2004. Coming to Canada has been a dream of mine since I was 17 years old. So after living in New Jersey for some years, I applied for a skilled worker immigration program in Canada and immigrated in December 2004. I was fortunate to work for Community Rehab, now Saint Elizabeth, and to work with a group of wonderful speech pathologists. It was great to work under Debbie John-Snyder, the regional manager, who accepted me as one of her team. She believed in me from the first time she saw me.

Oni: Tell us about your clinic.

Mohamed: I established my clinic, Swallowing, Voice and Speech (SVS) Rehab, in 2011. The idea came to me after noticing the tremendous need for outpatient services in Ontario. Patients had very few treatment sessions assigned to them after life-changing events such as a stroke and outpatient services waiting lists were as long as eight months to one year in some areas. This is very challenging, especially for patients transitioning from tube feeding to oral feeding or dealing with vocal fold paralysis or locked-in syndrome. These patients need a lot of sessions to assist them in their transition to improve their quality of life. So, I started my clinic to meet mainly the needs of swallowing and voice patients when they are discharged from the hospital and are still in need of more therapy.

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Looking Back Over the Year: Faculty Members and Students
An Inspiring Tale: Mohamed A. Mohamed
By Juliet Samede Oni

Continued from page 11

Oni: Tell us about some of the technology you use in the clinic.

Mohamed: Some of the technologies we use include the LingWave System, the LingWAVES VDC is a combined analysis tool for the measurement of quantitative (singing or voice range profile) and qualitative voice parameters. The LingWAVES VDC is a time-saving analysis solution that provides reliable, professional results, Vital Stimulation Therapy (VitalStim), and a variety of speech-language apps on an iPad.

Oni: What is your most recent accomplishment?

Mohamed: Last summer, I completed my training in orofacial myology and became an orofacial myology provider. This summer, I completed my exams and am awaiting my results to be accepted to become a member of the International Academy of Orofacial Myologists.

Oni: Tell us about your vision for five years from now.

Mohamed: Right now, I am just taking it one step at a time. However, in the next five years, my dream is to have a hospital devoted to swallowing and voice issues. I envision the hospital will be staffed by professionals involved with swallowing and voice issues including otolaryngologists and gastroenterologists. My vision is to bring recognition to our field and all the hard work we perform on behalf of our patients.

Oni: What are two things people do not generally know about you?

Mohamed: People find it very interesting that I love music so much. I love a wide genre of music from various cultures. I love music so much that if I had not pursued a career as a speech-language pathologist, I would have become a musician. Another interesting fact about me is that I love to play soccer and am very good at it.

Oni: Tell us about your family.

Mohamed: My wife, Fatima El Faki, is a speech-language pathologist who graduated from San Jose State University as well. Her areas of interest are language in children with hearing impairments, fluency, and articulation. We have been married for more than 19 years. I have three children. My first is Abdul. He is 17 years old and thinking about pursuing a career in medicine. My other two children are 14-year-old twins—a boy named Saleem and a girl named Salma.

The Development of the Dysphagia Online Lab: How and Why
By Debra Tarakofsky, M.S., CCC-SLP, SLCD Alumna and Adjunct Faculty Member

Debra Tarakofsky

SLPs, think back to your first independent experience performing a modified barium swallow study, or even your first clinical bedside swallowing evaluation. You were nervous. Why? Because you knew it was your assessment that may define the outcome of this person’s ability to eat or drink safely, or at all. You wanted it to be right. You wanted to do everything you could for this person and make sure you were making the best possible decisions for this person. It all lay on your shoulders. Did you question yourself? Did you ask yourself if you really understood the anatomy and physiology to do this and have the confidence to make an appropriate diet recommendation, or worse, recommend alternative nutritional measures if the patient required it? Not a decision made easily. We should ask ourselves this question: Are we equipped with the knowledge and skills to do this?

According to the ASHA Web site, “swallowing problems (dysphagia) may be classified as oropharyngeal or esophageal. Oropharyngeal dysphagia refers to difficulty in the passage from the mouth to the esophagus. In esophageal dysphagia, there is a disordered passage of food through the esophagus.” Epidemiological studies document prevalence to be more than 20 percent in the adult (over 50) population, although this is difficult to determine, as the only determinate can be on reported cases with a known underreporting.

Swallowing disorders are common, especially in the elderly, and may cause dehydration, weight loss, aspiration pneumonia, and airway obstruction. These disorders may affect the oral preparatory, oral transit, pharyngeal, and/or esophageal phases of swallowing. Impaired swallowing, or dysphagia, may occur because of a wide variety of structural or functional conditions, including stroke, cancer, neurological disease, and gastroesophageal reflux disease. According to ASHA, the literature varies greatly concerning the incidence and prevalence of dysphagia in different health care settings. Several studies report that dysphagia is present in:

- 61 percent of adults admitted to acute trauma centers
- 41 percent of individuals admitted to rehab settings
- 30–75 percent of patients in nursing homes
- 25–30 percent of patients admitted to hospitals

There are numerous sources stating the modified barium swallow (MBS) as the “gold standard” in swallowing assessment including the following:

