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2015

# ASHA Audiology Connections



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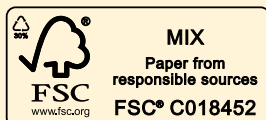
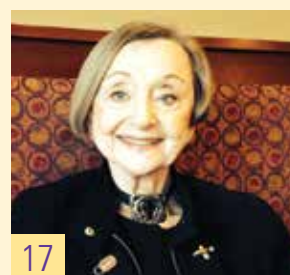
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# Welcome Message From Audiology Professional Practices

Pamela A. Mason, MEd, CCC-A, Director,  
Audiology Professional Practices, ASHA

**W**elcome colleagues and friends! We hope you enjoy the current issue of *Audiology Connections*. Did you know that this magazine has been published annually since 2003? Prior to 2003, the magazine was produced as a newsletter. Over time it has evolved into a more robust, full-color magazine. The topics covered have expanded to reflect back on the past year's ASHA Audiology activities, as well as to look forward to new resources and planned activities for the upcoming year.

The ASHA Audiology Professional Practices Unit expanded as well over the past year. In 2014, we welcomed Deborah Berndtson as associate director, Maureen Salamat as project manager, and Jill Reynolds as portal project resource manager.

Deborah Berndtson, a clinical audiologist, worked for many years in private practice—primarily with the geriatric population. She was previously an assistant clinical professor at University of Maryland Hearing and Speech Clinic.

Maureen Salamat, an experienced editor and project manager, was previously the director of publications with the national office of Communities In Schools, a nonprofit dropout prevention network.

Jill Reynolds, a speech-language pathologist, is experienced in adult acute care and also brings writing and editing background to the team.

During the summer of 2014, ASHA Audiology was thrilled to host an intern as part of The Mandela Washington Fellowship for Young African Leaders, the *flagship program* of President Obama's Young African Leaders Initiative (YALI). YALI started in 2010 to support young African leaders/professionals (25-35 years of age) with education and networking opportunities among a generous list of activities. The goal of this initiative is to assist the young leaders to spur



*Audiology Professional Practices: (l-r) Neil DiSarno, chief staff officer; Deb Berndtson, associate director; Anne Oyler, associate director; Jill Reynolds, portal project resources manager; Paul Farrell, associate director; Pam Mason, director; Maureen Salamat, audiology project manager.*

growth and prosperity within their home countries.

Kate Kgwefane, trained as an audiologist in South Africa, was one of 100 fellows selected to complete an 8-week internship following a summer semester of educational study in Florida. Kate is passionate about audiology and the public health aspects of untreated hearing loss. She has been inspired to expand the newborn hearing screening program in her home country, Botswana. As an international affiliate, she is very familiar with ASHA's online resources and has contributed to our growing library of patient information handouts. These handouts are available as free downloads at [www.asha.org/aud/pei/](http://www.asha.org/aud/pei/). All are written in plain language, and the library continues to expand. Look for an article from Kate in the pages of this magazine.

Annually, this magazine focuses on a particular theme. The theme of *Audiology Connections 2015* is "Shaping the Future" (patient-focused care, holistic audiology, public health, collaboration). As you read the articles, please note how each relates to this theme.

The ASHA Audiology Unit has planned 2015 activities to be centered on this theme:

- The *Access Audiology* online newsletter will reflect this theme in expert essays in each issue.
- A new definition of the profession of audiology has been developed for use on the ASHA website and in a new for-sale brochure.
- Special Interest Group 8 is broadening its scope and name to be inclusive of audiology and public health issues.
- Neil DiSarno, chief staff officer for audiology, has been meeting with various other professional audiology associations to foster collaboration on shared issues.
- Strategic objectives that guide ASHA National Office activities include initiatives on the continuum of care and interprofessional education and collaborative practice.

We hope that you enjoy reading the magazine and that it will be a useful resource during the year. ☺

# From the CSO for Audiology

Neil J. DiSarno, PhD, CCC-A, CAE, Chief Staff Officer for Audiology, ASHA

This past year has been one in which ASHA volunteers and staff have continued to move initiatives forward with direction and purpose. Recommendations arising from the 2012 ASHA Changing Health Care Summit addressing patient-centered care, outcome measures, and the education of audiologists are all under way. Materials audiologists can use to develop plans of care to guide the rehabilitation services they provide are being developed. These will allow audiologists to not only consistently document their treatment, but also provide a basis on which to report patient outcomes.

Our profession is being challenged to demonstrate that audiology services make a difference in the lives of our patients. As practitioners, we have never doubted the value of our services, and some areas of practice have amassed considerable amounts of data demonstrating the value of audiology services. What we have yet to do, on any large scale or in a systematic manner, is to collectively and consistently demonstrate that value to patients, the Centers for Medicare & Medicaid Services (CMS), and third-party payers.

ASHA determined that there would be significant ramifications for audiologists if there did not exist a large-scale data collection system for audiology. Under development is a data collection system that will allow practitioners to accurately collect and mine data related to patients' auditory and vestibular impairments. It is expected that this system will assist in determining the amount of care a patient requires from an audiologist and will be designed as a "learning system" so that data informs improvements in clinical practice. Furthermore, clinical practice should inform the evolution of what and how data are collected. A team is working

toward determining which types of data audiologists are being asked to report and whether multiple data collection efforts may be needed.

This past year also saw the initiation of efforts to examine the model of audiology education. The value of interprofessional education leading to interprofessional practice has gained much attention in the education of all health care professionals. One area being examined is the extent to which students are learning to provide services that are patient/family centered, community/population oriented, relationship focused, and outcomes driven.

The 2014 Government Relations and Public Policy Board (GRPPB) has developed its annual plan for advocacy and action, *Blueprint for Action—2015 Public Policy Agenda*. The *Blueprint for Action* (previously titled *Public Policy Agenda* or *PPA*) is developed annually by the GRPPB and guides the advocacy efforts taken on by the Association and its members. Based primarily on input from ASHA members, the *Blueprint* includes the most pressing issues facing our members at the federal and/or state levels and includes a commitment to ethics, diversity,

quality outcomes, and evidence-based practice that provide a common thread throughout.

Among other audiology-related issues, in 2015, ASHA will support hearing aid tax credit legislation to increase affordability of hearing aids, as well as FDA regulations and guidance documents related to Internet and retail sales of hearing aids and personal sound amplification products (PSAPs). Also on the public policy agenda is support for oversight of deceptive advertising by sellers of PSAPs. ASHA will support legislation related to classroom acoustics as well as regulations and standards set by the American National Standards Institute (ANSI) and the Occupational Safety and Health Administration (OSHA).

On a final note, ASHA will continue to work toward reimbursement from CMS for auditory and vestibular treatment provided by audiologists. Efforts to have audiologists recognized by CMS as treatment providers, as well as providers of diagnostic services, will help greatly in facilitating the documentation of outcomes and the rebranding of audiologists as the comprehensive hearing health care providers they are. ☺

## Did You know?

Audiologists are experts in providing services in the prevention, diagnosis, and evidenced-based treatment of hearing and balance disorders for people of all ages. Hearing and balance disorders are complex with medical, psychological, physical, social, educational, and employment implications. Audiologists provide professional and personalized services to minimize the negative impact of these disorders, leading to improved outcomes and quality of life.

# From the Vice President for Audiology Practice

Donna Fisher Smiley, PhD, CCC-A



**N**one of us can predict or control the future. But we do have a responsibility to shape the future as much as possible. As a person with a

“planner” personality, I love the John Galsworthy’s statement, “If you do not think about the future, you cannot have one.” In our professional world, we cannot say for certain what will happen in the next year, 5 years, or 50 years. We should, though, be looking at what we can learn from the past and the present and thinking about the future of our profession.

There are several trends that audiologists may want to consider as we think about having a hand in shaping our future. I believe that these trends will remain steady forces regardless of what happens with specific legislation, such as the Affordable Care Act, because they are focused on improving functional outcomes for the person being treated AND on decreasing educational and/or health care costs. Better patient/client/student outcomes and decreased costs are desirable and cut across political lines.

Trends that we should be paying attention to now include prevention and wellness, patient-/client-/student-focused and personalized care, interprofessional collaborative practice, and a more holistic approach to health care and education. If these terms are not familiar to you, I encourage you to take some time to read about each of these trends. Think about how they might affect and influence your professional work setting, roles, and responsibilities.

Mahatma Gandhi said, “The future depends on what we do in the present.” What can you do now to shape the future of audiology? Be informed and be involved.

I am not a fortune teller, but if you ask me what the biggest challenge will be for audiology in the future, I predict that it will center on reimbursement. In general, audiologists are currently reimbursed for specific diagnostic tests and devices. The trends mentioned earlier will challenge that reimbursement paradigm. How will we participate in prevention and wellness activities if there are no codes to bill for such services? We are not accustomed to being reimbursed based on an episode of care (i.e., a certain dollar amount of reimbursement per the diagnosis of the patient, regardless of how many tests or visits are needed to evaluate and treat the patient). We will have to rethink our definitions of collaboration. To achieve better outcomes at lower costs for our patients/clients/students, we will have to work differently with other professionals. True collaborative care is different than coordination of care. Our reimbursement may come to the “team” and not to the individual providers. ©

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membersintouch.htm](http://www.asha.org/about/governance/membersintouch.htm).

# Developing Our Future Leaders

Haley M. Jones, Volunteer Operations Manager, ASHA

**V**olunteer leadership is the key to success in nonprofit associations such as ASHA. Many volunteers are from the “baby boomer” generation (those born between 1946 and 1964), and as they begin to retire, ASHA wants to ensure a strong pipeline of future leaders for generations to come.

In 2007, ASHA created the Leadership Development Program (LDP), which encourages potential leaders to develop their skills in service to the professions through ASHA. By the summer of 2015, ASHA will have proudly graduated eight separate cohorts—more than 260 participants.

“The program inspired me to branch out into projects and activities that I might not otherwise have engaged in and gave me the tools to strategically plan for and implement them. Most importantly, the program helped me evaluate my strengths and weakness as a leader ... and as a human being for that matter,” one LDP-Audiology graduate stated.

The 2015 cohorts—Managers/Supervisors and School-Based Professionals—will kick off in April and July, respectively. Cohorts for 2016 will be announced in early fall.

We strongly encourage ASHA audiologists to consider applying for this program. Applicants must be current ASHA members and have no prior service on ASHA or Special Interest Group (SIG) boards, councils, or committees. Leaders in state associations are welcome to apply, and preference will be given to ASHA members who belong to a SIG, as well as to past members of the National Student Speech Language Hearing Association.

Applicants must be able to commit to the year-long program and complete all program requirements. There is a fee of \$350, which covers the 1-day face-to-face workshop, one night’s hotel accommodation, program materials, and webinars.

For more information on the Leadership Development Program, visit ASHA’s website at [www.asha.org/About/governance/Leadership-Development-Program](http://www.asha.org/About/governance/Leadership-Development-Program) or contact Haley Jones, volunteer operations manager, at [hjones@asha.org](mailto:hjones@asha.org). ☺



## Making It Easy for Members to Volunteer With ASHA

Andrea M. Falzarano, CAE, Director, Association Governance Operations, ASHA

Do you want to volunteer with ASHA but feel you don’t have the time for a lengthy commitment? Or perhaps you don’t know what is available or where to begin. ASHA’s Become a Volunteer webpage, [www.asha.org/About/governance/Become-a-Volunteer/](http://www.asha.org/About/governance/Become-a-Volunteer/), can help you find the right volunteer activity!

This webpage spotlights the many ways you can engage with ASHA other than serving on a committee, a council, or the Board of Directors. In addition to providing activity descriptions, the webpage highlights information such as travel requirement, time commitment, workload, and experience desired. Visit [www.asha.org/About/governance/Become-a-Volunteer/](http://www.asha.org/About/governance/Become-a-Volunteer/) to view current volunteer opportunities. Please continue to check back, as opportunities will be posted as they become available. If you attend ASHA Convention in November, you can also learn more about volunteering at the ASHA Volunteer Village.



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# Thank You, Audiology Volunteers

Pamela A. Mason, MEd, CCC-A, Director, Audiology Professional Practices, ASHA

## How do we thank our volunteers?

Hopefully, we do it often and personally. We also thank our volunteers publicly in this magazine!

Thanking volunteers is the right thing to do. Volunteers do so much for ASHA as an organization. They expend time and energy to share expertise without expecting compensation. We recognize this and hope that our heartfelt thanks in this publication will highlight their good work and let them know that their contributions have not gone unnoticed. Without these special people, much of what is provided for members would not happen.

Some (but not all) of the activities these member and student volunteers

have done on our collective behalf include providing subject matter expertise for the development of Practice Portal pages; conducting peer review of documents; authoring essays for *Access Audiology*, articles for *Audiology Connections*, and patient information handouts; serving as media experts; and serving as presenters for audiology continuing education programs.

Each volunteer is unique and contributes a wide range of skills and abilities, and each does so for a variety of reasons. According to the National Conference on Citizenship ([www.ncoc.net/VCLA2013](http://www.ncoc.net/VCLA2013)), 62 million Americans volunteered a total of 7.7 billion hours in 2013. People volunteer for a number of reasons: because they are personally

connected to an organization's cause, to make a contribution, to use their skills and experience, to meet and network with others, to expand job opportunities, and to explore strengths.

We invite all readers to consider volunteering at any level. Formally, members can volunteer to serve on standing committees and boards. Within the Audiology Professional Practices Unit, we have opportunities for volunteering that can maximize the uniqueness of individuals' skills and expertise and provide meaningful activities to anyone with an interest in giving back to the profession. Let us know what works for you! ☺

## Volunteers Who Assisted Audiology Professional Practices in 2014\*

Jayne Ahlstrom	Marilyn Enock	Janet Koehnke	Diane M. Scott
Faith Akin	Sue Ann Erdman	Francis Kuk	Jane Seaton
Sami Amir	Jeanne Dodd-Murphy	Jeff Larson	Jeffrey Simmons
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Ruth Bentler	Jeffrey K. Hoffman	Mary McDaniel	Andrew M. Stuart
John Bernthal	Andrew Griffith	Mary Pat Moeller	Holly Teagle
James Blair	Samantha Gustafson	Michelle Molis	Anne Marie Tharpe
Ingrid Blood	Sarah Hargus Ferguson	Robert Moore	Christi Themann
Tamala Bradham	Tucker Gleason	Elaine Mormer	Stuart Trembath
Mark Brennan	Ashley Harkrider	Karen Munoz	Janice Trent
Carmen Brewer	Melody Harrison	Peggy B. Nelson	Chantal M.J. Trudel
Robert Burkard	Linda Hazard	Arti Pandya	Richard S. Tyler
Lauren Calandruccio	Dorian Houser	Tina Penman	Guy Van Camp
Gail Chermak	Todd Houston	Jill Preminger	Barbara Weinstein
Tina Childress	Peter Ivory	Beth A. Prieve	Terry L. Wiley
Kathleen Cienkowski	Kristen Janky	Ishara Ramkissoon	Robin Williamson
Deborah Culbertson	Carole Johnson	Aparna Rao	Kathryn Wilson
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Marilyn Dille	Michelle A. King	Kim Schairer	Susan Yaffe-Oziel
Ann Dix	Sandra B. King		

\*Volunteers as of December 2014. If we have inadvertently omitted your name, please accept our apology.

