

# Wavelength

DEPARTMENT OF SPEECH AND HEARING SCIENCES

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WASHINGTON STATE  
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*World Class. Face to Face.*

## True Stories

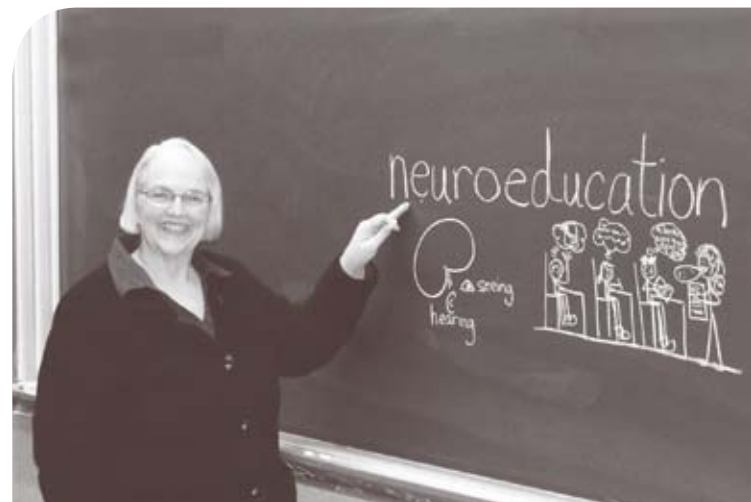
### My Life as an SLP

*By Ellyn Lucas Arwood*

Gail Chermak contacted me and asked me to write an article about my life as a speech-language pathologist (SLP) and my days at Washington State University. My days at WSU began before Gail arrived at WSU. My experience at WSU started in December, 1971, the morning I received a scribbled note on a 4 X 6 inch piece of paper. It said something like "Look forward to working with you, Robert E. Potter." That note made a tough decision easy. You see, I was an undergraduate at another university looking for a graduate school to do my master's program and I thought if the chair\* of a program could take the time to handwrite a note, then this program must really care about their students. By February I was sliding through the snow to get to my first graduate classes.

My experiences at WSU opened many doors. For example, there was the morning that I finished working with a child and my supervisor said, "So, did you make any difference?" I quickly talked about my "good" collected data; and, he said again, "But, did you make any difference?" That phrase has stayed with me for the last 40 years and it guides everything I do in the field. My work is not about data (yes, I collect data) and it is not about the therapy "I do" but it is about the changes I see in my clients. Similarly, my work with college students is not about "my teaching;" it is about my students' learning. When I read professional articles or take professional development classes, it is not about "my learning" but about what I am going to apply that will make a difference to my clients and students. If my therapy shows no immediate change, I assume I am not doing "therapy" and I immediately change what I do until I see changes that are worth noting; changes that make a difference.

This WSU phrase, "Did you make a difference?" has guided me through two years of faculty supervision at the University



of Illinois, teaching and obtaining a doctorate at the University of Georgia, two years as an assistant professor at WSU (when I did meet Gail Chermak), 9 years as an assistant professor at Louisiana Tech University and Texas Tech University and the last 25 years at University of Portland. My years on the Palouse helped guide me into who I am as a professional. My scholarship, practice, service, and teaching have a foundation in "Did you make a difference?" Thank you, WSU.

Ellyn Lucas Arwood, Ed.D., CCC-SLP  
Professor, School of Education;  
Neuroeducation Certificate Program  
University of Portland

\*Robert E. Potter served as director of the communication disorders program from 1969-1981 and chair of the department from 1981-1990.

## Message from the Chair



This issue of *Wavelength* continues our tradition of giving you a snapshot of the many accomplishments of our faculty, students, and alumni during the past academic year. As you will read, many of our undergraduate and graduate students were recognized for their academic and clinical excellence, as well as for their involvement in community. Our faculty continued to earn recognition for their exceptional contributions to professional education, clinical practice, and research. As measured by a range of metrics including awards, honors, scholarships, grants, publications, presentations, and consultations, our faculty, students, and alumni continue to excel.