1. The MBS is the gold standard or criterion for observation and identification of oropharyngeal swallowing abnormalities. (“Mechanics of Swallowing,” ASHA Health
2. Videofluoroscopy is considered the gold standard for dysphagia assessment. ("Dysphagia Screening." ASHA Health Care Business Institute 2012—Debra Suiter, Ph.D., CCC-SLP, BRS-S)

When I went through my master’s degree program at NSU, the school had a rapidly growing program. In my first year, Nova University, as it was then known, received its accreditation for providing the CCC eligibility for students who had graduated. What a long road it’s been, and look how far we have come. At that time, as with many graduate programs, there was not a graduate course in dysphagia. There were guest speakers and professors who touched on their experiences with patients with this disorder and on anatomy and physiology. After many years of working in a variety of settings, including hospital, home health, and long-term care, how happy I was when I learned of a fellow NSU student, Fred DiCarlo (who came to observe me performing a dysphagia session), becoming an instructor and now teaching dysphagia. A whole course dedicated to this disorder!

DiCarlo eventually invited me to be a guest speaker in his dysphagia course. I had been working in various environments with the client base of dysphagia and had started my own mobile modified barium swallow study company, Swallowing Diagnostics, Inc. I was honored to now be in the teaching role for master’s degree-level students and to be able to provide instruction, not only for dysphagia, but also for modified barium swallow studies. This event was the crux of the development of the Dysphagia Online Lab. Initially, I was asked to return to DiCarlo’s dysphagia course each semester to instruct and familiarize students regarding the videofluoroscopic procedure. It became evident that, although the students were excited by the opportunity, the NSU program only allowed the students a brief introduction to experience this highly utilized procedure. It was clear to me that an opportunity for students to gain exposure to normal and disordered anatomy and physiology, via MBS, should be a vital part of the NSU program. I approached DiCarlo and presented an idea to give students the opportunity to view MBS video clips from actual swallowing studies recorded by my company. This would include both normal and disordered swallows in an online dysphagia lab. This type of opportunity would give students a comprehensive experience with introduction to viewing MBS studies. DiCarlo and I met with Wren Newman, and it was then decided (well, it actually took three years to come to fruition) that an independent online dysphagia lab would be created to accompany the dysphagia course. With the assistance of DiCarlo, the outline for an eight module MBS lab was developed.

The goal of the Dysphagia Online Lab is to assist students in developing skills for viewing radiographic swallow studies of the oropharyngeal swallow. This is done by providing students with an experience in orienting themselves to oropharyngeal anatomy and physiology to understand “normal,” and therefore, be able to recognize “abnormal” swallowing patterns for a patient’s age and the disorder present. Subsequently, students are able to identify appropriate compensatory strategies, positions, maneuvers, and safe diet levels. Upon completion of the lab, the student should be able to implement an appropriate treatment plan based on their radiographic findings.

This lab is currently provided to all master’s degree-level SLP students at NSU when they take their dysphagia course. During the dysphagia lab, students are presented with a separate syllabus for completing the Dysphagia Online Lab. They are given guidelines for timelines of module completion, are allowed access to a chat board to post questions, and are provided two course chats throughout the semester to view the video clips with me. This allows me to mentor students in viewing and recognizing anatomical markers and to assist them in recognizing the normal and disordered swallowing of adult MBS video clips. These video clips are from Swallowing Diagnostics’ daily work, giving students unlimited access to real life MBS studies.

The lab is broken up into eight modules to present a hierarchy of learning. They are

- **Module 1: Normal Anatomy and Physiology**
- **Module 2: Oral Phase Disorders**
- **Module 3: Pharyngeal Phase Disorders**
- **Module 4: Esophageal Phase Disorders**
- **Module 5: Compensatory Strategies/Techniques/Maneuvers**
- **Module 6: Specialized Populations**
- **Module 7: Case Studies**
- **Module 8: Survey**

This lab was developed due to a recognized need observed during classroom sessions and via student feedback from comments. It was established as an NSU goal for asynchronous learning experiences and as part of the requirement by ASHA in their document, Knowledge and Skills Needed by Speech-Language Pathologists Providing Services to Individuals with Swallowing and/or Feeding Disorders.

The Dysphagia Online Lab assists students in meeting the following required basic competencies:

- recognizing normal and abnormal anatomy and physiology related to swallowing function
- recognizing signs and symptoms of dysphagia
- knowing the indications for, and procedures involved with, instrumental techniques used to assist in diagnosis and management
- understanding the proper procedures for analyzing and integrating clinical and instrumental information into a formal diagnosis of swallowing and feeding disorders with appropriate written documentation
- knowing basic management issues, including how to determine candidacy for intervention, as well as how to implement compensations and habilitative/rehabilitative therapy techniques

The Dysphagia Online Lab has been a work in progress since the project was started and continues to grow every year. With feedback from students and collaboration with DiCarlo, we continue to set new goals for the dysphagia lab with opportunities for improving student learning remaining abundant.