# 50 Years of Academic Accreditation

## Paving the Way for Future Professionals



Joan M. Besing, PhD, CCC-A, CAA Chair,  
and Patti Tice, Director of Accreditation,  
ASHA

One of the most important ways to shape the future of audiology is to ensure that new practitioners are well educated and have developed the highest level of knowledge and skills, so that they can serve the public with integrity. Quality academic programs are central to this process. Academic accreditation promotes accountability through ongoing external evaluation and is an integral part of professional preparation.

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) is the result of 50 years of accreditation experience based on the involvement of audiologists, program directors, faculty, supervisors/preceptors, practitioners, site visitors, and council members. The CAA's mission is to promote excellence in entry-level professional education through continuous quality improvement and to facilitate quality and excellence that are

in the best interests of all constituent groups. The accreditation process is sensitive to the unique mission of each institution and the goals and objectives of each program. The program ensures that educational standards are met or exceeded, so that clients served by the professions, applicants to academic programs, enrolled students, faculty members, and education administrators all benefit.

### 50 Years of Shaping the Future

So, what were some of the accreditation milestones during the past 50 years that have helped pave the way for future professionals? In 1965, the first three master's-level programs in audiology were accredited at the University of Kansas, Case Western Reserve University, and the University of Oklahoma. Audiology programs continued to seek and achieve accreditation; 137 master's programs realized this goal between 1965 and 2006. The year 1997 saw 119 accredited audiology programs—the greatest number accredited at any one time, with only one being a stand-alone program (at Washington University's Central Institute for the Deaf).

In the late 1990s and early 2000s, the audiology community made the decision to advance the profession's entry-level degree to a clinical doctoral level. In 1999, the first clinical doctoral programs to be awarded accreditation were at the University of Louisville and Gallaudet University; Nova Southeastern University achieved candidacy status the following year.

At about the same time, many audiology programs faced challenges in higher education and economic environments. Some creatively pooled resources and developed consortia. The first consortium to earn accreditation was the Northeast Ohio Audiology Consortium (University of Akron and Kent State University) in 2003.

The first consortium to be awarded candidacy status was the AuD Joint Doctoral Program at San Diego State University/University of California, San Diego, also in 2003.

Some universities were not authorized to grant doctoral degrees, but were able to obtain authorization at their universities and in their states to offer clinical doctoral programs. This was the case with Missouri State University, accredited in 2002, and Bloomsburg University, accredited in 2004. Others were not able to make the transition.

As of January 2007, the CAA discontinued accrediting audiology master's-level programs and began accrediting only clinical doctoral programs. At the time of this transition, there were 72 clinical doctoral programs in audiology holding accreditation or candidacy status. By the end of 2014, the CAA had 73 accredited clinical doctoral programs (including five active audiology consortia) and one in candidacy. The CAA publishes the accreditation history of programs online at [www.asha.org/Academic/accreditation/](http://www.asha.org/Academic/accreditation/).

### We Need You!

Join the CAA in celebrating 50 years of excellence in audiology education—volunteer as a site visitor or serve with your peers on the 18-member council. Other ways to help shape the future of the profession are to provide feedback during scheduled site visits to your academic program and to offer your input on proposed revisions to the standards. We look forward to partnering with audiologists in academic and practice settings to ensure that the integrity and quality of the CAA's accreditation program are maintained and improved. Just imagine what exciting things can happen in the next 50 years! ☺



# The Payment Crystal Ball

Lisa Satterfield, MS, CCC-A, Health Care Regulatory Advocacy, ASHA

“If I could see the future, I’d go straight to Las Vegas.” – Leo Fitz, *Marvel: Agents of Shield*

If I could see the future, I’d tell all audiologists exactly what they need to do in order to maximize their payments. But my clairvoyant skills are limited to the present and what I know—and what I know is this: Audiologists have the capability to shape their future payments by tracking quality and outcomes.

## Physician Quality Reporting System

If you are not familiar with the audiology requirements for the Medicare Physician Quality Reporting System (PQRS), 2015 is the year to figure it out. As in previous years, audiologists will be required to report the referral of patients with dizziness or benign paroxysmal positional vertigo (BPPV) to a physician, the recording and review of medications in the patient’s chart, and the administration and follow-up of a screen for depression. In 2014, the depression screen was only for patients receiving tinnitus evaluations and subject to state licensure limitations. In 2015, if audiologists in private practice, group practice, or university clinics do not meet benchmark requirements for each measure, all Medicare claims in 2017 will be reduced by 2%. This penalty is minimal compared to what is coming down the road, so use 2015 to secure your future payments!

## Value-Based Payment Modifier

Audiologists dodged the value-based payment modifier (VM) in 2015, thanks to coordinated advocacy efforts by ASHA, the Audiology Quality Consortium (AQC), and other audiology organizations. The VM provides different payment to providers based on the quality of care



Audiologists have the capability to shape their future payments by tracking quality and outcomes.

furnished compared to cost during a performance period. Because there are no cost measures associated with audiology services, the VM can only result in no reduction of payment or an additional 4% reduction of payment on top of the 2% reduction for the PQRS. The total 6% reduction occurs when the audiologist does not meet the benchmark requirements for the PQRS. The Centers for Medicare & Medicaid Services (CMS) determined to delay the application of the VM for 1 year. This means audiologists do not have to worry about perfection in PQRS reporting until 2016, when the performance for the PQRS will likely determine 2018 payment rates.

## Audiology Quality Consortium and Future Measures

In 2014, the AQC secured audiologists’ place in the future of quality and outcomes reporting by developing six new measures for the future: cochlear implant candidacy and referral, subjective or objective tinnitus diagnosis, diagnosis and treatment of BPPV, functional communication assessment, and care coordination for cochleotoxicity and vestibulotoxicity. Each measure will capture components of an audiology practice that are meaningful to the patient and audiologist and give audiologists a clinically meaningful way to contribute to quality and outcomes.

The AQC also solidified the relationship with an “Operating Agreement” for the participating organizations and a permanent website: [www.AudiologyQuality.org](http://www.AudiologyQuality.org). The eight voting members and two military organizations continue to work together on PQRS advocacy, member education, and measure development.

As Congress continues to discuss codifying a value-based payment system tied to quality and outcomes and regulations move toward steeper payment penalties for nonparticipation, audiologists need to look at their clinical and documentation practices and determine how to influence their own futures. Engaging patients in functional questionnaires, addressing the “whole” patient, developing treatment plans, and ensuring care coordination efforts with interdisciplinary teams are all ways to ensure—and measure—the quality of services provided by our profession.

See a list of AQC members on page 32. ©

# Trends in Educational Audiology

## Members Respond to Schools Survey

Gail Brook, Research Associate, ASHA

The 2014 ASHA Schools Survey was completed by nearly 200 educational audiologists, who answered questions about ASHA services, employment and earnings, the workforce and work conditions, and caseload characteristics. This is the third Schools Survey sent by ASHA to audiologists; it received a 38% response rate. Below are highlights of the survey's findings. Data from the previous Schools Surveys are also presented for trend purposes. The complete results are available at [www.asha.org/research/memberdata/schoolssurvey/](http://www.asha.org/research/memberdata/schoolssurvey/).

### Member Satisfaction

- In 2014, 62% of audiologists indicated that, overall, ASHA was doing a “good” or “excellent” job in serving its school-based members, up steadily from 41% in 2010 and 49% in 2012.

### Employment, Earnings, and Student Debt

#### From 2010 to 2014:

Most survey respondents (80%) worked full-time; 14%–18% worked part-time. The remaining respondents were on leave of absence, not employed, or retired.

- Most respondents (89%–95%) were salaried employees; 3%–11% were contract employees.
- The majority (89%–93%) of audiologists were paid an annual salary in their primary jobs. The remaining respondents were paid at an hourly rate.
- Most audiologists (71%–80%) who were paid an annual salary in their primary jobs worked 9 or 10 months per year.

#### In 2014

The median *academic year* salary of audiologists was \$67,000, up from \$63,000 in 2012 (a 6% increase). The median *calendar year* salary of audiologists was \$77,157, up from \$69,836 in 2012 (a 10% increase).

About one quarter (26%) of audiologists received a salary supplement for having

the ASHA Certificate of Clinical Competence (CCC), up from 22% in 2010 and 20% in 2012. A small percentage (13%) of audiologists had unpaid student debt, compared with 15% in 2012.

### Workforce and Work Conditions

From 2010 to 2014, 55%–69% of audiologists reported that there were fewer job openings for clinical service providers than job seekers in their types of school and geographic area.

In 2014, 59% of audiologists reported that “budget” was their greatest professional challenge. From 2010 to 2014, other top challenges were “high amount of paperwork,” “high caseload or workload size,” “lack of others’ understanding of my role,” and “lack of parental involvement and support.”

### Caseload Characteristics

#### From 2010 to 2014:

Most audiologists (63%–84%) treated students with hearing loss, and 31%–44% treated students with auditory processing disorders.

Overall, audiologists increasingly participated in Multi-Tiered System of

Support/Response to Intervention or pre-referral. More than half (51%–52%) currently provide consultative services and strategies to classroom teachers. Nearly half (45%) conduct screenings.

#### In 2014

More than one third (36%) of school-based audiologists reported involvement with the Common Core State Standards (CCSS), as compared with 13% in 2012 (see chart).

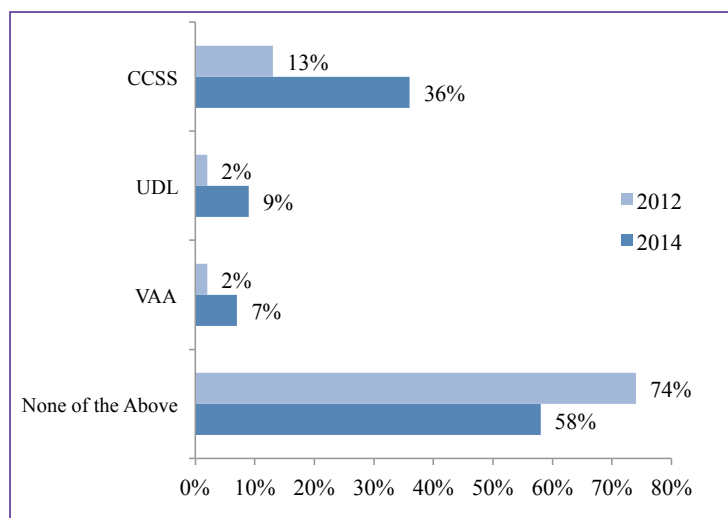
Audiologists reported greater use of Universal Design for Learning/Differentiated Instruction: 9% in 2014, as compared with 2% in 2012.

Seven percent of audiologists indicated they were involved with Value-Added Assessment (VAA). In 2012, 2% said they were. ☺

### Audiology Salary Survey

A random sample of ASHA-certified audiologists is surveyed in the fall of even-numbered years. Results of the 2014 Audiology Salary Survey will be posted to ASHA’s website this spring with up-to-date information about salaries, workforce, and services provided. See how you compare with your peers.

Percentage of School-Based Audiologists Involved With CCSS, UDL, and VAA by Year



Note. From 2012 and 2014 ASHA Schools Surveys.  
n = 222 (2012); n = 173 (2014).

# Practice Portal Evolves and Flourishes

Jill M. Reynolds, MA, CCC-SLP, Portal Project Resource Manager, ASHA

ASHA's Practice Portal, which went live in 2013, has evolved and expanded with great success thanks to increased user engagement, active feedback, and volunteer support. This innovative online resource, found at [www.asha.org/practice-portal](http://www.asha.org/practice-portal), was developed to assist both audiologists and speech-language pathologists in their daily practices by providing current information on clinical and professional topics—including the best available evidence and expertise as well as credible and relevant resources. All of this can be found and reviewed in an organized, concise format on the Practice Portal.

Practice Portal topics that went live in 2014 included Hearing Loss: Beyond Early Childhood, Classroom Acoustics, and Collaborating With Interpreters. Several more audiology-specific topics are currently being developed. These include

pages on clinical topics, such as Balance Disorders and Adult Amplification, as well as pages on professional issues, such as Audiology Documentation and School-Age Hearing Screening. Members can stay informed of Practice Portal development through Facebook, Twitter, the ASHA Community, and *The ASHA Leader*, where announcements are posted when new pages are added to the site.

The ongoing success of the Practice Portal has been due, in large part, to our many Subject Matter Expert volunteers, who generously contribute their valuable time to review, edit, and write content for pages, as well as Practice Portal users who provide ongoing feedback for continued improvement. Feedback from Practice Portal users, which has been overwhelmingly positive and constructive, is essential to maintaining the integrity of this dynamic resource.



Goals for the upcoming year include not only the addition of new topics, but also improvement in the consistency between and among Practice Portal pages. One of the many benefits of this resource is that completed content can be revised and updated as new evidence and information become available. If you are interested in commenting on the Practice Portal content or volunteering as a Subject Matter Expert for future topics, please contact [PortalInfo@asha.org](mailto:PortalInfo@asha.org). ©

## Post externship opportunities on ASHA's Online Career Center — FREE



This additional Online Career Center service is offered to assist academic programs with identifying additional, available externship opportunities for their students.

### Academic Programs

View the available externship opportunities on ASHA's Online Career Center at <http://careers.asha.org>. Contact sites to further consider the opportunities for your eligible students and to establish affiliation agreements.

### Sites

Post externships on ASHA's Online Career Center at <http://careers.asha.org>. If you have never used the ASHA Online Career, register to create your account. To post your opportunity, click "Post a job" and under "Type," select "Externship." Return users log in using their login and password. For questions about how to post externship opportunities, contact customer service at 888-491-8833, Ext. 1014 (Extension Required).

### Students

Search the opportunities and then discuss them with your academic program externship coordinator regarding your

eligibility and qualifications and to ensure that affiliation agreements and other externship requirements defined by the academic program are met. Students may post a resume to ASHA's Online Career Center.