Ongoing budget pressures persist in casting a shadow across the university. While these historic budget cuts continue to cause significant stress, they also challenge us to intensify our efforts to advance excellence. Our extraordinary faculty has worked even harder to ensure that our students receive the highest quality education anywhere in the nation. While we see signs of recovery at the national level, Washington State's economy lags behind. We look forward to the stabilization of our state economy and a rebound soon thereafter. Like many units, we were forced to eliminate positions and change our curriculum (i.e., discontinue our undergraduate clinical program) last year. Additional budget cuts imposed this year will require us to be even more creative and innovative as we serve a larger number of students with fewer resources. With the steadfast commitment of our faculty and staff, we will not only survive these historic budget cuts, but we will have developed new pedagogic approaches and models that actually enhance

our students' educational experiences and learning outcomes.

We continue moving toward a paperless, electronic distribution of *Wavelength*. Many of you have updated your e-mail addresses and you are receiving this issue of *Wavelength* via e-mail. However, we do not have working e-mail addresses for many of our alumni and friends. To ensure you receive our e-mail communications, please take a moment to send your e-mail address to our Academic Coordinator Lauri Sue Torkelson at [torkelson@wsu.edu](mailto:torkelson@wsu.edu). Simply place "Wavelength" in the subject line and your name and your e-mail address in the body of your e-mail. We will make sure you are included in the electronic distribution list.

We invite you to browse through our department website ([libarts.wsu.edu/speechhearing/overview](http://libarts.wsu.edu/speechhearing/overview)) to learn more about our ongoing work. You will find the 2011 issue of *Wavelength* posted at [libarts.wsu.edu/speechhearing/overview/wavelength.html](http://libarts.wsu.edu/speechhearing/overview/wavelength.html). Also, we would like to include your news in our next issue, so please e-mail me at [chermak@wsu.edu](mailto:chermak@wsu.edu). As always, I welcome your ideas and your feedback.

Thank you to all who have given so generously to the department during the 2011 fiscal year. Your name will be prominently displayed in the 2010-2011 WSU Foundation Annual Report, which will be published in fall 2011. Once again, please accept my deep appreciation to you, our loyal alumni and friends, for your deep and shared commitment to the success of our students and our faculty. Your gifts allow us to provide student scholarships, defray travel expenses for students presenting at conferences and participating in faculty-led trips abroad, and provide small grants to support faculty engaged in innovative teaching and research activities. Simply stated, your gifts make a world of difference to our students and our faculty.

With warm regards,

Gail D. Chermak

## On The Move

Congratulations to **Dr. Nancy Potter** who was tenured and promoted to associate professor, effective fall 2011.

A warm welcome to assistant professor **Teresa Cardon** who joined the department in fall 2010. Dr. Cardon earned her Ph.D. from Arizona State University with a specialty in autism. We also are delighted to welcome our new EWU UPCD colleague, assistant professor **Elizabeth Wilson-Fowler** who comes to us with a newly minted Ph.D. from Florida State University.

We extend our best wishes to clinical professor **Jon Hasbrouck** who will retire in summer 2011 after 10 glorious years with our department. Dr. Hasbrouck has served as our graduate internship coordinator since 2004, following three years as our clinical preceptor at St. Luke's Rehabilitation Institute.

We also send our best wishes to clinical assistant professor **Susan Forbes** who supervised in our Pullman Speech and Hearing Clinic and taught a number of undergraduate face-to-face and online courses over the last nine years. Dr. Forbes accepted a position as clinical audiologist at Pullman Regional Hospital.



# Speech & Hearing Sciences Student Pioneers Use of Simulation in Endoscopy Training

By Judith Van Dongen

If you could take three minutes out of your day to help a student become a better health professional, would you? What if this involved having an inexperienced student pass a small video camera down your nose to assess your swallowing? Would you still be up for it?

I didn't think so...

Yet this is the dilemma the speech and hearing sciences program faces every year. As part of assistant professor Nancy Potter's Dysphagia (swallowing disorders) class, graduate students need hands-on practice performing transnasal endoscopy to meet guidelines set by the American Speech-Language-Hearing Association. Until last year, only a few students each year received this practice, typically scoping each other or Potter, a less than ideal situation for the person being scoped.