**References**


Where Are They Now? 2012
By Melissa Edrich, M.S., CCC-SLP, SLCD Faculty Member

Christina LaBorde, from Istanbul, Turkey, is currently serving clients in the expatriate community there. She is partners in a private practice called The Learning Center. She reports that she moved to Turkey immediately after graduating in 2006 and, for a time, did not work because she didn’t believe there was a need for her services in a foreign country. Two years ago, she realized this was not the case and that there is an enormous need for English-speaking SLPs. Her clients are families from the American and British Embassies and from major corporations (e.g., Coca-Cola, Nestle). She states “My life is much more fulfilled now that I am able to do what I love and help children that would otherwise not be able to receive SLP services.” Her husband is Turkish, and they are the proud parents of a three-year-old boy.

Gabrielle Haliburton, from Waterford, New Jersey, is currently working as an assistant professor for the Speech-Pathology and Audiology program at Richard Stockton College of New Jersey. She earned her doctorate (SLP.D.) from NSU in May 2012. She recently purchased a house in her hometown.

Melissa Wisan Edrich, from Davie, Florida, is a program instructor and clinical supervisor at NSU. She is working toward her Ed.D. in Higher Education Leadership at NSU and plans to graduate in June 2014. She will begin her position as the Florida representative on the ASHA SLP Advisory Council in January 2013. Edrich has been married for 16 years and has two wonderful children. She enjoys reading, traveling, and spending time with her family.

Lori Weingarden Kotlicky, from Pembroke Pines, Florida, is working at Memorial Hospital West Outpatient Rehabilitation treating pediatric patients with a variety of diagnoses and adults with voice disorders. She also completes the scheduling for the speech department. Kotlicky welcomed her son, Eli, on November 1, 2011.

Silvia Melendez-Briskie, from Brooklyn, New York, is working at a rehabilitation clinic. Following graduation in 2010, Melendez-Briskie became certified in LSVT and bilingualism. Currently, she is a member of the International Cluttering Association and is working toward membership with the American Cleft Palate-Craniofacial Association. She has been happily married for 10 years and has two children. When she is not working, she enjoys spending time with her family and doing research in the areas of autism, bilingualism, and craniofacial anomalies.

Jennifer Paskevitch, from Plantation, Florida, has been working at NSU in the Programs in Speech-Language and Communication Disorders since January 2010. She will be finished with her coursework for the SLP.D. program in December and will be working on her dissertation during her free time. In the little spare time she has, she enjoys exercising and attending sporting events.

Celia Barreiro-Blanco, from Fort Lauderdale, Florida, works as an adjunct instructor for the Programs in Speech-Language and Communication Disorders. She teaches Multicultural and Counseling, School Age and Adolescents, and Diagnostics II Lab online. She has been married to Alex for 15 years and is mom to two boys, Gabriel (age 13) and Tomas (age 10), as well as Coco the dog. She recently moved east near the Fort Lauderdale beach.

Gail Robin Zelko, from Pembroke Pines, Florida, is a school-based SLP in Miami-Dade County. She has two children, two step-children, and two grandchildren. Zelko wanted to share that she loves NSU, is very grateful to her fabulous professors, and always recommends NSU’s Programs in Speech-Language and Communication Disorders to future students.

Laurel Milo Rodrick, from Bellingham, Massachusetts, is working at Blair House Milford-Rehab Care and for a private practice called Speech and Language Resources. She works with pediatric to geriatric patients with a variety of communication disorders. She especially enjoys the medical cases, including voice, stroke, and TBI, as well as working with adolescent clients. Rodrick has been married to her husband, Tim, for six years and has a two-year-old son named Kavan. She also has two tiger cats, Bamm Bamm and Halle. In her spare time, she takes ballet, tap, and jazz classes, recently winning a gold medal in a dance competition. In addition, she loves learning and attends a CEU course every other month.

Kimberly Bloom, from Davie, Florida, and her husband, Michael, are the founders of Breakthrough Therapy Services in Davie. She has been happily married for two years and has a beautiful, 16-month-old daughter, Katie Lynn, who is her own personal, amazing “breakthrough.” Bloom is incredibly proud of her team of passionate therapists (and NSU students) serving south Florida families by specializing in speech and occupational therapy for children with ASD, language delays, and disabilities.

Carri Slade Roberts, from Weston, Florida, continues to work at Gator Run Elementary in Weston. She is the proud mommy to sons Matthew and Ethan.

Cathie Reicher, from Hollywood, Florida, just retired after working for 35 years for Broward County schools. She taught pre-k speech and language. While in the school setting, she had more than 25 SLP interns. She has been an adjunct at NSU for 20 years teaching Diagnostics I Lab face-to-face and online. Her daughter, Heather, runs a trivia business and Reicher and her husband play three nights a week.

Kirsten Schwarz, from Miami, Florida, owns a private practice, Design Therapy of Miami, where individualized therapy is provided for children and young adults working on language-literacy connection. The practice also provides school screenings for several private schools in the Miami area, as well as parent/teacher trainings and fun nights to learn about creating language-rich environments. Schwarz is an adjunct instructor at the University of Miami, teaching American Sign Language I and II. Her son, Dylan, is three years old, and she enjoys spending time with him going to the zoo, beach, and park.