### Also Available: Postdoctoral Fellowships and Internships

Postdoctoral Fellowship postings	\$100 for 60 days
Internship postings	\$50 for 60 days

Externship, Internship, and Postdoctoral Fellowship opportunities cannot be combined with any other job announcement and the resume database search is not included.

### Career Center Customer Help/Service

Available 8:30 a.m.–5:30 p.m.

Phone: 888-491-8833, ext.1014

E-mail: [customerservice@jobcontrolcenter.com](mailto:customerservice@jobcontrolcenter.com)

For information about how to post a job vacancy in *The ASHA Leader* or on ASHA's Online Career Center:

Phone: 301-296-8726

E-mail: [advertising@asha.org](mailto:advertising@asha.org)

Website: [marketing.asha.org](http://marketing.asha.org)

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# Shaping Public Opinion About Noise

## An Audiology Challenge

David C. Byrne, PhD, CCC-A, and  
Christi L. Themann, MA, CCC-A

Campaigns to raise awareness about health issues can be very effective—just look at the attention ALS (amyotrophic lateral sclerosis or Lou Gehrig’s disease) received last summer as a result of the Ice Bucket Challenge! Though not life-threatening, noise-induced hearing loss is nonetheless a widespread public health problem with serious implications for quality of life. Hearing loss is associated with depression, anxiety, social withdrawal, and accelerated rates of mental decline. Noise is a biological stressor, and high levels of exposure may lead to hypertension, cardiovascular disease, and changes in blood chemistry.

Audiologists know that too much noise is a bad thing, but the public accepts excessive noise at sporting events and concerts.

When football fans compete with each other to break stadium noise records (with levels exceeding 140 dB) and coaches exclaim, “The fans were phenomenal ... my ears are still ringing,”<sup>1</sup> hearing health professionals should take action. Noise can add excitement and enjoyment to recreational activities, but we need to do our part to help people understand how



David C. Byrne



Christi L. Themann

they can experience noise safely by using hearing protection and limiting exposure times. Promoting safe hearing practices in the general community will be especially appreciated by occupational hearing conservationists, who often find their efforts to reduce noise in the workplace undermined by the social acceptability of noise in public.

Audiologists can advocate for hearing health by identifying community events that may involve potentially harmful behaviors, participating in these activities, and proposing strategies to minimize any inherent risks. Blogs and social media sites (for example, <http://blogs.cdc.gov/niosh-science-blog/category/hearing-loss/>) offer an opportunity to share our

expertise. Many organizations have ready-made materials to help build consumer awareness. Examples include ASHA’s Listen To Your Buds campaign and the National Institute on Deafness and Other Communication Disorders’ Wise Ears!® campaign.

Hearing conservation isn’t the only public health issue for which audiologists can advocate. Balance disorders are another serious public health problem, complicated by the misperception that falls are an inevitable consequence of aging. ASHA and the Centers for Disease Control and Prevention are among many organizations that offer prevention tips and guidelines to help raise awareness about and address the issue of falls among older adults. The Surgeon General’s National Prevention Strategy ([www.surgeongeneral.gov/initiatives/prevention/strategy/injury-and-violence-free-living.html](http://www.surgeongeneral.gov/initiatives/prevention/strategy/injury-and-violence-free-living.html)) also contains recommendations to promote and strengthen policies and programs to prevent falls. Audiologists can easily conduct falls-risk assessments at senior community centers or church events, tailoring information for specific audiences.

In some cases, you may be able to obtain funding from local businesses or charities to support consumer outreach efforts. Regardless, you will be contributing to the public health of your community by making individuals and groups safer.

Be sure to share your ideas and experiences with other audiologists through blogs and online communities, such as the ASHA Community, to help inspire other audiologists to advocate for hearing health. ☺

*David C. Byrne and Christi L. Themann are audiologists with the United States Department of Health and Human Services, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health, based in Cincinnati, Ohio.*

<sup>1</sup> <http://www.kcchiefs.com/news/article-2/Arrowhead-Stadium-Breaks-World-Record/47d77f49-e8cb-4e19-b6a4-8c17ff027bbd>

# EHDI-PALS Connects Kids to Audiology Services



Kathryn L. Beauchaine, MA, CCC-A, and  
Craig A. Mason, PhD

The pediatric audiologist community is getting more connected—and helping patients and families as a result. Most of us have received queries like: “How can I find a pediatric audiologist to do an ABR on a 7-month-old in (city, state)?” Or: “Help! I follow a 3-year-old who is moving next week and needs new ear molds/a hearing aid performance check/cochlear implant programming/etc. in (city, state).”

Thankfully, there is an up-to-date resource to help you efficiently address these questions.

The Early Hearing Detection and Intervention–Pediatric Audiology Links to Services (EHDI-PALS) website, which launched in 2012, facilitates easy access to pediatric audiology services. This project is a collaboration of more than 10 national organizations and their members. Currently, the EHDI-PALS website lists more than 1,000 facilities that provide audiologic care to children 0–5 years of age.

EHDI-PALS allows families and providers to search for local clinics that can best meet a child’s unique needs based on age and previous testing or diagnostic findings. Users can readily compare the services provided, as well as hours of operation, insurance/payment methods, and the availability of other on-site or in-system care, such as loaner hearing aids, genetic counseling, or ENT care. The website includes links to resources about hearing and early intervention for parents, as well as resources for service providers.

The Joint Committee on Infant Hearing (JCIH) recommends hearing screening by age 1 month, hearing diagnosis by 3 months, and intervention by 6 months of age. EHDI-PALS can help make that goal a reality for all newborns. Read a success story about Zade, whose parents were



Kathryn L. Beauchaine



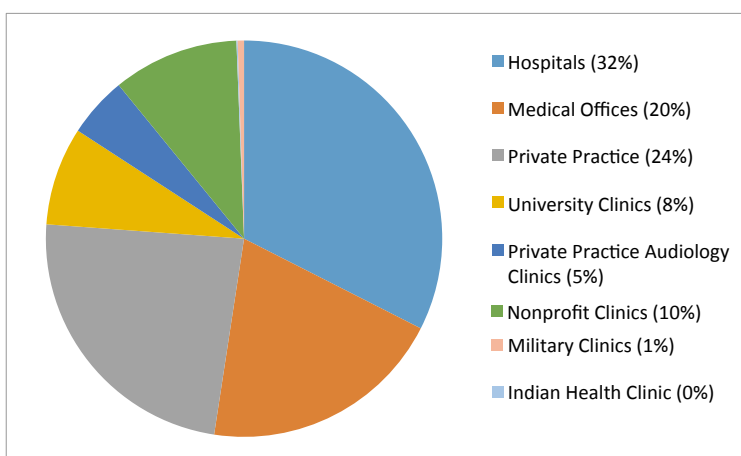
Craig A. Mason

able to access care by using EHDI-PALS ([www.dshs.state.tx.us/tehdi/zade-story.aspx](http://www.dshs.state.tx.us/tehdi/zade-story.aspx)).

If you provide audiology services to children 5 years old or younger, please go to [www.ehdi-pals.org](http://www.ehdi-pals.org) to fill out a 10- to 15-minute online survey about your facility’s services. Join us and improve access to audiology services for our youngest patients. ☺

Kathryn L. Beauchaine is clinical coordinator at Boys Town National Research Hospital, Omaha, Nebraska. Craig A. Mason is director, Center for Research and Evaluation, University of Maine, Orono, Maine.

## Types of EHDI-PALS Facilities (as of October 2014)



## EHDI-PALS Sites by State/Territory (as of October 2014)

Alabama 18	Kentucky 21	Ohio 31
Alaska 2	Louisiana 19	Oklahoma 8
American Samoa 0	Maine 13	Oregon 13
Arizona 31	Marshall Islands 0	Palau 0
Arkansas 7	Maryland 23	Pennsylvania 23
California 35	Massachusetts 27	Puerto Rico 3
Colorado 17	Michigan 21	Rhode Island 2
Connecticut 10	Minnesota 20	South Carolina 13
Delaware 6	Mississippi 16	South Dakota 6
Washington, DC 6	Missouri 11	Tennessee 24
Federated States of Micronesia 0	Montana 1	Texas 48
Florida 35	Nebraska 11	Utah 20
Georgia 31	Nevada 16	Vermont 1
Guam 0	New Hampshire 3	Virgin Islands 1
Hawaii 1	New Jersey 26	Virginia 38
Idaho 17	New Mexico 4	Washington 21
Illinois 20	New York 50	West Virginia 2
Indiana 37	North Carolina 21	Wisconsin 15
Iowa 36	North Dakota 7	Wyoming 5
Kansas 5	Northern Mariana Islands 1	

# Audiology Special Interest Groups

## About SIG 6, Hearing and Hearing Disorders: Research and Diagnostics

Jeanane M. Ferre, PhD, CCC-A, SIG 6 Coordinator



Jeanane M. Ferre

**T**he mission of Special Interest Group (SIG) 6, Hearing and Hearing Disorders: Research and Diagnostics is to provide a forum for collaboration between researchers

and clinicians to translate research into evidence-based practice related to hearing and balance. We are a community of peers interested in a wide range of issues involving the auditory and vestibular systems. Topics of interest include models of hearing, psychoacoustics, auditory processing, effects of environmental agents on the auditory and vestibular systems, tinnitus, diagnosis of hearing and balance disorders, effects of aging on the auditory and vestibular systems, and hearing loss prevention. SIG 6 publishes two issues of *Perspectives* online each year. In 2014, our issues examined diagnosis and treatment of vestibular disorders (April 2014) and hearing and healthy aging (November 2014). In 2015, *Perspectives* will explore two often-overlooked and sometimes misunderstood areas of hearing loss: hearing complaints among listeners with normal peripheral hearing (spring 2015) and fluctuating hearing loss (fall 2015). *Perspectives* provides an excellent opportunity for affiliates to earn continuing education units through self-study. As with other SIGs, SIG 6 actively participates at the annual ASHA Convention, sponsoring or cosponsoring various presentations and workshops and working closely with the ASHA Convention Program Committee. An affiliate meeting is held each year at

the Convention. We hope to continue to involve affiliates in formal and informal discussions of clinical, research, and professional topics of interest to audiologists throughout the year by way of the online ASHA Community.

SIG 6 is guided by its Coordinating Committee. The 2015 Coordinating Committee members are Jeanane M. Ferre (SIG Coordinator), Chris Sanford (Associate Coordinator), Sumitrajit Dhar (*Perspectives* Editor), Susan Gordon-Hickey, Wafaa Kaf, Peter Ivory (Professional Development Manager), and Deborah Berndtson (ex officio, associate director, Audiology Professional Practices, ASHA). Our team is assisted by Ashley W. Harkrider, serving as the SIG 6 Associate Editor for *Perspectives*. Affiliates of SIG 6 are represented on the ASHA Board of Special Interest Group Coordinators (BSIGC) by the SIG Coordinator. The Coordinating Committee welcomes comments and suggestions from affiliates for use by the SIG, the BSIGC, and ASHA leadership.

## About SIG 7, Aural Rehabilitation and Its Instrumentation

Kathleen M. Cienkowski, PhD, CCC-A, SIG 7 Coordinator



Kathleen M. Cienkowski

inception, SIG 7 has sought to be a resource for our affiliates who work to improve communication for individuals with hearing loss, to optimize their psychological and social well-being, and to improve their quality of life. We are a

diverse group that includes audiologists and speech-language pathologists who work in a variety of settings around the globe. Our group is guided by its Coordinating Committee, which consists of Coordinator Kathleen M. Cienkowski, Associate Coordinator Deborah Culbertson, *Perspectives* Editor Carole E. Johnson, Professional Development Manager Charissa Lansing, members Nicole Marrone and Jill Preminger, and ex officio Paul Farrell.

The changing health care landscape remains on the minds of clinicians and patients alike. Important issues for those of us interested in aural rehabilitation (AR) include access to care, unbundling of services, diversity of treatment options, and advancing technologies. In 2014, we sponsored a live web chat on the value of integrating AR into a dispensing practice. The chat was an opportunity for working clinicians to explore practical aspects of implementing AR in their work settings. SIG 7 will continue to examine issues such as these and more.

SIG 7 is the primary resource for ASHA on AR and patient-centered care. SIG 7 publishes two issues of *Perspectives on Aural Rehabilitation and Its Instrumentation* online each year; the content is available free to affiliates of all SIGs. SIG 7 affiliates can earn low-cost CE credits for self-study of our *Perspectives* on topics related to patient-centered care, counseling, and more. SIG 7 also sponsors courses at the annual ASHA Convention and related professional meetings. Professionals who want to learn more about aural rehabilitation and how to implement changing hearing health care practices in their own work settings are encouraged to join SIG 7. We welcome comments and suggestions from our affiliates. Join the group and get involved!

## About SIG 8, Public Health Issues Related to Hearing and Balance

Christi Themann, MA, CCC-A, SIG 8 Coordinator



Christi L. Themann

**S**pecial Interest Group (SIG) 8 is the only ASHA Special Interest Group specifically devoted to public health. Established in 1988 as one of the inaugural Special

Interest Divisions (now Groups), SIG 8 originally focused primarily on occupational audiology and hearing conservation for noise-exposed workers. But the public health aspects of audiology encompass much more than just the workplace, so we recently changed our name and expanded our scope to address all public health issues related to hearing and balance.

What are public health issues? Public health involves preventing disease, protecting health, and promoting quality of life by encouraging healthy behaviors, reducing risks, and establishing an environment conducive to well-being. In audiology, public health comprises a broad range of issues—such as educating teenagers about safe music listening habits, teaching seniors about falls prevention, informing the public about the value of good hearing, counseling patients about hearing and tinnitus risks, working for legislation to reduce community noise, or raising awareness about emerging issues, such as ototoxins, acoustic trauma from blasts, the consequences of tinnitus on the ability to work, and the relationship between hearing loss and mental decline. The public health approach enables audiologists to help individual patients or large groups of people, and it reduces the devastating consequences of hearing, tinnitus, and

balance disorders by preventing their development in the first place.

SIG 8 is uniquely positioned to help shape the future by advocating for healthy hearing and balance. We address public health issues across all ages, cultural groups, and environments. Topic areas include noise hazards; tinnitus and hearing loss prevention; environmental noise policy; falls prevention; legislative accommodations for those with hearing and balance problems; surveillance of hearing, tinnitus, and balance disorders; and sociologic determinants of hearing health (such as the social acceptability of loud noise). We publish one issue of *Perspectives* each year and maintain a lively presence in the ASHA Community. Please join us!