So when then-first-year graduate student Elise Benadom consulted with Potter in fall 2008 on a swallowing-related topic for her thesis, they decided to explore the use of simulation in training graduate students to perform transnasal endoscopy.

"We wanted to see whether we could train students without compromising people's noses, because it can be rather uncomfortable," Benadom laughed.

The study design used by Benadom, who graduated last May, compared the effect of two different forms of simulation training—training that used a human patient simulator versus training on a non-lifelike simulator. The process to identify the human patient simulator led Benadom and Potter on an extensive search that started at the Nursing Simulation Lab.

"They kindly let us scope all of their manikins, but none had realistic nasal passages with nasal turbinates," Potter said. "What's challenging in this procedure is passing the scope along the nasal floor below the nasal turbinates without touching them, so it's crucial that a manikin has realistic nasal anatomy."

Benadom and Potter eventually decided to rebuild an aging manikin found in a closet on the Pullman campus. They separated the manikin into halves, gutted his nose, and used \$10 worth of craft supplies to create a nasal structure that would look realistic as seen through the endoscope. The non-lifelike simulator—a glovebox—was more quickly identified.

Benadom's study, which was published online in the journal *Dysphagia* in December 2010, took place over two days in September 2009. Eighteen graduate student clinicians from the speech and hearing sciences program were randomly assigned to groups that either used the manikin or the glovebox to complete



Photo by Nancy Potter

*Elise Benadom scoping "Martin the manikin"*

seven training passes with the flexible nasal endoscope on day one. On the second day, each clinician performed one pass on two different volunteers. Each volunteer was scoped twice: once by a clinician who trained on the manikin and once by a clinician who used the glovebox for training.

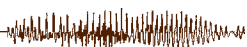
Surprisingly, study results showed no difference in pass times on human volunteers between clinicians trained on the manikin as compared with the glovebox. Both groups were faster and more confident on the second endoscopy on a volunteer than on the first.

For Benadom, the research project solidified her interest in research. She is currently completing her clinical fellowship year at a skilled nursing and rehabilitation facility in Dallas, Texas, while considering going back to school for a PhD.

Meanwhile, Potter is working with one of her current students on a follow-up study. She said this study and the one conducted by Benadom are part of a series of studies aimed at determining what would be optimal simulation training prior to performing endoscopy on a human. The intended outcome is a training protocol that could be used by speech-language pathology programs across the nation.

Using simulation for endoscopy training is common sense, Potter emphasized. "Students should know how to use the equipment prior to scoping a volunteer or real patient, just as pilots should know how to use their equipment before flying a plane."

[http://spokane.wsu.edu/aboutWSUSpokane/News\\_Events/News/Bulletins/2010/dec8.html](http://spokane.wsu.edu/aboutWSUSpokane/News_Events/News/Bulletins/2010/dec8.html).



## Q&amp;A

## Doctor's Corner

Assistant Professor Teresa Cardon

## Send Us Your Questions!

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

*Q: I was taught that using pictures with children on the autism spectrum can help increase communication. Some of the families I work with are very nervous about using pictures because they are worried it will discourage their children from talking. What do you suggest?*

Too often misconceptions regarding the use of visual supports keep parents and professionals from using them; however, research supports the use of visual supports with children on the autism spectrum (e.g., Hodgdon, 1996; Siegel, 2003). Visual supports do not stop a child from trying to communicate. In

fact, visual supports help children succeed as verbal and non-verbal communicators (Frost & Bondy, 2002). In a constantly changing world, visual supports help ideas and words become permanent in a child's life (Sussman, 1999). They provide support for children to see the big picture, which in turn can help them stay emotionally regulated.

Visual supports can increase children's receptive language skills by helping them understand the choices being presented to them (i.e., choice boards) and the choices that are not available. Children also are better able to understand what comes next in their day when they are introduced to a daily schedule. Schedules can be representative of an entire day or just one hour of the child's day. Mini-schedules to represent the steps of individual tasks such as dressing, teeth



brushing, traveling to and from school, etc., can decrease children's frustration and improve problem behaviors.