Lauren Skolsky Zimet, from Decatur, Georgia, is a co-director at Healthy Foundations, a therapy studio providing individual and group therapy for children with special needs and neurotypical children. She provides speech and feeding therapy and leads social thinking and sensory groups during the school year. In the summer time, Zimet runs a social thinking summer camp called TheraFUN. She is a contributor to the Autism File magazine, is on the board for Better Brains for Babies, and is a thought leader for Parenting 2.0 Group (an international educators group). Zimet’s daughter, Brooke, a seventh grader, enjoys art and being a peer mentor and is busy studying for her Bat Mitzvah, to be held on December 8, 2012. They have two rescue dogs, Charley and Bear.
NSU Alumna: From Lemonade Stand to Successful Business Woman

An Interview with Debra Tarakofsky
By Fred DiCarlo, Ed.D., CCC-SLP, FSE Director and Program Professor

Think back to those hot summer days as a child. For some reason, you were motivated to make some extra money, maybe for a special toy or to build up your allowance. What comes to mind? The answer is one of the oldest American businesses for earning some extra cash—the lemonade stand. According to Hermes (2012), the lemonade stand, still popular today all over the United States, has become associated with a child’s first business venture. The lemonade stand was first referenced in the New York Times in 1880; however, the first stand has its roots in New York City as operating between the years of 1873 to 1876 by a 10-year-old boy named Edward Bok. At that time, a freshly made cup of the classic, sweet, yellow, cold beverage was 5 cents, as compared to 15 cents at a bar. What a bargain! No surprise that Bok caught on to this business concept and became a successful young entrepreneur. Just like Bok, Debra Tarakofsky started her first business venture by opening a lemonade stand. I’m sure her price for a freshly made cup was a bit higher than five cents. Several businesses followed for Tarakofsky, including yard sales, a penny saver route, making chocolates and gift baskets, and Amway sales.

Tarakofsky was born in New York, but has been a resident of South Florida since 1984. She received her bachelor’s degree in elementary education from Florida International University. In 1993, she received her master’s degree in speech and hearing science from what is now Nova Southeastern University. Working in acute care hospitals, sub-acute rehab centers, skilled nursing facilities, assisted living facilities, and home care settings, Tarakofsky has also lectured at FLASHA, ASHA, and to the staffs and medical directors of health maintenance organizations, hospitals, and skilled nursing facilities. She is currently an adjunct instructor with the Speech-Language and Communication Disorders (SLCD) program at NSU. The course she teaches is a modified barium swallow (MBS) study online lab course that she and I developed. Tarakofsky’s proudest achievement is the development and implementation of her current business, Swallowing Diagnostics, Inc., a mobile service providing MBS studies in South Florida since January 2000. She provides mobile MBS services to more than 200 skilled nursing facilities, as well as providing office- and home-based speech-language pathology (SLP) services.

I was afforded the opportunity to sit with Tarakofsky for an interview to discuss her humble roots as a young entrepreneur, which included a strong and creative work ethic instilled in her by her father, whose mentorship helped her to evolve into the successful business woman she is today.

DiCarlo: How did your experiences as a student at NSU influence or encourage you to start a private practice, essentially, a company business within the area of SLP?

Tarakofsky: Pursuing a master’s degree within the SLCD program at NSU was a nontraditional step for me as compared to my traditional undergraduate setting. Attending NSU provided me with the flexibility to take evening classes, so that I could work while attending school. I guess you can say that just being within a flexible and nontraditional educational setting shifted my thinking regarding the flexibility that I might want as a practicing SLP.

DiCarlo: What influence did your family have on you in regards to pursuing a career in business?

Tarakofsky: My dad, Arthur Tarakofsky, was probably the biggest influence in my life. He was an extremely successful commercial artist. During the 1970s, he marketed his own services and acquired contracts with a multitude of well-known companies to provide commercial art services. A couple of his biggest contracts were with companies such as JVC, Mac Metal, and Crazy Eddy’s electronics. As I was growing up, just watching him turn his creative and business skills into a lucrative profession was an inspiration. He worked very hard; however, he enjoyed what he was doing while providing for his family.

DiCarlo: What did you do professionally after graduating with your master’s degree in SLP from NSU?

Tarakofsky: After I graduated in 1993, I worked in the medical setting, primarily with adults in hospital and skilled nursing settings. I specialized in geriatric dysphagia care. An opportunity presented in 1999 to partner in a therapy staffing company. This did not work out with my partner, but in 2000, I was approached by an X-ray technician to start an MBS mobile unit. I would travel to mostly skilled nursing facilities performing the MBS studies. This was my “aha” moment.

DiCarlo: I know what you mean. Don’t we just love those “aha” or “light bulb” moments?

Tarakofsky: Well I did, because that was the moment when the possibility of owning my own business in SLP—a field that I love—became a reality.

DiCarlo: Very exciting. So what happened next?

Tarakofsky: In January of 2000, Swallowing Diagnostics was incorporated and I had my own business! Between the years 2000 and 2004, I purchased one videofluroscopic machine and one van that I had especially outfitted to safely transport the equipment. I traveled throughout the southeast Florida area to various skilled nursing facilities performing MBS studies.