## About SIG 9, Hearing and Hearing Disorders in Children

Aparna Rao, PhD, CCC-A, SIG 9 Coordinator



Aparna Rao

**S**pecial Interest Group (SIG) 9 affiliates have interests in typical auditory development during infancy and childhood, early identification of babies with hearing loss,

and early intervention for babies with hearing loss. Additional areas of interest are development of listening and spoken language skills in children and services for children in schools. SIG 9 welcomes professionals from diverse but related educational and professional backgrounds. Although SIG 9 is relatively small, it is composed of a mix of audiologists, speech-language pathologists, members with dual certification, international affiliates, and associates.

The wide range of research and practice in which our membership is

involved was reflected in the variety of presentations SIG 9 sponsored or cosponsored at the 2014 ASHA Convention in Orlando. Convention attendees could learn about the latest advances in the science of genetics and hearing loss at a 2-hour presentation cosponsored by all of the audiology-related SIGs. The SIG 9 Short Course, “Family-Centered Practices for Serving Children Who Are Deaf and Hard of Hearing,” explored the latest evidence for family-centered service delivery. “Differential Diagnosis and Intervention of Central Auditory Processing Disorders” was the topic of the SIG 9-sponsored presentation. Two cosponsored talks focused on collaboration between audiologists and speech-language pathologists to provide optimal services to children with hearing loss from birth through the preschool years and beyond.

SIG 9 publishes two issues of *Perspectives* each year. This online publication provides an opportunity for affiliates to earn continuing education credits by reading the articles and answering questions about the content. Our editorial team, including Todd Houston (Editor), Karen Munoz (Associate Editor), Kristie Blaiser (Professional Development Manager), and Kathy Beauchaine (Continuing Education Manager), have connected with expert authors and developed a robust schedule of topics for 2015.

In January 2015, new leadership was put in place to guide SIG 9 through the next few years. I am an assistant professor of audiology at the University of Minnesota and have taken on the role of Coordinator, and Jeffrey Simmons is the Associate Coordinator. Jeffery is an audiologist and clinical coordinator at the Center of Childhood Deafness, Boys Town National Research Hospital. The Coordinating Committee is always open to your comments and suggestions. Join SIG 9 and get involved! ☺

Joseph Cerquone, CAE, Director of Public Relations, ASHA

Highlights included promoting the profession of audiology globally, positioning audiologists as “go-to” health experts on leading talk shows and online forums, and advising on the development of a World Health Organization (WHO) public awareness initiative, Make Listening Safe—a campaign about the dangers posed by noisy leisure activities.

Prompted by awareness of ASHA's Listen To Your Buds campaign, which educates the public about the risk of hearing loss from misuse of personal audio technology, the WHO invited ASHA to provide advice on the development of Make Listening Safe. The WHO invitation represented an exciting and welcome opportunity to shape, in specific terms, a future where the expertise of audiologists would be showcased.

Additionally, ASHA hosted a second Google Hangout featuring ASHA's Identify the Signs campaign, stressing the importance of early intervention. Guests included ASHA member audiologist Patti Martin, who discussed the importance

The year drew to a close on a promising note. In the wake of a study in *Pediatrics* that reported a rise in hearing-associated disability, ASHA exhibited

at the American Academy of Pediatrics (AAP) Convention in October, focusing on the importance of early intervention and featuring the Identify the Signs campaign once again. AAP volunteer leaders, staff, and meeting attendees took great interest in ASHA's exhibit and resources, laying the groundwork for new ways to collaborate. ☺






In 2015, the Identify the Signs campaign will once again be featured prominently in ASHA's public outreach during BHSM. Visit the Identify the Signs website at <http://identifythesigns.org/> and find helpful resources to help you celebrate and educate all month (and all year) long on our BHSM webpage at [www.asha.org/bhsm](http://www.asha.org/bhsm).

- [www.asha.org/buds/](http://www.asha.org/buds/) ASHA's Listen To Your Buds campaign is designed to educate children and parents about safe listening habits when using personal listening devices.
- [www.nidcd.nih.gov/health/wise/](http://www.nidcd.nih.gov/health/wise/) National Institute on Deafness and Other Communication Disorders' Wise Ears® campaign includes resources for children, teachers, parents, the public, and the media.
- [www.dangerousdecibels.org/](http://www.dangerousdecibels.org/) The Dangerous Decibels public health campaign is designed to reduce the incidence and prevalence of noise-induced hearing loss and tinnitus.
- <http://blogs.cdc.gov/niosh-science-blog/category/hearing-loss/> The Centers for Disease Control and Prevention National Institute for Occupational Safety and Health Science Blog tags blog posts for hearing loss content.



# ASHA AWARD, MENTORING, & RESEARCH EDUCATION PROGRAMS



	PROGRAM	DESCRIPTION	AWARDEE		ELIGIBILITY	FUNDING	MORE INFO (GENERAL DEADLINE)
			STUDENTS	FACULTY-RESEARCHERS			
AWARD	Advancing Academic-Research Careers Award (AARC)	Supports new faculty development in CSD through mentored academic and research activities		✓	Junior faculty in a CSD department with research doctoral degree	6 Awards of \$5,000	<a href="http://www.asha.org/students/AARC-Award.htm">www.asha.org/students/AARC-Award.htm</a> (Due in May)
	Audiology/Hearing Science Research Travel Award (ARTA)	Fosters student research interests in audiology and hearing science through support for travel to attend the ASHA Convention	✓		Audiology or hearing science doctoral students (e.g., PhD, AuD) and postdoctoral fellows	20 Awards of \$500 and Convention registration	<a href="http://www.asha.org/students/ARTA-Award.htm">www.asha.org/students/ARTA-Award.htm</a> (Due in June)
	Research Mentoring-Pair Travel Award (RMPTA; Funded in part by NIDCD*)	Cultivates research careers through support for travel to the ASHA Convention to attend the NIDCD-supported Research Symposium and meet with a mentor	✓	✓	Master’s and doctoral (e.g., PhD, AuD) students, postdoctoral fellows, and junior faculty	5–10 Awards of Convention registration	<a href="http://www.asha.org/students/RMPTAward.htm">www.asha.org/students/RMPTAward.htm</a> (Due in July)
	Students Preparing for Academic-Research Careers Award (SPARC)	Promotes student interest in the pursuit of PhD education and careers in academia	✓		Undergraduate CSD juniors and seniors, 1st-year master’s and 1st- or 2nd-year clinical doctoral audiology students	10 Awards of \$1,000	<a href="http://www.asha.org/students/SPARC-Award.htm">www.asha.org/students/SPARC-Award.htm</a> (Due in May)
	Student Research Travel Award (SRTA)	Supports Convention travel for the top-rated, first-authored student presentation in each Convention topic area	✓		Undergraduate, master’s, and doctoral (e.g., PhD, AuD) students	For each Convention topic area, one award of \$500 and Convention registration	<a href="http://www.asha.org/students/SRTA-Award.htm">www.asha.org/students/SRTA-Award.htm</a> (Convention submission deadline)
	Student Ethics Essay Award (SEEA)	Fosters ethical decision making by students preparing for careers in audiology, speech-language pathology, or speech, language and hearing science	✓		Undergraduate, postbaccalaureate, or entry-level graduate program CSD students, currently enrolled part- or full-time	Typically 3 monetary awards; 1-year national NSSLHA membership	<a href="http://www.asha.org/practice/ethics/essay_award.htm">www.asha.org/practice/ethics/essay_award.htm</a> (Due in April)
MENTORING	Minority Student Leadership Program (MSLP)	Enhances leadership skills through interaction with leaders in the professions, and learning how the Association is governed	✓		Undergraduate CSD seniors, master’s, and doctoral (e.g., AuD, PhD) students from underrepresented populations	Convention registration, lodging, meals, program stipend, and materials	<a href="http://www.asha.org/students/MSLP-Award">www.asha.org/students/MSLP-Award</a> (Due in May)
	Mentoring Academic and Research Careers (MARC)	Program that supports achieving and sustaining a rewarding career in academia through one-on-one online mentoring by seasoned faculty	✓	✓	CSD PhD students, postdoctoral fellows, and junior faculty	n/a	<a href="http://www.asha.org/students/mentoring/marc">www.asha.org/students/mentoring/marc</a> (Due in September)
	Student to Empowered Professional (S.T.E.P.)	Provides guidance, feedback, and support for professional development by providing one-on-one, online mentoring by CSD clinicians, faculty, or practitioners	✓		Undergraduate, master’s, and doctoral (e.g., PhD, AuD) CSD students, with preference given to those from underrepresented populations	n/a	<a href="http://www.asha.org/students/mentoring/step">www.asha.org/students/mentoring/step</a> (Due in September and December)
RESEARCH EDUCATION & MENTORING	Clinical Practice Research Institute (CPRI) 	Provides educational and mentoring support to researchers to write grants and advance a program of research addressing evidence-based practice in CSD		✓	Researchers focused on clinical practice research who have applied for federal research funding	~10 participants Travel, lodging, and meals	<a href="http://www.asha.org/Research/CPRI">www.asha.org/Research/CPRI</a> (Due in December)
	Grant Review and Reviewer Training (GRRT)	Provides instruction on processes involved in conducting scientific grant review and includes participant review of ASHFoundation grant applications		✓	Researchers with federal research funding	~30 participants Travel, lodging, and meals	<a href="http://www.asha.org/research/GrantReviewTraining">www.asha.org/research/GrantReviewTraining</a> (Attendance by invitation only)
	Lessons for Success Conference (Lfs; Funded in part by NIDCD*) 	Delivers intensive training to emerging scientists in the areas of grant preparation and funding, development and management of independent research programs, and advancement of professional competencies	✓	✓	PhD candidates, postdoctoral fellows, and junior faculty who have applied for extramural research funding**	~30 participants Travel, lodging, and meals	<a href="http://www.asha.org/Research/L4S">www.asha.org/Research/L4S</a> (Due in January)
	Pathways (Funded in part by NIDCD*) 	Provides mentoring to early-career clinical scientists in developing strong foundations for independent research careers	✓	✓	Clinically trained: PhD candidates, postdoctoral fellows, and junior faculty**	~15 participants Travel, lodging, and meals	<a href="http://www.asha.org/research/pathways-program">www.asha.org/research/pathways-program</a> (Due in December)
	PRoMoting the Next GENeration of Researchers (PROGENY)	Encourages research careers for undergraduates by matching researchers attending Convention with poster presenters who are undergraduates	✓		Undergraduate students who are the first author on an ASHA Convention poster session	10 awards of Convention registration	<a href="http://www.asha.org/Research/PROGENY">www.asha.org/Research/PROGENY</a> (Convention submission deadline)

For more information, contact [academicaffairs@asha.org](mailto:academicaffairs@asha.org)



= ASHA’s Research Mentoring (ARM) Network

\*National Institute on Deafness and Other Communication Disorders, U.S. Department of Health and Human Services  
\*\*Those with a clinical doctorate will be considered on a case-by-case basis

American Speech-Language-Hearing  
**FOUNDATION**  
**2015 Funding Programs**

The American Speech-Language-Hearing Foundation is a nonprofit charitable foundation dedicated to innovation in communication sciences and disorders. It is funded, in part, by the tax-deductible contributions of individuals, corporations, and organizations. Size and quantity of funded awards are dependent on fundraising results and may vary accordingly.

	PROGRAM	DESCRIPTION	AWARDEE			ELIGIBILITY	FUNDING	APPLICATION DEADLINE
			STUDENTS	FACULTY-RESEARCHERS	CLINICIANS			
RESEARCH GRANTS	New Century Scholars Research Grant	Encourages innovative scientific studies and talented investigators who will advance the field’s research priorities		✓		Researcher with a PhD or equivalent research doctorate in CSD	Up to 4 grants of \$25,000	April 24, 2015 <a href="http://www.ashfoundation.org/grants/research_grants/">www.ashfoundation.org/grants/research_grants/</a>
	New Investigators Research Grant	Encourages research activities of new scientists pursuing research in audiology or speech-language pathology		✓		Researcher who earned a doctorate within past 5 years	Up to 10 grants of \$10,000	April 24, 2015 <a href="http://www.ashfoundation.org/grants/research_grants/">www.ashfoundation.org/grants/research_grants/</a>
	Speech Science Research Grant	Encourages research activities of new scientists pursuing research in speech science		✓		Researcher who earned a doctorate within past 5 years	1 - \$5,000 grant	A biennial award; next offered in 2016 <a href="http://www.ashfoundation.org/grants/research_grants/">www.ashfoundation.org/grants/research_grants/</a>
	Student Research Grant in Audiology	Supports student research studies in clinical or rehabilitative audiology	✓			Doctoral (research or clinical) student proposing to initiate a 1-year research study	1 - \$2,000 grant	May 22, 2015 <a href="http://www.ashfoundation.org/grants/research_grants/">www.ashfoundation.org/grants/research_grants/</a>
	Student Research Grant in Early Childhood Language	Supports student research studies in early childhood language development	✓			Doctoral (research or clinical) student proposing to initiate a 1-year research study	1 - \$2,000 grant	May 22, 2015 <a href="http://www.ashfoundation.org/grants/research_grants/">www.ashfoundation.org/grants/research_grants/</a>
SCHOLARSHIPS	New Century Scholars Doctoral Scholarship	Supports doctoral students committed to a teaching/ research career	✓			Student enrolled in a research doctoral program (PhD or equivalent) in CSD	Up to 20 scholarships of \$10,000	May 8, 2015 <a href="http://www.ashfoundation.org/grants/GraduateScholarships/">www.ashfoundation.org/grants/GraduateScholarships/</a>
	Graduate Student Scholarship	Supports master’s or doctoral students in CSD who demonstrate academic achievement and promise	✓			Full-time master’s or doctoral student in CSD (doctorate can be research or clinical)	Up to 20 scholarships of \$5,000	May 22, 2015 <a href="http://www.ashfoundation.org/grants/GraduateScholarships/">www.ashfoundation.org/grants/GraduateScholarships/</a>
	Scholarship for Minority Students	Supports minority master’s or doctoral students in CSD who demonstrate academic achievement and promise	✓			Member of an ethnic or racial minority group and a full-time master’s or doctoral student in CSD (doctorate can be research or clinical) Only U.S. citizens are eligible	1 - \$5,000 scholarship	May 22, 2015 <a href="http://www.ashfoundation.org/grants/GraduateScholarships/">www.ashfoundation.org/grants/GraduateScholarships/</a>
	Scholarship for International Students	Supports international/ minority master’s or doctoral students in CSD who demonstrate academic achievement and promise	✓			Full-time international/ minority master’s or doctoral student studying CSD in the U.S. (doctorate can be research or clinical) Only non-U.S. citizens are eligible	1 - \$5,000 scholarship	May 22, 2015 <a href="http://www.ashfoundation.org/grants/GraduateScholarships/">www.ashfoundation.org/grants/GraduateScholarships/</a>
	Scholarship for Students With a Disability	Supports master’s or doctoral students with disabilities, enrolled in CSD who demonstrate academic achievement and promise	✓			Full-time master’s or doctoral student with a disability who is studying CSD (doctorate can be research or clinical)	1 - \$5,000 scholarship	May 22, 2015 <a href="http://www.ashfoundation.org/grants/GraduateScholarships/">www.ashfoundation.org/grants/GraduateScholarships/</a>
	Scholarship for NSSLHA Members	Supports active national NSSLHA members, accepted to a CSD graduate program, who demonstrate academic achievement and promise	✓			Undergraduate senior with an active national NSSLHA membership and who will begin graduate study in CSD in the fall of 2015	1 - \$5,000 scholarship	May 22, 2015 <a href="http://www.ashfoundation.org/grants/GraduateScholarships/">www.ashfoundation.org/grants/GraduateScholarships/</a>
CLINICAL RECOGNITION	Frank R. Kleffner Lifetime Clinical Career Award	Honors an individual’s exemplary contributions to clinical science and practice over a period of no less than 20 years			✓	Individual who demonstrates multiple contributions with far-reaching impact	1 award (Steuben Crystal)	April 10, 2015 <a href="http://www.ashfoundation.org/grants/clinical_recognition/">www.ashfoundation.org/grants/clinical_recognition/</a>
	Louis M. DiCarlo Award for Recent Clinical Achievement	Recognizes significant recent accomplishment within the past 6 years in audiology and/or speech-language pathology			✓	Individual who demonstrates specific clinical achievement and is nominated by state association	1 - \$1,500 award	April 10, 2015 <a href="http://www.ashfoundation.org/grants/clinical_recognition/">www.ashfoundation.org/grants/clinical_recognition/</a>
	Rolland J. Van Hattum Award for Contribution in the Schools	Recognizes exemplary contributions to the delivery of audiology and/or speech-language pathology services within a school setting			✓	Individual who is employed by a school system and demonstrates specific contributions to school services	1 - \$1,500 award	April 10, 2015 <a href="http://www.ashfoundation.org/grants/clinical_recognition/">www.ashfoundation.org/grants/clinical_recognition/</a>