Visual supports also can help children increase their expressive communication skills. Children need to be provided with a way to express their wants and needs throughout the day. The Picture

Exchange Communication System (PECS; Frost & Bondy, 2002) is an evidenced based program that has been found to be successful for many children on the autism spectrum. It is important with visual supports, such as PECS, to teach children how the visual supports can be used to get their needs met. Too often visual supports are introduced and then abandoned because parents and professionals are unsure as to how to support children in learning the process. Attending training to learn how to implement systematic, researched based communication systems is an important aspect of continuing education for speech-language pathologists.

Finally, visual supports can help children learn more effectively. Visual supports implemented in one-on-one settings or classroom environments can promote learning. Children can learn to categorize, discover colors and shapes, learn how to spell their names, and a plethora of other skills when they are paired with visual supports (Eckenrode, Fennell, & Hearsey, 2003). Be sure to talk to parents about their concerns, show them the research, and help them enjoy the many creative ways you can use visual supports!

## In The Spotlight

Speech and Hearing Sciences students were recognized for outstanding scholarship, leadership, and service in 2010-2011.

**Krista Meyer** was named the College of Liberal Arts Outstanding Senior in Speech and Hearing Sciences. Meyer also received the College of Liberal Arts (CLA) Evelyn W. Hacker Scholarship.

Senior **Mackenzie Lauber** received the CLA Edward R. Meyer Scholarship and the WSU President's Leadership Award. Senior **Kaitlynn Knol** and junior **Jessica Schmidt** are Regents Scholars.

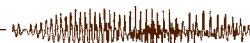
Senior **Sarah Bates** received the College of Liberal Arts' Evelyn W. Hacker Colonial Dames Scholarship. Junior **Hayley Aubertin** was awarded the College of Liberal Arts Native American Scholarship and a Plateau Native American Scholarship. Junior **Alyssa Anderson** was named a President's Scholar. Junior **Belinda Crowson** was awarded the Maynard Lee Daggy Scholarship.

Senior **Khadra Haro** was one of six undergraduates from across the nation selected to participate in the 2010 ASHA Minority Student Leadership Program held before and

during the 2010 ASHA convention. President

**Elson Floyd** conferred the 2011 Martin Luther King Distinguished Service Award to Haro in recognition of her contributions to recruitment and retention of underrepresented students at WSU. Haro and junior **Stella Ong** are McNair Scholars, a

select group of undergraduate students who are heavily recruited by graduate programs across the country. Barry, Knol, and juniors **Shealyn Comstock** and **Hannah Visscher** are enrolled in the Honors College. Seniors **Alyssa Drevniak**, **Allen Cent**, **Amanda Katz**, **Shana Largent**, **Mackenzie Lauber**, **Emily Malik**, **Krista Meyer**, **Cortney Paluso**, **Brittany Phelps**,



## Notes from the NSSLHA Officers

Through a variety of fundraising, community service, and bonding activities, the WSU chapter of the National Student Speech-Language-Hearing Association (NSSLHA) has been given the ongoing privilege of educating and advocating for those with communication disorders. The 2010-2011 officers: **Krista Meyer** (president), **Hayley Mortimer** (vice president), **Mackenzie Lauber** (public relations coordinator), **Jennifer Whittles** (treasurer), **Amanda Katz** (secretary), and **Emily Dennison** (junior liaison) set out our collective goals early in the academic year and achieved them most successfully!

### Publicity/Recruitment

NSSLHA participated in several WSU recruitment conferences and fairs. The Children of Aztlan Sharing Higher Education Conference (CASHE) (November 13th) was attended by over 250 Chicana/o Latina/o high school students from the Seattle, Vancouver, Wapato, Tri-Cities, and Spokane regions of Washington State. The Shaping High School Asian Pacific Islanders for the Next Generation (SHAPING) Conference (October 23rd) attracted over 100 Asian Pacific Islander high school students from the Northwest. Both conferences provided excellent opportunities for NSSLHA to leave a lasting impression of the WSU Speech & Hearing Sciences department (and of higher education in general) as these high school students embark on their college careers.