DiCarlo: That must have been huge for you, when you think back. What an accomplishment!

Tarakofsky: Actually, when I think about it now in terms of where my business is today, it was small, but yes when I reflect on it, it was huge. [Me] and my staff of one—which was me and a physician.

DiCarlo: So what followed?

Tarakofsky: Well, in 2004, I purchased a second van and videofluoroscopy. In 2006, I moved from the small van scenario that transported the equipment, to the purchase of a larger truck in which we permanently installed the equipment, allowing us to perform testing in the vehicle. Eventually, we bought another truck and installed the second videofluoroscopy. I recall coming to the NSU SLCD clinic with one of my trucks...
and giving tours of the truck and equipment to the students.

DiCarlo: Yes, I remember that. The students taking the dysphagia course loved it! So, continue, we’re only at 2006.

Tarakofsky: Well, business contracts grew and I was serving a multitude of clients. It was hard work—day and night—but all worth it. Like my dad, I was doing something that I loved. Then about every other year, I needed to buy a truck, and eventually, became a five-truck MBS business. The additional trucks afforded me the opportunity to expand services in 2009 to Florida’s west coast. Now, I am able to provide services from Naples to north of Tampa and Clearwater, Florida.

DiCarlo: I must say, very impressive. From a small, one-van company in the year 2000 to a five-truck mobile MBS company in 2012 serving much of South Florida’s east and west coasts.

Tarakofsky: Yes, as I reflect on the whole process, which includes that first “aha” moment, I feel very fortunate in what I have accomplished.

DiCarlo: I'm sure your family, and most of all, your dad is very proud of your accomplishments.

Tarakofsky: Yes, they are, and they have been a tremendous source of support.

DiCarlo: Speaking of support. Does your family work in your business in any way, and who are the members of the Swallowing Diagnostics staff?

Tarakofsky: Well, my sister, Stacy, joined as my partner in 2001, after my business partner left the state. She runs the office and I perform the clinical and marketing duties. My sister, Cheryle, joined our company about five years ago as we began to increase our volume. She works in the office, processing calls and orders for testing. Our first cousin also recently completed her degree in medical billing and joined us earlier this year. My mom and dad have always helped out in any way they can. My mother was a bookkeeper for my father’s business and used to do our books. She’s since retired those duties to our cousin who was in banking before billing. My father continues to assist me with our marketing whenever I ask for help. He is especially helpful with the artwork, as you can imagine.

DiCarlo: What’s next? Any more business expansion, or is something new on your horizon?

Tarakofsky: Well, come to think of it, besides Swallowing Diagnostics’ recent honor of becoming a CEU provider for both SLPs and nurses, I would like to do something creative.

DiCarlo: And what might that be?

Tarakofsky: You know, I love dogs, especially my own fox terrier, Rocky. He is so cute and I take great photos of him in various situations and predicaments. So I thought, “How about a fun, dog-lover coffee table book.” I will title it The Many Faces of Rocky: A Fox Terrier’s View of the World.

DiCarlo: Sounds absolutely adorable. I would go for it. Well, on that fun note, I think we will end our interview. I would like to thank you for always giving back to the NSU SLCDF program with your guest lectures, allowing our students to observe you when performing MBS studies, and providing them with your expertise as an adjunct instructor for the program’s MBS online lab. You are a prime example of a successful NSU alumna. Oh, and good luck with the coffee table book and getting Rocky to cooperate.

Reference

Junk in Your Trunk
By Tambi Braun, SLP.D., CCC-SLP, SLCDF Faculty Member

I asked 20 Nova Southeastern University alumni about the most important object in the trunk of their cars. The question I posed was, “what was the object that they could not live without as an SLP?”

Do you consider these objects “junk in your trunk” or “priceless possessions”?
- Mr. Potato Head
- GFTA
- Play Dough
- bubbles
- wind-up toys
- the larynx I made in anatomy class
- a bag of everyday objects
- iPad
- newspaper
- matching cards
- deck of playing cards
- stopwatch
- “R” cards
- cranial nerves chart
- a change of scrubs
- Boston Naming Test
- box of gloves
- tongue depressors
- cleaning wipes
- Connect 4
Elizabeth Roberts has been a program professor at NSU for more than 18 years. She has held various positions at the university, but her passion continues to be teaching. In interviewing her, she left a sense of warmth, sincerity, and genuine truth that can only be termed fantastic. She provided an insight into how she became the Elizabeth Roberts, Ph.D., that we all know and love.

My first question to Roberts began with the start of her professional journey. She stated that she began her journey with a passion for English. From a very young age, she enjoyed reading and collected dictionaries as a hobby. Her mother was an English teacher at Roberts’ high school and was an accomplished academic with “a couple of master’s degrees” under her belt. After Roberts finished high school, her mother surprisingly decided to obtain her doctorate and earned a Ph.D. in English Literature. After obtaining her doctorate, her mother continued to go to school, participating in academic institutions each summer for more than a decade at such prestigious universities as Princeton University, Yale University, Tel Aviv University, and Georgetown University. Her mother has always been a role model for Roberts. When Roberts first entered college, she aspired to be an English teacher, just like her mother. In fact, it was her mother who encouraged her to consider speech-language pathology, and Roberts has always been grateful for her guidance into this interesting and diverse field. The rest, as they say, is history.