For more information e-mail [foundationprograms@asha.org](mailto:foundationprograms@asha.org) or phone 800-498-2071, ext. 8703.

# Better Hearing for Life

Phyllis Beek



Phyllis Beek

I began to have trouble with my hearing in midlife. My husband noticed it first and brought it to my attention. I was missing consonant sounds.

My father became deaf in midlife.

So when I began to have the same difficulty, I attended to it immediately. At the time, I lived near a hearing center in Maryland, where I went to be evaluated. At first, I was fitted with one hearing aid, and, though it helped, it wasn't until my new audiologist at the center suggested wearing two aids that I noticed a difference in my quality of life. Wearing two aids immediately increased my alertness and improved my life tremendously.

I'm a city girl at heart, having grown up in New York. I'm an artist and had a successful business for 30 years—an art consulting firm and framing business. When my husband and I retired, we moved from the suburbs of Maryland to downtown Washington, DC. I am a widow now, and I continue to explore the wonders of city life. I'm a high-energy person with many friends and diverse

My father became deaf in midlife. So when I began to have the same difficulty, I attended to it immediately.

interests. I love to attend concerts, movies, and lectures. I take classes for seniors and want to learn more about everything. I frequently meet friends for dinner and visit them in other cities.

Even though my audiologist is now an hour's ride from my home in DC, I still see her regularly and wouldn't think of going elsewhere. Susan Yaffe-Oziel, my audiologist, is a consummate professional—caring, smart, and on top of things. Confidence and trust are built over time. Her knowledge of each individual's hearing loss is incredible, but her insight into and sensitivity to the actual personalities of her patients are what engenders the faith in her counsel.

The journey of life is fascinating to me. Something could spark your interest at



any time and create a different trajectory. We live in a cacophony of all sorts of noises, and we must discriminate to know how to proceed in every sort of manner. My hearing aids are my lifeline. I could not exist and use my brain without them. ☺

## Gift to the Grad



### ASHA's Special Offer for Graduates May 1–August 31, 2015

Melanie Johnson, Membership Programs Manager, ASHA

The Gift to the Grad, ASHA's annual recruitment campaign, is a special benefit for recent graduates to help them prepare for a career and to ease the financial burden that they might experience as young professionals.

ASHA is committed to making the transition from student to professional more affordable. The Gift to the Grad is one of several money-saving options that ASHA offers to new graduates. When a graduate applies for membership and certification between May 1 and August 31, he or she will receive up to 20 months of membership for the price of 12. Applicants may also combine the Gift to the Grad with the National Student Speech Language Hearing Association (NSSLHA) Conversion Discount, which is offered to graduates who have maintained 2 consecutive years of national membership in NSSLHA—for a total savings of \$450.

For more information, visit [www.asha.org/students/gradgift](http://www.asha.org/students/gradgift), e-mail [joinasha@asha.org](mailto:joinasha@asha.org), or call the ASHA Action Center at 800-498-2071. ☺



# The Pathway of Professional Competence

Karen L. Beverly-Ducker, MA, CCC-A, CAE, Director, Multicultural Resources, ASHA

One of my early professional goals was to earn the Certificate of Clinical Competence in Audiology (CCC-A). The pathway to that goal included many different stepping stones—completing the necessary course work, earning a graduate degree, completing a clinical fellowship, and passing the NESPA (now referred to as the PRAXIS exam). After achieving the certification goal and expressing a huge sigh of relief, I quickly realized that the professional pathway continued to stretch before me. As opposed to being finished, I was just getting started.

There are a number of resources available to us as we continue to acquire, update, and refine the needed knowledge, skills, and expertise for providing appropriate professional services. One resource is the ASHA Practice Portal ([www.asha.org/Practice-Portal/](http://www.asha.org/Practice-Portal/)), which contains information on a number of clinical topics and professional issues. While the influence of cultural and linguistic factors on professional service delivery and preparation has been infused throughout the different pages, several pages have been developed in order to provide specific focus.

- The Bilingual Service Delivery Practice Portal page provides information about the ability to communicate in more than one language. This includes communication using sign and manually coded languages. This page

There are a number of resources available to us as we continue to acquire, update, and refine the needed knowledge, skills, and expertise for providing appropriate professional services.

also provides useful information about the process of language acquisition in simultaneous bilingualism, sequential bilingualism, dual-language learners, and English language learners.

- The Collaborating With Interpreters page references the legal and ethical standards requiring that services to individuals who use a language other than spoken English must be delivered in the language most appropriate to that student, client, patient, or family. Information is provided related to working with cultural and linguistic brokers and with interpreters, transliterators, and translators when communicating with monolingual and bilingual individuals—including those who are deaf or hard of hearing—who do not use spoken English. Information is included about who is qualified to serve and who should

not serve in the role of interpreter, transliterator, or translator.

- The Cultural Competence page focuses on the dynamic and complex process of understanding and appropriately responding to the unique combination of cultural variables—including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation, and socioeconomic status—from the perspective of the professional as well as the client/patient, family, and/or caregiver. Clinical approaches and interactions that are appropriate for one individual may not be appropriate for another—or may change for that same individual over time, depending on circumstances and experiences.

## Additional Resources

- *Get Prepared: It's Time for a Culture Audit!* ([www.asha.org/aud/Articles/Get-Prepared--Its-Time-for-a-Culture-Audit/](http://www.asha.org/aud/Articles/Get-Prepared--Its-Time-for-a-Culture-Audit/)): Provides information for completing a culture audit of your practice, facility, or setting.
- *An "Atypical" or a "New Normal" Day?* (*ASHA Audiology Connections* 2014, page 14): Offers tips to assist with proactively preparing for the shifting demographics in your clinical population.
- *Issues in Ethics: Cultural and Linguistic Competence* ([www.asha.org/Practice/ethics/Cultural-and-Linguistic-Competence/](http://www.asha.org/Practice/ethics/Cultural-and-Linguistic-Competence/)): Offers guidance for providing ethically appropriate services to all populations.
- *ASHA Leader* articles—such as “Cultural Competence in Audiology” by Kenneth E. Wolf and “Cultural Competence: How Qualified Are You?” by Irene Gilbert Torres, Barbara L. Rodríguez, and Kay T. Payne—that provide case scenarios. These two articles are available online. Just put the article title in the ASHA search engine and click on the first result.

The pathway of professional competence continues! ☺

## Audiology Information Series

Did you know that ASHA offers free patient information handouts? The Audiology Information Series of handouts is available online with selected topics in Spanish. Go to the audiology homepage at [www.asha.org/aud/](http://www.asha.org/aud/) and click on “Patient Information Handouts” in the Practice Management section. Topics that are available in Spanish can be found next to the English versions.

These printable PDFs focus on key topic areas covered on the public webpages and provide consumers with easy access to their subjects of interest in a plain-language format. These handouts would be a great complement to your patient education materials. ☺

# Shaping Your Future Through ASHA Continuing Education

*Renee Levinson, MA, MBA, CCC-A, and Jo Ann Linseisen, MA, Associate Directors of Continuing Education, ASHA*

Lifelong learning is important to our professional and personal development. It helps us connect the dots, reminds us why we chose a certain path, and gets us excited about what we're doing. And it can help us move forward and better serve those around us.

Continuing education (CE) is essential to practicing effectively in a dynamic health care environment. Changes in the way services are provided will continue for the foreseeable future. Audiologists are increasingly learning about interprofessional collaboration, technology, genetics, telepractice, advocacy, changing payment methodologies, and evolving regulatory policies. Courses on these and other timely topics will help meet future practice needs.

## ASHA's Course Search—At Your Service

It's easy to find courses that best meet your professional development needs by using the ASHA CE Course Search. Just go to [www.asha.org](http://www.asha.org) and click on "Find a CEU Course." You can search the CE course database by keyword (e.g., "health care reform," "telepractice"), subject area, instructional level, course format (group learning or self-study), date, or location.

## View Your ASHA CE Registry Transcript 24/7

ASHA audiologists who join the ASHA CE Registry can access their CE Registry transcript online, including on their smartphones or tablets. Individuals may view courses on their personal transcripts, find out how many ASHA CEUs they have earned for specific courses, and see the number of CEUs earned in their active and prior certification maintenance intervals by going to

- the ASHA CE Registry home page and selecting "View My ASHA CE Registry Transcript,"

"Education is the kindling of a flame, not the filling of a vessel."

—Socrates



- the ASHA website, logging into My Account, and selecting "Courses on My ASHA CE Transcript."

Not a member of the ASHA CE Registry? Join today for a safe, secure, and simple way to track the ASHA CEUs you've earned through courses offered by ASHA-Approved CE Providers. For more information, visit [www.asha.org/ce/](http://www.asha.org/ce/) and click on "What Is the ASHA CE Registry?"

## Look for the ASHA-Approved CE Provider Insignia

ASHA-Approved CE Providers have an insignia that you may notice in course advertisements—both online and in print—and at conferences you attend. These providers meet ASHA Continuing Education Board standards and offer high-caliber learning experiences.



The insignia is a convenient way to

- identify ASHA-Approved CE Providers;
- find CE Providers that offer courses that help you maintain certification and meet your state licensure and regulatory agencies' CE requirements;
- find CE Providers that offer workshops, seminars, and conferences that are within the scopes of practice for audiology and speech-language pathology. ©



# ASHA Audiology Online Conference

Kathleen S. Arnos, PhD, FACMG



Kathleen S. Arnos

The 2014 ASHA Audiology Online Conference, “Genetics and Hearing Loss,” drew an audience of more than 200 audiologists, SLPs, educators,

and other professionals interested in learning about the latest developments in genetics related to hearing loss in children and adults. An impressive, international group of researchers and clinicians, many of whom are currently performing cutting-edge research in genetics and hearing loss, delivered 11 presentations on topics ranging from basic principles of genetics to the latest developments in gene identification and genetic testing. The conference took place October 15–27, 2014, with prerecorded presentations and a variety of online tools to allow participants to interact with the presenters. These tools included moderated live online chats with each presenter and a message board where participants could post questions and comments.

The conference began with presentations on the genetic epidemiology of hearing loss and monogenic inheritance patterns. Information on gene expression and the characteristics of DNA, RNA, and proteins set the stage for detailed discussions of the clinical and molecular characteristics of common forms of syndromic and nonsyndromic hearing loss that occur at birth or in early childhood. Additionally, the presentations covered emerging knowledge about the role of genetic factors and complex inheritance in age-related hearing loss, noise-induced hearing loss, unilateral hearing loss, enlarged vestibular aqueduct, and vestibular disorders. Information was also provided on various genetic

testing platforms, ranging from Sanger sequencing to the more recent technologies, to test for many genes at the same time—an approach called “next generation sequencing.” Participants were able to use the unique format of the online conference to explore, at their convenience, the intersection of these new technologies in genetics with clinical practice.

Important themes of the online conference were clinical applications and interprofessional collaboration. Several presenters used a case history approach to illustrate the application of new genetic technologies to actual client and family situations. Participants took away information about their role in promoting the value of genetics with their clients—including strategies for discussing the benefits of genetic evaluation, testing, and counseling—

and making appropriate referrals. Given the fast-paced field of genetics, where new gene discoveries and technological advances move increasingly quickly from the research bench to clinical practice, this online conference provided an excellent opportunity for speech and hearing professionals to have access to the latest information about clinical applications of genetics. Thank you to all of the presenters and the participants who made the 2014 online conference a resounding success.