### Community Service

In December 2010, NSSLHA coordinated Holiday Health Bags for the Homeless, a community service event designed to donate health and food items to those less fortunate living in our college community. By speaking with various businesses in town, NSSLHA received donations from two dental offices, Starbucks, and the Holiday Inn Express. By working with WalMart, NSSLHA volunteers encouraged shoppers to contribute to the cause. Donated goods ranged from gloves and granola bars to toothbrushes and toothpaste. The accompanying photo shows us assembling the bags for distribution.

### In the Spotlight *continued*

**Diana Thompson**, and **Emma Wynder** graduated with academic honors (i.e., summa cum laude, magna cum laude, or cum laude) in the 2011 commencement year.

Graduate students and alumni also received recognition. **Rachel Moore** received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. **Bethany Kelley** was honored with the Lynn Larrigan Clinical Excellence Award. **Donna Hayden** was awarded the CLA Howard and Shirley Strobel Scholarship. **Lindsey Cooper** was awarded a Blankinship Fellowship in Childhood Language Disorders and **Kathryn McDonnell** and **Christine Caldejon** were each awarded a Scottish Rite Scholarship from the Scottish Rite Foundation of Washington. Alumna **Billie Higheagle** (M.A., '96) is a member of the Native American Leadership Council of the American Speech-Language Hearing Association. Alumna **Joanne Harrison** (B.A. '04) serves on the Washington State Indian Education Association Board of Directors.

Needless to say, the event was extremely rewarding! The club gathered over 200 lbs. of food and health items, which were given to a homeless shelter in Moscow, Idaho and to the Community Action Center in Pullman, Washington.

### Fundraising

NSSLHA participated in a number of fundraisers throughout the year at the Coffeehouse for the Greater Good Open Mic, founded by NSSLHA advisor, **Dr. Amy Meredith**. Members of the community come together at the Coffeehouse once a month to enjoy a variety of performances and to raise money for charities that work to improve health, nutrition, education, and justice for people in developing countries. NSSLHA hosted several of these events, with the most successful one being for Central Asia Institute-Pennies for Peace, which was established by Greg Mortenson, the author of *Three Cups of Tea* and *Stones for Schools*. Pennies for Peace is an international service-learning program that aims to make a positive, educational impact in many impoverished countries around the globe. NSSLHA officers **Mackenzie Lauber** and **Emily Dennison**, along with Dr. Meredith, were honored to personally present the \$550 raised to Greg Mortenson on behalf of NSSLHA in January 2011.

NSSLHA also sold spooky, chocolate brain candies at our Halloween Chocolate Brains Sale Fundraiser. All proceeds were used to fund the annual NSSLHA Spring Conference. The Daily Evergreen, WSU's daily newspaper, covered this event and captured members hard at work with a front-page photo and article.

### Education

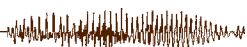
NSSLHA members educated college students, elementary school students, and members of the Moscow and Pullman communities at a variety of events about traumatic brain injury (TBI), the importance of helmets in TBI, and how TBI can adversely impact one's life and communication abilities. Many students gained a "heads up" on how to best protect their brains during recreational and athletic activities. Free pamphlets, handouts, and demonstrations were provided.

NSSLHA officers worked extremely hard collaborating with Eastern Washington University's NSSLHA chapter for the annual NSSLHA Spring Conference. The conference was held in Spokane, WA at the Riverpoint Campus April 15th. Students of the Communication Disorders and Speech and Hearing Sciences programs attended, bringing a variety of intriguing questions for the speakers and panels. This conference allowed students to gain more information about the field and also allowed them to gain more knowledge about the process of applying to graduate school.

### Social

Even with the club's busy schedule, NSSLHA members made some time to have some fun and bond with one another. With thanks to Dr. Meredith for supplying the treats, NSSLHA had a Chocolate Fountain Social in the month of February. Members had the chance to talk, catch up, and take a break from school while indulging in chocolate covered goodies.