In working to obtain her bachelor’s degree after high school, Roberts experienced several career opportunities. She worked as a language development teacher in a facility for mentally handicapped children and adults. After graduation, she worked as a social worker in foster care for a time. Working in that field was an eye opener for her, and it prompted her to go back to school to obtain her master’s degree in speech-language pathology. While in graduate school, Roberts worked as a school speech-language therapist. After obtaining her graduate degree, she received “a lot of offers in the field” and worked for several years as a public school SLP. It was at that point that she decided to go back to study for a Ph.D. from the University of Southern Mississippi in Hattiesburg. While in the doctoral program, Roberts worked simultaneously in an adult rehabilitation center and at a private practice clinic as a clinician. She eventually became a full-time employee of the University of Southern Mississippi in Hattiesburg and served for two years as its speech-language clinic director.

After successfully graduating with her Ph.D., Roberts stated that her “phone rang even more with offers.” NSU called and offered her a position in South Florida. It was at that point that she took a great leap of faith and left Mississippi and moved to the Sunshine State. While at NSU, Roberts has worked as a clinic supervisor, a doctoral program director, and a program professor—teaching numerous classes like Language Disorders in Adults, Adult Motor Speech Disorders, and Neuroanatomy. Roberts always made sure to expand her career path and additionally works as a corporate SLP and as an adjunct professor for another university.

As a corporate SLP, Roberts has worked in accent modification for graduate students, politicians, employees of a major fast food company, and the CEO of a medical corporation. She also worked with an actor to modify his British accent and helped him to acquire the Brooklyn accent necessary for an acting role. She has held business communication workshops and presented on business writing for the Fort Lauderdale Chamber of Commerce and the Abraham S. Fischler School of Education. As part of this small business venture, she has also edited doctoral dissertations.

When speaking on what other career paths she would like to explore, Roberts’ response was inspiring. She stated, “The great thing about our field is that you never have to get bored. There is always a new career path to follow and a new therapy to research and try.” Currently, her new passion is orofacial myofunctional disorders (OMDs), which include such disorders as ankyloglossia and the swallow pattern formerly known as “tongue thrust swallow.” As part of her work in this area, she is working to develop efficacy treatment data and is currently an associate editor of the International Journal of Orofacial Myology. Roberts is always looking to enhance the field of speech-language pathology and has the ability to adapt, improve, and expand her expertise.

In conversing with Roberts, she alluded to one area within the speech-language pathology field that she has not worked in and that seems out of her comfort zone: the neonatal intensive care unit. However, she seems eternally optimistic by saying, “Who knows? Maybe at 75 years old I will [work with that population].”

It was a great honor interviewing Elizabeth Roberts. I personally look forward to seeing what she will do next and appreciate the opportunity to work with such a phenomenal professor and friend.

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Scholarship Funds Raised at NSU’s Second Annual Virtual Job Fair

By Tambi Braun, SLP.D, CCC-SLP
SLCD Faculty Member

The Programs in Speech-Language and Communication Disorders hosted its second annual Virtual Job Fair on October 16, 2011. Three national companies were invited to participate in this event that raises money for the Joseph Gonzalez Scholarship Fund.

We would like to acknowledge the following companies at the Virtual Job Fair and thank them for their continued support:

• Progressus Therapy (www.progressustherapy.com)
• EBS Healthcare (www.ebshealthcare.com/)
• Alpha Vista (www.alphavistausa.com/)

Each corporation provided information about their employment opportunities, along with contact information and locations for employment. Furthermore, job responsibilities, benefits, and bonuses were discussed.

In addition to the Virtual Job Fair, we will also have an NSSLHA Facebook page for schools, hospitals, skilled nursing facilities, private practices, and national companies to provide our students with available positions around the country.
Quality of Life Research Grant
The goal of the NSU Quality of Life (QOL) Council is to promote scholarly research, which will achieve sustainability and ultimately have a statewide, national, and global impact.

Sheryl Rosin, Ph.D., CCC-SLP
Play and Language for Autistic Youngsters—P.L.A.Y. Project
Rosin received a $10,000 award to bring the P.L.A.Y. project to South Florida from Michigan, train graduate students in the methodology, and work with families of children with autism to increase their children’s communication and social skills.