If you missed this conference, you can access individual sessions on demand, for CE credit, through October 28, 2015. Visit [www.asha.org/shop](http://www.asha.org/shop) and search for “aud14.” ☺

*Kathleen S. Arnos is professor of biology and chair, Department of Science, Technology, and Mathematics at Gallaudet University.*



## 2015: Quality Outcomes for Cochlear Implants

ASHA is excited to announce the 2015 Audiology Online Conference on **Quality Outcomes for Cochlear Implants**. Mark your calendar to join us **October 7-19, 2015**, to delve into the research, technology, and practices that have expanded cochlear implant candidacy to a broader audience. This premiere gathering of the leaders in the field of cochlear implantation will provide ASHA members with the opportunity to learn the skills needed to make the right referrals at the right time and to understand treatment practices that will help them achieve successful outcomes for patients. As it becomes available, information will be added to the conference webpage at [www.asha.org/events/aud-conf/](http://www.asha.org/events/aud-conf/). ☺

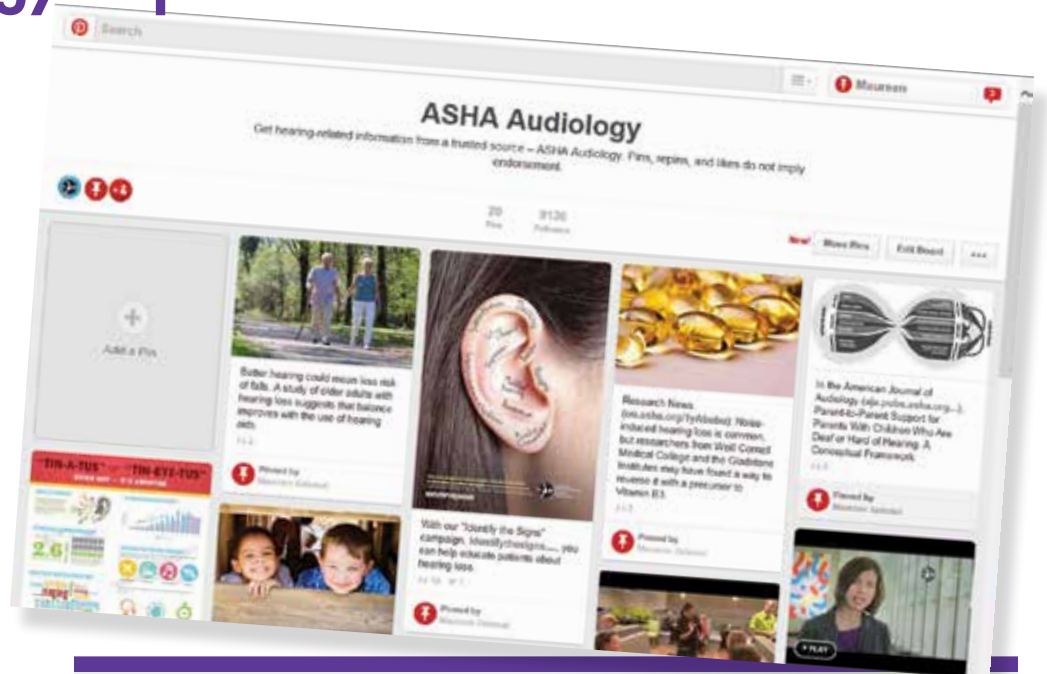
# ASHA Audiology Expands Presence on Pinterest

Calling all social media mavens—and those new to social media. Audiologists can find timely, shareable content on ASHA's new Pinterest boards. The new board for practitioners is called ASHA Audiology. ASHA also has two newly created boards for consumers on the topics of adult hearing loss and balance issues. In addition, there is a consumer board on childhood hearing loss.

Pinterest is an easy-to-use, virtual pin board that allows participants to organize and share things from the web. The pin boards can be used for planning and organizational purposes. ASHA is using Pinterest to share ASHA resources as well as to find and share resources pinned by CSD students and professionals.

ASHA has a total of 13,000 followers of its 31 Pinterest boards. Log into [www.pinterest.com/ashaweb/](http://www.pinterest.com/ashaweb/) to find interesting content on a number of topics!

Follow us on all of our social media channels—Facebook, Twitter, LinkedIn, and ASHAsphere (our blog)—for news you can use! ☺



## Comments From Attendees of the Audiology 2014 Online Conference

- The level of expertise of the speakers was exceptional. So glad to see lecture/conference materials presented at such a high level of knowledge.
- An absolutely brilliant collaborative effort by an amazing group of researchers. I enjoyed the wide breadth of information and the challenge of a difficult subject area. I've been spreading the news to other clinical audiologists about the fascinating and relevant information I've obtained from this course. THANK YOU!
- The information will help supplement the genetics unit I teach within our AuD program.
- This was fabulous! I loved being able to listen to the lectures on my own time before the chat session and then partake in the chat session as planned.
- This conference presented excellent, usable information regarding genetic hearing loss. I am eager to share the new information I learned with my colleagues.
- This was my first ASHA online conference, and I thought everything was excellent. Great speakers, presentations, and visuals. The whole system was easy to navigate, and being able to access the recorded sessions and review specific slides was fantastic.
- I liked the mix of science and practical clinical information.
- I really love having the live chats because it pushes me to review the recorded session and then reinforces what was discussed.
- I liked that the transcripts of the sessions were available ahead of time, so that I could use them for note-taking during the sessions. I liked that we could contact the presenters both during the live chats and also by posting in the discussion forums.
- The conference covered a wide variety of topics—each very interesting and able to be incorporated into my workplace. ☺

## Did You know?

ASHA's nationally recognized Certificate of Clinical Competence allows audiologists to easily transfer their licensure from one state to another.

# Academic Affairs & Research Education 2014–2015 Highlights

Loretta Nunez, MA, AuD, CCC-A/SLP,  
Director of Academic Affairs & Research  
Education, ASHA

Whether it is through online communities, one-on-one mentoring, conferences, or awards, ASHA's Academic Affairs & Research Education programs help shape the future of communication sciences and disorders (CSD). We are committed to providing opportunities for students, faculty, and researchers to expand their knowledge, make connections, and get involved. We hope that you will discover our many ASHA award, mentoring, and research education programs described in the insert and find one or more that are right for you. Here are some of the highlights of this past year's activities in support of audiology and audiologists.

## Shaping the Future Through Academic Trend Data

Did you know that 43% of audiology programs are administratively housed in schools of allied health, health sciences, health professions, and public health? Or that during the 2012–2013 academic year, 734 new audiology students were enrolled nationwide? You will find these and other data about academic institutions, application and admission, enrollment, degrees granted, and first employment in the **CSD Education Survey** national and state aggregate data reports at [www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/](http://www.asha.org/Academic/HES/CSD-Education-Survey-Data-Reports/).

## Shaping the Future Through Collaborative Research

**Clinicians and Researchers Collaborating (CLARC)** is an online site for facilitating research collaborations among researchers and practicing clinicians. Create your CLARC profile and search hundreds

of profiles of researchers and clinicians seeking to collaborate. To join, visit <http://community.asha.org/ASHA/CLARC/>.

## Shaping the Future Through Awards, Programs, and Mentoring

In 2014, Academic Affairs & Research Education offered 12 awards and programs. Nearly one quarter of the awardees and participants represented audiology or hearing science. Audiologists should consider applying to the following:

- **Audiology/Hearing Science Research Travel Award**—Provides support for audiology and hearing science graduate students and postdoctoral fellows interested in expanding their knowledge in audiology and/or hearing science by attending the ASHA Annual Convention in November.
- **Students Preparing for Academic-Research Careers Award**—Fosters students' interest in PhD education and careers in academia to meet workforce demands for PhD faculty-researchers in CSD academic programs.
- **ASHA's Research Mentoring Network** includes **Pathways**, **Lessons for Success**, and the **Clinical Practice Research Institute**. Each program fosters the development of researchers in CSD at different career stages.
- **Mentoring Academic-Research Careers Program**—Fosters successful academic research careers through online mentoring.

## What to Watch for in 2015

ASHA is implementing a multiyear strategic plan to advance **interprofessional education and**

**interprofessional collaborative practice**. Learn more at [www.asha.org/Practice/Interprofessional-Education-Practice/](http://www.asha.org/Practice/Interprofessional-Education-Practice/).

How will you shape your future? For more information about these programs, or if you have questions related to academic and research education, contact us at [AcademicAffairs@asha.org](mailto:AcademicAffairs@asha.org) or [Research@asha.org](mailto:Research@asha.org). ☺

## Subscribe to ASHA Access Audiology

*ASHA Access Audiology* is a clinical audiology e-newsletter sent out 6 times per year. Each issue features an article by an expert and links to audiology announcements and resources. You can search "Access Audiology" on [www.asha.org](http://www.asha.org) to see the current issue and read past articles, subscribe, and submit comments.

### Topics in 2015 include:

- practicing at the top of the license;
- overcoming barriers to adult aural rehabilitation,
- implications of chronic health conditions in the management of patients with hearing loss;
- patient-centered outcomes in falls prevention.

### To subscribe

Send a blank e-mail with the word "subscribe" in the subject line to [AccessAudiology@asha.org](mailto:AccessAudiology@asha.org). Subscriptions are free and open to anyone. ☺

# Shaping the Future of Service Delivery Through IPE/IPP Collaborative Practice

Loretta Nunez, MA, AuD, CCC-A/SLP,  
Director of Academic Affairs & Research  
Education, ASHA

ASHA is increasing efforts to advance interprofessional education (IPE) and interprofessional collaborative practice (IPP) as part of the Association's 2025 Envisioned Future and 2015–2017 Strategic Pathway. These efforts are designed to align with a national push toward a more interprofessional and collaborative model of service delivery that centers on the patient, client, or student. The overarching aim is to enhance the overall cost-effectiveness of educational or health care services by improving outcomes and safety and improving the health and education of populations.

There are many factors driving the shift in how services are provided in education and health care settings. Within education (K-12) settings, the introduction of national standards (e.g., Common Core State Standards) and value-added assessment models is shaping the growing push to link educator performance metrics with associated educational outcomes. Within the health care arena, health care quality and efficiency, the need for improved communication across service providers, and a greater focus on the treatment of chronic conditions are some of the factors driving change to further link patient outcomes with reimbursement.

IPE/IPP is considered to be one means to improve outcomes based on research demonstrating the benefits of interprofessional collaborations that require continuous interaction, coordinated efforts, and knowledge sharing among professionals (Institute of Medicine [IOM], 2001, 2003). This movement is beginning, and will continue, to shape preprofessional education and service delivery in audiology and speech-language pathology. Students and professionals in communication sciences and

disorders (CSD) need on-the-job and preprofessional opportunities to learn about team-based care, according to recommendations that emerged from ASHA's 2012 Changing Health Care Landscape Summit.

The World Health Organization (2010) defines *interprofessional education* as activity where two or more professions learn about, from, and with each other to enable effective collaboration and improve outcomes. Similarly, *IPP* is said to occur when multiple workers from different professional backgrounds provide comprehensive services by working with patients and their families, caregivers, and communities to deliver the highest quality care across settings. IPE is intended to guide students and professionals to understand the impact of collaborative teamwork on the quality and outcomes of patients in health care settings and services for students in K-12 education. The pathway to improved outcomes and safety begins with interprofessional education and continues with interprofessional practice.

## ASHA's Plan for 2015–2017

- **Strategic Objective:** Advance IPE/IPP.
- **Outcome:** Academic programs employ IPE models of personnel preparation, and both students and ASHA members engage in IPP.

## ASHA's efforts will focus on:

- Identifying, generating, and broadly disseminating resources on IPE and IPP that explain what IPE/IPP is, its value, and exemplars for implementation;
- collaborating with other stakeholders to educate about and begin to infuse IPE/IPP across preprofessional preparation program curricula;
- fostering connections with other organizations for the purpose of increasing collaborative professional development opportunities;

- promoting IPE/IPP research;
- working toward incorporating IPE/IPP competencies in standards for certification, accreditation, licensure, ASHA's Code of Ethics, and the respective scopes of practice for audiologists and speech-language pathologists;
- determining valid measures by which baseline and trend data regarding the growth of IPE and IPP in CSD can be evaluated.

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# Audiology/Hearing Science Research Travel Award (ARTA)



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

**Audiology/Hearing Science  
Research Travel Award (ARTA)**



2014 ARTA Recipients

*Maureen Salamat, Audiology Project Manager, ASHA*

**A**udiology students and postdoctoral fellows, interested in research and attending the ASHA Convention? Audiology faculty, know a promising student or postdoctoral fellow who could benefit from attending the ASHA Convention?

Learn more about the Audiology/Hearing Science Research Travel Award (ARTA) and get ready for the ASHA Convention in Denver, November 12–14, 2015!

ASHA sponsors the ARTA for students interested in expanding their knowledge in audiology and/or hearing science by attending the ASHA Convention. Awardees experience the excitement of learning and sharing with meeting attendees—and make valuable connections with like-minded students, researchers, and other professionals to further their research interests.

## Eligibility

An individual is eligible to apply if he or she has not previously won the award and is, at the time of application submission, enrolled in one of the following:

- clinical doctoral degree (AuD) program accredited by the Council on Academic

Accreditation in Audiology and Speech-Language Pathology (CAA),

- research doctoral degree (PhD) program in audiology or hearing science,
- combined clinical doctoral/research doctoral degree (AuD/PhD) program in audiology or hearing science when

the clinical doctoral program is accredited by the CAA,

- postdoctoral fellowship program in audiology or hearing science.

## Stipend and Responsibilities

Approximately 20 individuals will each receive a certificate, a stipend of \$500, and complimentary registration for the ASHA Convention. ARTA awardees are expected to attend designated sessions and events, including pre-Convention events. Meals are covered at many of these. There is ample opportunity to attend additional Convention sessions of interest.

## Application

For details about the ARTA, please see the webpage at [www.asha.org/students/ARTA-Award/](http://www.asha.org/students/ARTA-Award/). The application form for 2015 will be available online in March. All application materials must be received by June 1, 2015, and award notification will take place in July. Contact [academicaffairs@asha.org](mailto:academicaffairs@asha.org) if you have questions. ☺

## Congratulations to the following 18 individuals who were selected to receive a travel award to attend the 2014 ASHA Convention in Orlando, Florida.

Emma Barnard, AuD candidate, East Tennessee State University  
Mary Barrett, AuD candidate, University of Maryland, College Park  
Alaina Bassett, AuD candidate, University of Nebraska–Lincoln  
Rebecca Bieber, AuD candidate, University of Maryland, College Park  
Jenna Browning, AuD candidate, University of North Carolina at Chapel Hill  
Nicole Corbin, PhD candidate, University of North Carolina at Chapel Hill  
Amanda Headley, AuD candidate, Vanderbilt University  
Shannon Lieblong, AuD candidate, University of Arkansas for Medical Sciences  
Candice Manning, postdoctoral fellow, East Carolina University  
Karen Martin, PhD candidate, University of Tennessee  
Christopher Niemczak, AuD/PhD candidate, Syracuse University  
Drew Price, AuD candidate, Rush University Medical Center  
Aaron Roman, AuD candidate, University of Pittsburgh  
Philip Sanchez, AuD candidate, Rush University  
Mohsin Ahmed Shaikh, PhD candidate, University of North Carolina Greensboro  
Kristina Ward, PhD candidate, Northwestern University  
Delaney Welch, AuD/PhD candidate, University of Texas at Dallas  
Sarah Elizabeth West, AuD candidate, University of Tennessee Health Science Center

# Experiencing the ASHA Convention as an ARTA Recipient



Jenna Browning

**A**s a recipient of the Audiology/Hearing Science Research Travel Award (ARTA), I had the opportunity to experience the ASHA Convention for the first time and learn more about

pursuing a PhD. I first heard about the ARTA from my classmate, Sadie Schwarz, at the University of North Carolina at Chapel Hill. She was a 2013 ARTA recipient and found it to be an invaluable experience. Because I have a strong interest in pursuing a career in research and academia, I knew that the ARTA would be a great way to learn more about next steps to take.