NSSLHA members gained additional inspiration as future speech therapists as they viewed *The King's Speech* together. The film based on the story of Britain's King George IV's struggle to overcome stuttering precipitated a plethora of exciting discussions.



## In the Forefront

The Speech and Hearing Sciences faculty continued to earn commendations for their exceptional teaching and mentoring, as well as their significant contributions in research, clinical innovation, and outreach. Faculty published 5 refereed articles, 4 invited articles, and one book chapter and presented 14 refereed papers and 23 invited papers, seminars and workshops at international, national, regional and state professional and scientific conferences and institutes.

Associate professor **Ella Inglebret** was recognized by the president of the National Indian Education Association for her many contributions to advance the educational achievement of Native American students across the nation. Professor **Charles Madison** remained on the Fulbright Senior Specialists Roster and was elected to the ASHA Council on Academic Accreditation in a national election. Assistant professor **Amy Meredith's** article on innovative activities for teaching anatomy of speech production was the cover article in the August 2010 issue of *Anatomic Science Education* and her article on prevention of traumatic brain injury, published in the *ASHA Leader*, elicited congratulatory comments from the president-elect of the American Speech-Language-Hearing Association (ASHA). Her work demonstrates a strong convergence of teaching, engagement, and community service. Assistant professor **Nancy Potter** received the Spirit of Lou Gehrig Award from the Evergreen Chapter of the Amyotrophic Lateral Sclerosis (ALS) Society for her many contributions to understanding and supporting persons with ALS and educating the community about the needs of persons with ALS. Clinical professor **Leslie Power** was named program committee chair for the 2010 annual convention of the Washington Speech-Language-Hearing Association (WSHA). Professor **Gail Chermak** received the Distinguished Achievement Award from the American Academy of Audiology and was interviewed for and prominently cited in the April 26, 2010 issue of the *New York Times*.

Faculty and current and former graduate students presented papers and seminars at several national and state conferences. At the annual ASHA convention in Philadelphia, assistant professor **Teresa Cardon** presented a poster on increasing play skills in children with autism through video modeling. Inglebret presented a poster on cross-disciplinary education and another poster, with Meredith and graduate student **Kaprice Kellison**, that reviewed how authors described children's race/ethnicity and spoken languages in articles published in ASHA publications. Also at the ASHA convention, Meredith, **Amanda Cosand** ('10 M.A.) and undergraduate **Khadra Haro** gave a presentation on the increasing interest in the profession of speech-language pathology among culturally and linguistically diverse high school students. Madison, EWU associate professor **Jane Pimentel** and **Hollie Bowman** ('08 M.A.) presented two papers at the American Cleft Palate Association annual meeting. SHS faculty and students also contributed to the

successful annual WSHA convention. Clinical associate professor **Sandy Bassett** presented on dysphagia in the schools. Cardon presented on assistive technology to support children with autism in home and classroom environments. Clinical professor **Jon Hasbrouck** and clinical associate professor **Jeff Nye** presented on a collaborative (SLP- Audiology) approach to evaluation and treatment of auditory processing disorder. Meredith, Potter, and graduate student **April Montney-Codr** presented on sentential stress accuracy in adults with galactosemia. Potter, Power, and EWU senior lecturer **Robbie Jackson** presented two papers at the Parents of Galactosemic Children Biannual Convention—one on reducing speech disorders in preschool and elementary school-age children with galactosemia and the second on strategies for speech-language services for middle school and high school students with galactosemia. Bassett presented on the needs of medically fragile infants and children at the annual Washington State Occupational Therapy Conference. Inglebret co-authored a paper on indicators of Native students' educational success at the annual convention of the National Indian Education Association. Potter and graduate students **Emily Perry** ('10 M.A.) and **Kayla Rambo** ('10 M.A.) presented on the effects of strength training on neuromuscular facial rehabilitation at the International Conference on Motor Speech. Chermak presented a featured session at the annual convention of the American Academy of Audiology and sessions on the neurobiology and treatment of central auditory processing disorder at the annual conventions of the Oregon Speech and Hearing Association and the WSHA.