Publications

15th Biennial Conference of the International AAC Society
**Pittsburgh, Pennsylvania**
**July 28—August 3, 2012**
Dietz, A., Weissling, K., SLP.D., CCC, Griffith, J. and McKelvey,
Personalizing AAC for people with aphasia: The role of text and pictures
Wallace, S., Weissling, K., SLP.D., CCC, and Dietz, A.
A framework for understanding the role of AAC in aphasia rehabilitation
Zangari, Carole, Ph.D., CCC-SLP
Supporting AAC practitioners using online tools and strategies (1 hour)

Zangari, Carole, Ph.D., and Paiva, Tathiane, B.S.
A curricular approach to core language instruction for prekindergarten children (1 hour)

Zangari, Carole, Ph.D., and Paiva, Tathiane, B.S.
The AAC trajectory of an individual with auditory dyssynchrony and visual impairment following brain herniation (1.5 hours)

Zangari, Carole, Ph.D., and Paiva, Tathiane, B.S.
Look who’s talking (4 hours)

ASHA Convention
**Atlanta, Georgia**
**November 15–17, 2012**
Victor, Shelley, Ed.D., CCC-SLP, and Ringwalt, Sharon, Ph.D., CCC-SLP
Advocacy 101: Add your voice! (1 hour)

Victor, Shelley, Ed.D., CCC-SLP
Supervision and multicultural issues (1 hour)

Newman, Wren, SLP.D., CCC-SLP
Ethical dilemmas facing professionals and students (2 hours)

Zangari, Carole, Ph.D., CCC-SLP, and Soto, Gloria, Ph.D.
SIG 12 Sponsored Short Course
Practical strategies for building vocabulary in students who use AAC

Florida Cleft Palate-Craniofacial Association, Inc.
**52nd Annual Symposium**
**September 2012**
Garcia, Raquel, B.S., DeLuca, Kristen, M.S., and Braun, Tambi, SLP.D., CCC-SLP
A trilogy of advocacy: insurance, AAC, and functional therapy

Braun, Tambi, SLP.D., CCC-SLP, and Wyatt, Brooke, B.S.
Closing the gap: The journey of a school-based therapist

Speech and Audiology Post-Symposium Conference at the Florida Cleft Palate-Craniofacial Association, Inc.
**52nd Annual Symposium**
**September 2012**
Braun, Tambi, SLP.D., CCC-SLP
Thinking outside the box: Four sides of velopharyngeal dysfunction (4 hours)

Regional meeting of DOVS of Broward County, Inc.
**September 2012**
Braun, Tambi, SLP.D., CCC-SLP
PRAGWHAT? Social pragmatics and communication in the workplace.

FLASHA
**May 2012**
Fisher, Hélène R., SLP.D., CCC-SLP
PINCH therapy: What it’s not, what it is, theory and method (3 hours)

Regional Workshop on Vocal Hygiene to Teachers
**June 2012**
Victor, Shelley, Ed.D., CCC-SLP
Educating teachers in efficient vocal use and strategies to minimize overuse, abuse, and misuse

Speechpathology.com
**April 2012**
Fisher, Hélène R., SLP.D., CCC-SLP
Supervision and multicultural issues

Annual Online NSU Supervisory Conference
**March 2012**
Newman, Wren, SLP.D., CCC-SLP
Ethics and the supervisory process

Research Rendezvous
**October 21, 2012**
Kaploun, Lea, Ph.D., CCC-SLP
Acoustic analysis of voice/speech characteristics in nonsymptomatic gene carriers of Huntington’s disease: Does the speech/voice differ from normal controls?
Florida Laryngectomy Association Experience from a Graduate Student Perspective
By Jennifer Larsson and Gaby Rovis, SLCD Graduate Students

From September 28–30, 2012, six students from the Speech-Language and Communication Disorders program at Nova Southeastern University attended the 2012 Vic Baird Graduate program at the Florida Laryngectomy Association’s annual meeting in Orlando, Florida. It was important for us, as students and future speech-language pathologists, to attend this conference to learn about the anatomy, physiology, and treatment of individuals with laryngectomy, as well as the medical, physical, emotional, psychological, social, and vocational challenges of life after laryngectomy.

We were warmly welcomed by speech-language pathologists, individuals with laryngectomy and their spouses, and commercial vendors. We were enthusiastically asked what school we represented and told how happy they were to have us attend the conference. We immediately sensed how much our presence was appreciated and how important it was for us to be there.

What we noticed were the many different ways that each of the individuals with laryngectomy communicated. One used an electrolarynx, another used tracheoesophageal speech, and another used esophageal speech. Gradually, we started to relate our classroom teachings to the current experiences and collectively had an “aha” moment. We started to formulate and pose relevant questions to both the individuals with laryngectomy and professionals in related medical disciplines. The answers we obtained satisfied what we wanted to know about working with the laryngectomy population as a whole, as well as specific answers on techniques.

The conference program included topics that were not only informative to students, but to individuals who were long-time and recent laryngectomees. Topics included, “What I Look for from a Good SLP”; “Introduction to Esophageal Speech, Artificial Larynx, and Tracheoesophageal Speech”; “Speech and Swallowing Related Products for the Laryngectomee”; and “Emotional and Psychological Impacts,” to name a few. Throughout the program, there were roundtable discussions in which we were given the opportunity to take what we learned from the seminars and speak with laryngectomees firsthand. We shared our thoughts and questions regarding emotional impacts, struggles, regrets, how to choose a method to communicate, and their relationships with spouses or family members.