ARTA recipients include both AuD and PhD students with an interest in audiology and hearing science research. Throughout the ASHA Convention, we attend various events and informational lectures that included the Research-Academic Town Meeting, the ASHFoundation Founders Breakfast, the PhD Information Sharing Session, and other related sessions put on by ASHA's Research and Scientific Affairs Committee. I found these research-related sessions to be most helpful in providing information about how to set myself up for success.

The ARTA experience enabled me to meet current researchers as well as PhD and AuD students and provided excellent opportunities to gain insight and advice about pursuing a career in research. This was a great supplement to the didactic components of my education and further solidified my desire to pursue a PhD. Overall, I left the ASHA Convention confident that I will be able to find a mentor and PhD program to fit my research interests. I am grateful to have received the ARTA and to have learned about the resources ASHA offers. If you are a student who is interested in

a research career, I highly recommend applying for the ARTA!

*Jenna Browning, AuD Student, University of North Carolina at Chapel Hill*



Karen A. Martin

**G**ratITUDE and excitement filled my heart when I got word that I had been selected to receive an Audiology/Hearing Science Research Travel Award (ARTA).

Tuition and textbook costs take priority over travel and Convention registration expenses, so it had been quite a while since I last attended an ASHA Convention. The ARTA not only made this possible, but also opened up “behind-the-scenes” doors for me that I otherwise would not have walked through. It was as though I had been invited to go backstage to meet the performers at a famous Broadway play.

Door number one led me to a room where I met other PhD students in an information-sharing session. We were all at various levels in our programs. We shared our research interests and tossed around general problem-solving ideas based on our individual experiences. I found this activity to be very encouraging.

The second door opened up to a researcher's dream world—a Research Roundtable, where we met and talked with reviewers/mentors who offered advice and suggestions for taking our writing skills to the next level. This valuable discussion format allowed each ARTA awardee the opportunity to obtain answers to questions on various topics (such as clinical research in audiology or speech pathology, landing an academic position, NIH research grants, publishing your research, and many more) simply by going from

one table to another. At the Research Roundtable, I was able to put faces to names of experts/authors in the field of speech and hearing. The experience also made me realize that these people were very approachable, friendly, and eager to give students a boost toward success.

Yet another door revealed the heart of ASHA. At the ASHFoundation Founders Breakfast, I was moved and inspired by the generous monetary awards handed out to well-deserving students and professionals. Those recipients are now closer to reaching their research and/or community service goals.

The ARTA enabled me to attend the ASHA Convention, but also to meet key contributors to the profession and speak at length with others who are traveling in the same boat with me. This was truly an inspiring and rewarding experience. I strongly encourage any PhD or AuD student who is interested in hearing and research to apply for this award. Thank you, ASHA! ☺

*Karen A. Martin, PhD Student, University of Tennessee*

## Did You know?

ASHA supports audiology students through ASHFoundation awards, special programming at the annual ASHA Convention, opportunities to serve in a leadership position, and a significant membership conversion discount.

# Benefits of ASHA Membership

Peggy Savage, Member Relations Manager, and Mike Skiados, CAE, Director, Membership, ASHA

As an ASHA member, you are part of a vibrant community of 173,070 CSD professionals, approximately 14,000 of whom are audiologists. Our goal is to give you access to valuable and timely programs, products, and services, including audiology resources at [www.asha.org/aud/](http://www.asha.org/aud/), the Practice Portal at [www.asha.org/practice-portal/](http://www.asha.org/practice-portal/), and professional consultation with staff audiologists at [audiology@asha.org](mailto:audiology@asha.org).

## ASHA audiologist members:

- have access to the latest research from four peer-reviewed journals, including the *American Journal of Audiology*;
- receive *The ASHA Leader*, the organization's flagship publication;
- can connect with subject-matter experts in the ASHA Community;
- can join a Special Interest Group (SIG), including any of four audiology-specific groups, and get free access to *Perspectives*, the SIGs' online periodicals, for all 18 groups—earn low-cost CEUs for self-study of *Perspectives*;
- have numerous continuing education opportunities through the annual ASHA Convention and Audiology Online Conference;
- receive the most up-to-date health care billing and reimbursement information;
- can take advantage of career resources, locate job openings, and post jobs;
- have opportunities to take action in support of grassroots advocacy activities.

But the benefits don't stop there. Take advantage of the following additional perks to help you professionally and save you money.

## Insurance

ASHA members are eligible for discounts on high-quality, low-cost insurance tailored to the special needs

of audiologists. From professional liability and disability to automobile insurance, there are a variety of plans designed with you in mind.

- Mercer Consumer: 12 professional insurance products, including liability and disability
- GEICO auto insurance

## Auto Purchase/Lease Program

- Members can save more than \$3,000 off the MSRP of any new Subaru, for lease or purchase, through the Subaru VIP Partners Program. To take advantage of this offer, you must contact ASHA at 800-498-2071 before visiting a dealership. Certain terms and conditions apply. This is a limited-time offer—subject to change without notice.

## Credit Card Processing

- Members are eligible to work with Elavon, a leader in payment processing for over 20 years. Elavon is consistently rated among the top five global payment providers, delivering flexible, secure, and innovative solutions while providing value at every point in customer and partner relationships. For more information, please call 1-800-546-1831.

## Health and Wellness

- Life Line Screening is offering a new wellness benefit for ASHA members. Through this partnership,

Life Line Screening will now offer exclusive discounts on preventive health screenings for members, their families, and friends. Call 866-579-5074 to schedule a screening.

- The FREE RxCut® Plus prescription savings card provides you with access to the absolute lowest price on generic prescriptions, whether it's the RxCut® Plus discounted price, your insurance copayment, or the pharmacy cash price. Start saving immediately by submitting your card to the pharmacy with your prescription. Print your free discount card from the website, [www.rxcut.com](http://www.rxcut.com).

## ASHA's Lifestyle Marketplace

ASHA members also receive significant discounts on hotels, rental cars, jewelry, glasses, gourmet foods, office products, and many other items. We have seasonal special offers from our partners to make your savings go even further.

Visit [www.asha.org/members](http://www.asha.org/members) to get started and take advantage of the benefits that fit *your* needs! ☺

## Did You know?

In 2014, nearly 14,000 CCC-A audiologists affiliated with ASHA. The retention rate for certified audiology members has remained at or above 95% for the past decade.

# Student Ethics Essay Award

**Ready ... Set ... Write!**

Karol Scher, Staff Liaison to the Ethics Education Subcommittee, Board of Ethics, ASHA

Calling all audiology students! Did you know that 2014 was a record year for submissions to the Student Ethics Essay Award (SEEA) program? But even with increased participation, the program received only one application submitted by an audiology student for every 10 submitted by speech-language-pathology students. SEEA needs more essays that express audiology students' perspectives!



As part of ASHA's efforts to enhance ethics education, SEEA encourages students to think about decision making and creates greater awareness of situations that could pose ethical dilemmas.

The SEEA topic for 2015 is *Confidentiality*. Have you, as a student clinician, encountered challenges regarding confidentiality during your clinical practice and research endeavors? Tell us about it! Write an essay that presents an ethical dilemma or challenge. Students are asked to use the Code of Ethics (2010) to identify one or more principles and corresponding rule(s) that they believe have been violated and to provide a rationale for their choice(s).

## Awards

Three winning authors will receive:

- a cash prize (1st, 2nd, and 3rd place);
- certificate of achievement;
- a 1-year national NSSLHA membership;
- an invitation to the NSSLHA Luncheon and Awards Ceremony at ASHA Convention;

## James Madison University Visits ASHA Headquarters



*Michelle Gerringer, Third-Year AuD Student, James Mason University*

My classmates and I, while second-year audiology students at James Madison University, visited the American Speech-Language-Hearing-Association headquarters in Rockville, Maryland, in May 2014. We had the unique opportunity to meet with ASHA staff representatives, to tour the headquarters, and to learn more about the services ASHA provides to practicing audiologists. During the visit, we heard about activities of ASHA's Audiology Professional Practices Unit, such as supporting research, establishing and upholding ethical standards, and advancing the profession through advocacy. We left feeling more knowledgeable about the role ASHA plays in our profession as well as feeling inspired to join ASHA in advocating for the field of audiology! ☺

- recognition in *The ASHA Leader*, on the ASHA website, and in ASHA social media;
- complimentary student registration to the 2015 ASHA Convention (*1st place winner only*).

## Deadline for Submission to Program Director: Friday, April 10, 2015

Students enrolled in *any* undergraduate, post-baccalaureate,

or entry-level graduate program in communication sciences and disorders are invited to participate in SEEA.

For complete program information, including eligibility requirements and submission guidelines, and to obtain an application, visit [www.asha.org/Practice/ethics/essay\\_award/](http://www.asha.org/Practice/ethics/essay_award/). ☺

# ASHA's Action Center at Your Service

Eduardo Velasquez, Quality Assurance Manager, ASHA

When you contact the Action Center, we are able to answer your inquiries regarding our products and services. We will help you connect to the appropriate unit within ASHA for professional assistance on your technical inquiries. Our mission is to deliver excellence in customer service by serving as the frontline professionals handling inquiries directed to ASHA and by providing reliable, courteous, and timely assistance regarding ASHA and the Association's products, programs, and services. Here are just a few things that Action Center staff help members to do:

- Get information about various member benefits
- Find out about your membership and certification status and requirements

- Reset your login status on My Account on ASHA's website
- Determine when your 3-year Certification Maintenance requirement is due and the number of professional development hours you need
- Pay your dues and Continuing Education Registry fee
- Sign up to join a Special Interest Group
- Request an official transcript of your ASHA Continuing Education Units
- Learn more about ASHA self-studies and other products featured in ASHA's Products Catalog, including economical group rates
- Register for conferences, webinars, and eLearning opportunities
- Obtain free materials on careers in audiology and consumer education products to suit your needs

- Receive professional consultation or technical assistance from staff audiologists
- Update your contact and/or demographic information

Each month, the Action Center responds to approximately 10,000 calls, as well as over 4,000 e-mails and other correspondence, from members, students, and consumers. We now have an online live chat option as well. ☺

## Contacting the Action Center is easy.

Reach us by

**Phone:** 800-498-2071

M–F, 8:30 a.m.–5:00 p.m. (Eastern Time)

**Fax:** 301-296-8580

**E-mail:** [actioncenter@asha.org](mailto:actioncenter@asha.org)



ASHA's staff audiologists provide technical assistance to members who require professional consultation.

## Even More Benefits

Peggy Savage, Member Relations Manager, ASHA

**Insurance**—ASHA members are eligible for discounts on high-quality, low-cost insurance:

- Marsh Affinity: 11 professional insurance products, including liability and disability
- GEICO Insurance: auto, home, and life insurance for your protection

**Auto Purchase/Lease Program**—Members can save more than \$3,000 on the MSRP of any new Subaru, for lease or purchase, through the Subaru VIP Partners Program. Contact ASHA at 800-498-2071 before visiting a dealership. Certain terms and conditions apply. This is a limited time offer—subject to change without notice.

**Credit Card Processing**—TSYS Merchant Solutions is providing discounted rates for credit and debit card processing. For more information, please call Paul Niss at 800-228-4411, ext. 6897, toll-free.

**Health and Wellness**—Members, family members, and friends may call Life Line Screening at 866-579-5074 to schedule a discounted preventive health screening. ☺

# A Memorable Summer

Kate Kgwefane



Kate Kgwefane

What felt like a hoax at first turned out to be the highlight of my year. I was having lunch with my sister and our cousin at a local eatery in Gaborone, Botswana. I received a phone call from a certain Elena from the United States embassy, informing me that I was one of the 75 people from Botswana shortlisted to be interviewed for the 2014 cohort of the Mandela Washington Fellowship for Young African Leaders Program, a State Department Initiative (YALI). I went back to my office and, while doing the research to prepare for my interview, I realized that I was about to have a life-changing experience. Two months later, in April 2014, I received an e-mail followed by a phone call. I had made it! I was one of the 500 young people selected out of more than 50,000 applicants from the whole of Africa! I had to wait another 2 months for the start of the adventure, but because I could barely contain my exhilaration, my bags were packed well in advance.

Our cohort spent the first 6 weeks of the fellowship participating in a public management training class at Florida International University in Miami. The university and entire Miami community welcomed us. During that time, we met with numerous public officials and learned as much as we could about American culture and government.

At the end of the 6 weeks, all 500 of us descended on Washington, DC, for a 3-day presidential summit. We attended a town hall meeting with President Barack Obama, as well as a series of networking activities. After that, 400 members of our cohort returned to Africa, while the remaining 100 of us stayed in the United States for various 8-week internships.

I was more than fortunate to be hosted by ASHA, which I have known about and used as a resource even before the beginning of my professional career. At ASHA, I received a warm welcome and availed myself of the opportunity to work with many knowledgeable staff members. I was part of the Audiology Professional Practices Unit, where I worked with the team supporting ASHA's Practice Portal to develop content on balance disorders. I also wrote a patient information handout about the effects of chemical exposure on hearing and balance for ASHA's Audiology Information Series. And, with the help of ASHA's public relations team, I was interviewed for International Communication Project 2014 about my YALI experience. I also had the opportunity to visit a family hearing

center. During my internship, I made valuable professional contacts, some of whom are actively involved in helping gather resources for my organization back home.

Apart from spending a great 14 weeks in America for the first time in my life, meeting President Barack Obama and other officials, and having a wonderful experience at my host university and organization, I got a chance to be an ambassador for my beautiful country and for Africa as whole. And I am now an ASHA international affiliate! ☺

*Kate Kgwefane is trained as an audiologist and lives in Gaborone, Botswana. She holds a BSc in audiology from the University of Cape Town and is currently working at Princess Marina Hospital.*



Kate Kgwefane with members of the National Office audiology team during her summer internship at ASHA.

# ASHA Associates Program

Steve Ritch, Manager, Associates Program, ASHA

**D**o You Have Audiology Assistants Working in Your Professional Practice? The successful use of audiology assistants can free up your professional time to spend on more pressing issues and to work with more difficult cases. Audiology assistants have existed for some time, but until recently, there have been few programs available to help manage and develop audiology assistants. The ASHA Associates Program provides professional support for assistants as well as a number of benefits that will in turn benefit any audiology practice.