Faculty continued to serve as international, national and regional practice consultants in the areas of: assessment and intervention with multicultural populations; augmentative communication; autism; central auditory processing disorder; hearing loss; maxillofacial anomalies; motor speech disorders in children and adults; and pediatric and adult swallowing disorders. Bassett served on a statewide committee developing protocols for evaluating and treating deaf and hard of hearing children, birth-to-five years. She provided many outreach clinics and consultations on pediatric feeding and swallowing disorders to parents, speech-language pathologists, occupational therapists, nurses, dieticians, preschool teachers, and birth-to-three coordinators across the region. Bassett also served on the Spokane Early Intervention Network for Families and the Sacred Heart Feeding and Growth Team. Bassett, Madison, and Nye volunteered their time and expertise to the Spokane County Maxillofacial Review Board and the children and families they serve. Inglebret served as a consultant to speech-language pathologists across the region and the nation regarding cultural issues in service delivery and multicultural issues impacting special education service delivery to Native Americans. Meredith served on the professional advisory boards of the Children with



Apraxia Association of North America and the Kids International Early Childhood Initiative Organizing Committee and she participated in the Southeastern Washington Fetal Alcohol Syndrome (FAS) Diagnostic Team. Meredith and her students presented on prevention of traumatic brain injury to school-age children and their families in local schools and at parks and recreation after school and summer programs. Potter consulted

with educators in school districts across the United States on appropriate programming for students with galactosemia and, for the fourth consecutive year, she organized the campus-wide multidisciplinary forum on living with Amyotrophic Lateral Sclerosis (ALS) for professionals, students, and individuals and families of individuals with ALS. Power served as a lead liaison with the Spokane Public Schools.

## News of Our Friends

**Michelle Batson** (B.A. '99) earned her Au.D. while raising (with her partner Shane) their now 3 year-old. Michelle enjoys harassing musician Shane about noise damage and she especially enjoys working with patients with tinnitus, noting the satisfaction in being able to help those who thought that all hope was lost. You may reach Michelle at michelleb@nwface.com.

**Sandra Bushnell** (M.A. '95), a SLP with the Walla Walla Public Schools, enjoys working with a diverse population including preschoolers and elementary aged students, life skills students, and bilingual students. Sandra and husband Wayne have one daughter, Emily, age 9. Wayne teaches English at Walla Walla Community College.

**Anna Diedesch** (B.A. '04) earned her Au.D. in 2008 and has been working as a research audiologist at the National Center for Rehabilitative Auditory Research (NCRAR) in Portland, OR.

**Izumi Furukawa** (M.A. '99) earned her Au.D. (and married) in August 2009. She worked at Santa Clara Valley Medical Center, CA until January 2010 when she and her husband moved back to Japan due to her husband's job transfer. Izumi works part-time in a private practice clinic that specializes in voice disorders and serves many singers (some famous) and spends the other part of her professional week working with MedEL (a cochlear implant company). She has many questions and hopes to do some research in the future. (We send our best wishes to Izumi and all the people of Japan as they recover from the devastating earthquake, tsunami, and nuclear plant disasters.)

**Sherrie Leung** (B.A. '05) spent some time working for a non-profit speech and hearing clinic focused on early intervention after leaving Pullman. She decided to continue her education in another field, obtaining a master's degree in public administration in 2007 and marrying her high school sweetheart shortly thereafter. Sherrie misses Pullman-- especially the local coffee hot spots.

**Megan (Engebo) Liebe** (B.A. '05) reports that her husband **Kevin Liebe** (B.A. '05) is famous. Dr. Kevin (Au.D.) was interviewed on Kennewick, WA television about prevalence of hearing loss among teens.