It was very interesting to understand why these individuals chose their preferred method of communication and also listening to their life stories as laryngectomees. The individuals were very open to answering any of our questions, even when some questions appeared to be uncomfortable. Some even shared funny stories about things that had happened to them post surgery. This created an open and comfortable environment where it was easy to ask questions and actively participate.

Another exciting experience we had was the opportunity to have our own electrolarynx to use for the weekend, so we could understand what it was like to communicate with an artificial voice. We were taught how to use them and encouraged to practice having conversations with each other. We were told to find our ‘sweet spot’ in order to have a better outcome on the speech production, and we found it to be frustrating at times. It was very challenging to maintain a fluent conversation with our peers. This helped us realize how much these patients have to go through after surgery in order to get a voice back.

In addition to learning about the electrolarynx, we were also taught esophageal speech. Everyone in the room was either burping or actually producing esophageal speech. We also discussed tracheoesophageal speech extensively. We found that esophageal speech was more difficult to learn for some people and that it required a lot of practice each day.

An interesting moment happened to one of us involving the electrolarynx that we all will not forget. During one of the lunch breaks, we went to a fast food restaurant. While ordering, one of the students placed her purse on the counter with the electrolarynx in it. While looking for her wallet, the electrolarynx accidentally was activated. The cashier gave her a funny look and asked, “Is that a cell phone?” The student tried to briefly explain its use. The cashier and others surrounding gave the student a confused look and said they had no idea what she was talking about. This incident gave us the opportunity to realize how little people know about this population and how an individual using an electrolarynx might feel.

Another incredible opportunity we experienced was being able to sit with an experienced speech pathologist in the area and several patients and their family members. This opened up a unique forum to discuss anatomy, physiology, communication choices, and difficulties or limitations. Once the patients felt comfortable with us asking questions and got to know us better, we were given several opportunities to look at their stomas and their TEP implants. It was very interesting to learn what kind of implant they had and then be able to go back to the vendor and get an in-depth explanation of how they function.

As graduate student clinicians, we feel it is important to create more awareness for this population, as it is increasing yearly due to medical findings. In the past year, 5,000 laryngectomy surgeries were performed, and research has reportedly shown that the laryngectomy procedure is more successful and research has reportedly shown that the laryngectomy procedure is more successful than radiation treatment. The purpose of this article is to encourage graduate students to become aware of the Vic Baird program and the laryngectomy population. We really enjoyed the conference and the unique opportunity it provided us, as future clinicians, to learn so much about laryngectomees; it was an invaluable experience for all of us involved.
Support for Distance Supervision
By Barbara Zucker, M.A., CCC-SLP, SLCD Faculty Member

I am pleased to announce that this year, some of my time—when I am not assisting in the day-to-day operations of the clinic—will be committed to working as part of ASHA’s Leadership Development program. This program provides me with an opportunity to create a better support system for our off-campus clinical educators and improve the overall professional development experience for our students. When asked what I love most about my job, I don’t hesitate to say that helping graduate students grow into competent and confident clinicians is by far the most rewarding experience.

As clinic director with the Programs in Speech, Language and Communications Disorders at NSU, I have worked with many SLPs over the years who, as distance supervisors, commit their time to support our students and happily take on the supervision of our students over and above what is required for their jobs. These dedicated SLPs are ready and willing to give back to the SLP community. They serve as valuable supervisors and mentors to our graduate students and help show them the way as they enter the field. Their knowledge of the ASHA guidelines for supervision and of the supervisory process varies widely, from minimal to seasoned expert. Over the years, I have been very vocal about my desire to have more consistent communication with these field-based clinical educators and to provide more of the ongoing support they deserve.

To better support our community of supervisors, I feel that having more frequent communication from the NSU team in the form of a listserv will allow these committed supervisors to access information about what student clinicians should be doing at each stage of the clinical experience. It seems to me that receiving a message about the fact that midterm grades are due or that their students should be critiquing their own skills at certain times during the semester will make it easier for the off-campus supervisors to stay on top of the student clinicians’ learning objectives. My hope is to make the process of clinical education of our students easier and more accessible. Also, SLP supervisors who want more detailed information about any of the student assignments can reply to my email or to the entire group and get further information or opinions they may want or need. Additionally, I believe that having a basic continuing education course that covers the supervisory process and potential issues in clinical education will provide the base of knowledge necessary to meet their needs and better support our students. My program objectives include the development of an online course in basic student supervision, which will serve to enhance the SLP supervisor’s ability to provide clinical education to our students and enhance our student’s overall educational experience. This creates a win-win situation.

With these learning objectives in mind, I applied and was selected to be a participant in this year’s ASHA Leadership Development program. This is a one-year program with regular team meetings that work to develop and enhance leadership skills. My project is exactly what I have been dreaming about all these years—developing a better support system for the professional SLPs who take on the challenge of educating our students, while working full time in their clinical roles. My hope is to spread the professional and personal satisfaction I get from clinical education of students. By providing additional resources to our valuable supervisors, I also hope to further develop a professional community committed to supporting students and supervisors with regard to clinical education. Together, we can enhance the next generation of clinicians. Are you with me? I hope so! And I welcome your support on this journey.