The affiliation period for Associates runs the calendar year, with the heaviest recruitment period for new Associates running from June (when new Associates can get virtually 19 months of affiliation for the price of 12) through the end of January of the following year. Associates may join at any time for the low fee of \$75, but the natural recruitment period ends in February.

There are a number of incentives for audiology support personnel to join as ASHA Associates. The online community for Associates is one such benefit, and it allows support personnel in audiology and speech-language pathology to communicate with colleagues from virtually every state. In addition, there are numerous networking opportunities for Associates who choose to attend ASHA conferences and other professional development offerings.

In 2014, the ASHA Associates Program worked with the ASHA Online Career Center to provide a place for support personnel to search for employment opportunities, post their résumés, and seek information related to careers in communication sciences and disorders (CSD). Previously, audiology assistants or speech-language-pathology assistants could only search generic career sites for possible job openings, but recent enhancements to the ASHA Online Career Center give them the ability to search and apply for employment opportunities by specific job title. This service also allows prospective employers

to see the résumés of qualified audiology assistants.

Likewise, Associates may take advantage of discounts on ASHA products and services, discounts on rental cars and hotels, and even the popular Subaru discount program. ASHA Associates may also purchase professional liability insurance through Mercer Consumer ([www.ashainsurance.com](http://www.ashainsurance.com)) and various other insurance products at a discount.

Another great benefit that Associates receive is access to ASHA publications, including online scholarly journals, *The ASHA Leader* (print and online), and *Associates Insights* ([www.asha.org/associates/Associates-Insights/](http://www.asha.org/associates/Associates-Insights/))—the

only e-newsletter written specifically for CSD support personnel.

ASHA is collecting and analyzing data from a survey of audiology and speech-language-pathology assistants who are current and former ASHA Associates to gauge their level of satisfaction, engagement, and interest in the ASHA Associates Program. Similarly, there will be a survey of audiologists and speech-language pathologists who supervise support personnel to find out if the ASHA Associates Program has been or would be considered beneficial for their support persons. The data will be summarized in a 2015 report to the ASHA Board of Directors to determine future enhancements to the ASHA Associates Program. ☺

## 2015 Audiology Advisory Council

### Chair

Margot Beckerman  
[margotbe@med.umich.edu](mailto:margotbe@med.umich.edu)

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Janet Koehnke, New Jersey  
Susan Lloyd, Nevada  
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George Purvis, Kentucky  
Tracie Rice, North Carolina  
Kathleen Riley, Delaware  
Chris Sanford, Idaho  
Soami Santiago De Snyder, Puerto Rico  
Mandy Santos, Hawaii  
Theresa Sullivan, New York  
Amy Weaver, Wyoming  
Letitia White, Missouri  
Heather Wigley Baty, Alabama  
Daniel Williams, Alaska

*Representatives needed for New Hampshire, Utah, and International.*

# Congratulations, Audiologists and Hearing Scientists

## ASHFoundation Creates Opportunities to Shape the Future

Nancy Minghetti, Executive Director, ASHFoundation

Inspirational leader Mahatma Gandhi offered these wise words: *The future depends on what we do in the present.*



The American Speech-Language-Hearing Foundation, your profession's charitable organization, takes these words to heart. The evidence is the Foundation's ongoing work to advance its primary mission of ensuring that all individuals reach their full communication potential through future-focused research and education initiatives. Since its inception, the ASHFoundation has awarded over \$7 million to more than 1,900 talented scholars, researchers, and professional leaders in the field.

The audiology community is the direct beneficiary of ASHFoundation financial support; money raised from a variety of constituent sources directly supports research grants, scholarships, clinical programs, and special initiatives. ASHFoundation funding helps professionals launch their careers, engage in critical priorities, leverage additional funding sources, and create access to mentoring and networking opportunities. The charitable activities of the ASHFoundation elevate the importance and visibility of audiologists; speech-language pathologists; and speech, language, and hearing scientists around the world. Nothing could be more important to ensuring future generations of professionals and accelerating advancements in the field.

In 2014 alone, the ASHFoundation awarded \$661,475 to 70 talented

researchers, students, and clinicians to support the best in research, education, and clinical care.

The following practicing and aspiring audiologists and hearing scientists received recognition and funding as part of the ASHFoundation's celebration of awardees on November 21, 2014. You can learn more about them and all of the other 2014 recipients by visiting [www.ashfoundation.org](http://www.ashfoundation.org).

### CLINICAL RECOGNITION PROGRAMS

#### Frank R. Kleffner Award Lifetime Clinical Achievement Award

This award honors exemplary contributions to science and practice.

**Robert Fifer**

University of Miami School of Medicine  
Miami, Florida

### RESEARCH GRANT PROGRAMS

#### New Investigators Research Grants—\$10,000 grants

These grants encourage research activities of new scientists who have earned their latest degrees within the past 5 years.

**Kelly E. Radziwon**

University at Buffalo

**Matthew J. Wilson**

Northern Illinois University

#### Student Research Grants in Audiology—\$2,000 grants

This grant program supports research projects in clinical or rehabilitative audiology by doctoral students.

**Homira Osman**

University of Washington  
Mentor: Jessica Sullivan

**Paul Reinhart**

Northwestern University  
Mentor: Pamela Souza

### SCHOLARSHIP PROGRAMS

#### New Century Scholars Doctoral Scholarships—\$10,000 scholarships

These scholarships support students enrolled in research/teaching doctoral programs (PhD or equivalent) who demonstrate academic excellence and a commitment to a teacher-investigator career in the field of communication sciences and disorders.

**William J. Bologna**

University of Maryland, College Park  
Wayne and Marilyn Olsen Audiology Research Fund

**Jessie N. Patterson**

University of Nebraska, Lincoln

#### AuD Scholarships—\$5,000 scholarships

These scholarships recognize clinical doctoral students who demonstrate academic achievement and promise.

**Nicole E. Corbin**

University of North Carolina at Chapel Hill

**Amanda Headley**

Vanderbilt University

Plan now to take notice of ASHFoundation charitable resources and funding programs and apply for research grant, scholarship, and clinical award opportunities in 2015. This issue of *ASHA Audiology Connections* contains a centerfold with a list of ASHFoundation programs for your reference.

The ASHFoundation is delivering results through the generosity of individuals, corporations, and organizations that contribute to its annual giving campaign. You can make a difference and help us meet priority audiology needs by giving as generously as you can, now and in the future. Make your contribution today by contacting the ASHFoundation at 301-296-8704 or donate online at [www.ashfoundation.org/donations](http://www.ashfoundation.org/donations). ©

# CLARC On a Roll to Success

From P. Roth, PhD, CCC-SLP, Associate Director, Academic Affairs & Research Education, ASHA

Launched in fall 2012, Clinicians and Researchers Collaborating (CLARC) is an online tool that facilitates research collaborations between practicing clinicians and researchers. Once enrolled, an ASHA member can search the CLARC database to find a match—a research partner in a specific area of interest. Since the program's launch, CLARC enrollment has increased steadily, with a current membership of 635. About a third of CLARC members are researchers and the remaining two thirds, clinicians. Once enrolled, members can join the CLARC Community and become active contributors to CLARC discussion forums.

Any clinician or researcher who is an ASHA member may participate by logging in at <http://community.asha.org/CLARC>. As a matching resource, CLARC is flexible and accommodates the research needs and interests of different partnerships, such as access to clinical populations, research design, or identifying/measuring outcomes from clinical services.

For additional information, please refer to the CLARC webpage at [www.asha.org/academic/CLARC/](http://www.asha.org/academic/CLARC/). ☺

## Audiologist

Children's National Health System is a 303-bed, active and expanding children's hospital in Washington, DC with outpatient centers in Virginia and Maryland. Children's National is a leader in the development of innovative new treatments for childhood illness and injury.



In this role, you will evaluate the hearing of children and provide diagnostic measurements including newborn hearing screening, auditory brainstem response testing, behavioral audiometry, acoustic immittance, otoacoustic emissions testing, and the evaluation of auditory processing disorders. Intervention methods for childhood hearing disorders include parent counseling and guidance, hearing aids and/or assistive listening technologies, cochlear implants, and aural habilitation/rehabilitation.

This position requires an individual with a Masters, Au.D., or Ph.D. in Audiology from an accredited university training program, at least one year of post-graduate experience in diagnostic pediatric audiology and case load management of children who are deaf or hard of hearing. Highly developed communication and interpersonal skills are key, as is the ability to interact effectively with children. Candidates with Spanish language speaking abilities and hospital experience are desired.



We offer a competitive salary and benefits package. For more information and to apply online, visit [www.childrensnational.org/careers](http://www.childrensnational.org/careers) and key word search for **Audiologist**. EOE of Minorities/Females/Vets/Disability.

## AQC Members



**The Audiology Quality Consortium (AQC) is a coalition of audiology member organizations purposed to:**

- collaborate on the development of audiology quality measures for use in the Centers for Medicare & Medicaid Services (CMS) Physician Quality Reporting System (PQRS) and with other health care payers,
- monitor the status of audiology quality measures for reporting under PQRS and other health care payers,
- respond to proposed rules and measure changes by CMS and other measure owners on behalf of the audiology community,
- educate audiologists regarding audiology quality measures and PQRS reporting requirements.

**The AQC comprises representatives from 10 audiology organizations:**

American Speech-Language-Hearing Association (ASHA)  
[www.asha.org](http://www.asha.org)

Academy of Doctors of Audiology (ADA)  
[www.audiologist.org](http://www.audiologist.org)

Academy of Rehabilitative Audiology (ARA)  
[www.audrehab.org](http://www.audrehab.org)

American Academy of Audiology (AAA)  
[www.audiology.org](http://www.audiology.org)

American Academy of Private Practice in Speech Pathology and Audiology (AAPPSPA)  
[www.aappspa.org](http://www.aappspa.org)

Association of VA Audiologists (AVAA)  
[www.myavaa.org](http://www.myavaa.org)

Directors of Speech and Hearing Programs in State Health and Welfare Agencies (DSHPSHWA)

Educational Audiology Association (EAA)  
[www.edaud.org](http://www.edaud.org)

Military Audiology Association (MAA)  
<http://militaryaudiology.org>

National Hearing Conservation Association (NHCA)  
[www.hearingconservation.org](http://www.hearingconservation.org)

# ASHA AUDIOLOGY ONLINE CONFERENCE



## AUDIOLOGY 2015: Quality Outcomes for Cochlear Implants

Wednesday, October 7 – Monday, October 19, 2015

Learn from leading practitioners—without leaving home!

In 1984, the FDA approved the first cochlear implant for adults. Now, 30 years later, new research, technology, and practices have changed the field, expanding cochlear implant candidacy to a broader audience. This online conference will provide the skills you need to make the right referrals at the right time. Plus, you'll get access to cutting-edge research, the latest technologies, and assessment and treatment practices to help you achieve successful outcomes for your patients.

Why you'll love online conferences:

- Earn while you learn—get comprehensive information on the conference topic and obtain loads of ASHA CEUs in the process.
- Get easy access to prerecorded sessions any time of day while the conference is in session.
- Participate in live chat sessions with presenters to earn additional CEUs.
- Network with colleagues around the world using the chats or discussion forums.

For more information, visit [www.asha.org/events/aud-conf](http://www.asha.org/events/aud-conf) as the date approaches.

Speaker bios and disclosures are available at

[www.asha.org/Events/Audiology/Conference-Faculty/](http://www.asha.org/Events/Audiology/Conference-Faculty/).

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## AUDIOLOGY 2014: Genetics and Hearing Loss

Available On Demand!

Did you miss the Audiology 2014 online conference on Genetics and Hearing Loss? Earn CEUs while getting the latest information on new genetic testing technologies and learning about advances in genetics and how they impact your clients.

The presentations from this conference have been compiled into three separate products based on overarching themes. You can select one of these more focused products or our "Best Buy" option that includes all of the presentations from the original course in three convenient bundles.

To order, go to <http://on.asha.org/2014AUD>



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*LEADING THE WAY*  
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NOVEMBER 12-14  
DENVER, COLORADO

*Jeanane M. Ferre, PhD, CCC-A, Audiology Co-Chair*

**A**SHA is off to Denver for the 2015 ASHA Convention, and I am thrilled to work with my co-chair, Julie Noel, on the planning. ASHA was last in Denver for a convention in 1968, which got us thinking about how much has changed since then. Judith Page, ASHA's incoming president, wants 2015 to be ASHA's year to "lead through change." This notion helped us come up with the theme for the 2015 ASHA Convention: "Changing Lives. Changing Minds. Leading the Way." The volunteer Program Committee and our amazing National Office staff are working hard to create a November to remember with a program full of exciting and thought-provoking sessions that may change your practice, change your point of view, and help you lead through change.

Take a close look at the call for papers when it hits your inbox, as there have been some changes. We have infused research into every topic within the discipline. Our discipline's science bases—hearing, language, speech, and vestibular issues—are now under one roof: communication sciences. Also, two new intradisciplinary topics have been added that will interest all speech-language and hearing professionals: auditory/central auditory processing disorders (A/CAPD) and telepractice (TEL). The 2015 ASHA Convention will continue to include Short Courses, twilight sessions, clinical/research technical sessions, 1- and 2-hour oral sessions, and poster sessions. To be part of it all, just submit a proposal or contact one of our topic chairs:

**Teri Bellis**—Auditory/Central Auditory Processing Disorders

**Bob Burkard and Karen Forrest**—Communication Sciences

**Diane Sabo**—Infant and Child Hearing and Balance: Screening and Assessment

**Anita Vereb**—Intervention/Habilitation for Infants and Children With Hearing Loss or Balance Disorders

**Joe Montano**—Intervention/Habilitation for Adults With Hearing Loss, Tinnitus, or Balance Disorders

**Keith Wolgemuth**—Neuroanatomy and Neurophysiology of the Auditory and Vestibular Mechanisms

**Mike Flahive and Tucker Gleason**—Academic and Clinical Education

**Melissa Jakubowitz**—Telepractice

**John Ferraro and Julie Scherz**—Interprofessional Research, Education, and Practice

**Barbara Moore**—Literacy Assessment and Intervention

**Mirza Lugo and Sharynne McLeod**—Cultural and Linguistic Considerations Across the Discipline

**Brenda Louw and Gina Tillard**—Global Issues and Practice Across the Discipline

**Bess Simon-Taylor**—Traumatic Brain Injury

**Mary Casper**—Business, Management, Ethical, and Professional Issues

I hope you'll join us in Denver! Look for me and other colleagues in the Exhibit Hall, Audiology Row, and the Volunteer Village. Together we can change lives, change minds, and lead the way. ☺