**Sarah Linton** (M.A. '06) is the director of rehabilitation at a skilled nursing facility in Olympia, WA.

**Judy McCulloch** (M.A. '96) reports that her 25 year old son, John, completed his master's degree in entomology at WSU in

2010. Her youngest son, James, is a WSU freshman pursuing a career in engineering. Eldest son Jacob (and his wife) made Judy and her husband grandparents on February 7, 2011. Judy reports that Ryan Matthew McCulloch was producing CVC syllables within 10 days of his birth. Judy is a SLP with RehabVisions at Grays Harbor Community Hospital, full time with outpatient services, with weekend coverage for inpatient.

**Kelly (Gettles) Mullin** (M.A. '92) has had a challenging year recovering from a benign meningioma. As a result of her own rehabilitation, she has developed some physical routines she uses with her own speech students that seem to enhance their focus. Kelly's MRIs have been clear and is moving forward with her life. (We wish you the best, Kelly!)

**Patricia (Pruss) Nelson** (B.A. '08) is the coordinator for newborn hearing screenings with Pediatrix Medical Group in the Evergreen Hospital Medical Center in the Seattle area. Patricia is thrilled to help children and families by referring identified infants for diagnostic evaluations, providing follow-up care throughout the habilitation process, and serving as a resource for families. Patricia notes that if it were not for the valuable time spent in the clinic at WSU, she would never have been interested in a position like the one she now holds.

**Jenell (Norton) Zamora** (B.A. '97) is the director of speech-language pathology for the Harney ESD in Burns, OR.

**Candice (Kerr) Pinard** (M.A. '09) delivered a baby girl, Abigail, in July 2010 and is completing her CF year in a long-term acute care hospital, while also working one day a week in a preschool.

**Diann (Layfield) Rockstrom** (M.A. '71) worked for three years as a SLP before pursuing a graduate degree in deaf education. She has taught students who are deaf ever since. Currently, Diann works part-time for ESD105 as an itinerant teacher of the deaf.

**Mary Silva** (M.A. '06) earned her Au.D. in 2009. She is an audiologist with Puget Sound Hearing Aid and Audiology, a private practice in Western Washington.

**Robin (Albers) Spooner** (M.A. '03) is an entrepreneur and professional speaker. After working as a SLP for eight years, mainly in hospital settings, she moved in a new direction. As a professional speaker and trainer with Monster Worldwide for the past four years, Robin speaks to high school and college

## Wavelength is Going Green!

Send your e-mail address to [torkelson@wsu.edu](mailto:torkelson@wsu.edu) and receive an e-mail alert when future *Wavelength* issues are posted on our Web site.

*From News of Our Friends, page 7*

age students across the country on a variety of topics, including diversity leadership. Robin and husband Dustin own a coffee house and wine bar in Clarkston, WA.

**Karl Stern** (B.A. '02) is a special education teacher and school-to-work transition coordinator for students 18-21 with developmental disabilities for the Lake Stevens and the Granite Falls school districts in Washington. Karl also is the specialized recreation coordinator for the Snohomish County Parks and Recreation department.

**Janet (Jackson) Stevens** (M.A. '87) is a SLP for the Sunshine Coast school district near Vancouver BC. **Kelli Hansen**, another Cougar (M.A. '92), is nearby working in the health unit. (Janet wrote an inspiring piece in the winter 2010 CASLPA newsletter highlighting one of her former students—a real success story.)

**Amy (Bergner) Svensson** (M.A. '00) was a SLP for six years in the North Carolina public schools, in acute care services at Wake Medical Center, and in a private practice in Raleigh. In

2006, Amy moved with her husband and daughter to Sweden where her husband was assigned for one year. After returning to the United States in 2007, Amy delivered a baby boy in 2008 and shortly thereafter resumed her professional career. In August 2010, Amy realized one of her major career goals—she bought her own practice—Susan L. Cohn & Associates, a private pediatric speech-language practice in Issaquah, WA.. Amy and family live in Snoqualmie, WA. (Congratulations, Amy.)

**Chellis Swenson** (B.A. '57), also known as Rhinestone Rosie, exhibited her many handmade dresses and hats as well as her collection of fans, purses, boas, jewelry, music and other items from the 1890's to the early 1900's at the September 2010 Puyallup fair.

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