

the **KSHA** *Communicator*

a publication of the
Kentucky Speech-Language-Hearing Association



In This Issue

We Need to Have a Word **2**

Student Scholarships and Research Funding for 2017 **2**

Setting the PACE for Training in Clinical Supervision **3**

Strategies for Ethics Education in Communication Disorders: Clinical and Academic **4**

Got a Picky Eater? It May be Due to a Medical Condition **5**

KTRS, Medicaid Reimbursement and Our Advocacy Agenda

Kate Wood Hall, KSHA Lobbyist & Janice Carter Smith, KSHA President



KSHA has been working hard to represent our members' interests in Frankfort and prepare for the 2018 Legislative Session. As most of you know, the state's budget situation has been dire for many years and funding for new priorities has been scarce. On the agenda is:

- 1) monitoring movement of the pension reform legislation
- 2) Medicaid compliance and reimbursement issues,
- 3) supporting legislation that would improve the process for identifying students with dyslexia and ensure they get appropriate services
- 4) continued effort to fully fund the speech-language pathologist stipend for KSHA members employed in Kentucky's public schools.

KSHA and our political action team continue to closely monitor ongoing discussions regarding pension reform. Governor Bevin and the General Assembly have proposed doing a special legislative session in November 2017 to pass proposed legislation. Policy-makers are still considering the date and some

#KSHAdvocates4you

specific provisions in the legislation. However, it is clear that there will be changes to the Kentucky Teacher's Retirement System in any pension reform plan undertaken in 2017 or 2018. Our priority will be to ensure appropriate funding for the retirement system in the upcoming budget session.

Our team continues to engage on issues surrounding Medicaid compliance and reimbursement. Many of these items are stalled as the state awaits approval of the proposed 1115 waiver from the federal government. We are also starting to work with KSHA members on issues related to salary and credentialing with the Education and Professional Standards Board.

KSHA had a fantastic meeting with the budget review committee chair for K-12 education, Representative Regina Huff, where she recently acknowledged the importance of and the fairness associated with funding the stipend. She reiterated the challenges faced for the 2018 budget session including the possibility of significant funding cuts to vital programs in education and human services. She committed to working with us to find resolution to our issue. We are thankful for great leaders and teachers like Rep. Huff who understand the vital role speech therapists and audiologists play in the

continued on page 5

Janice Carter Smith, PhD, CCC-SLP
Publications Chair
270-991-4973
write4ksha@gmail.com
<http://ksha.info/index.php/communicator>



We Need to Have a Word

Janice Carter Smith, PhD, CCC-SLP
KSHA President

Dear Colleague,

Words. My love of words is why I became a speech-language pathologist. They are why I became an academic doctor. They molded, cut, soothed and made me who I am. They really are magic, aren't they?

In my first address to you, at the 2017 Convention, I said my primary objective was (and still is) to represent you well. Since then, I have been diligently coordinating advocacy efforts with the help of our lobbyist, Kate Hall, and many of your executive council members. Page one provides details of that work. I've also been calling you to see where you are and what you need. Because your words matter. You've told me that you are concerned with the legislative changes coming. You are interested in becoming a better advocate in your area. You need help knowing exactly what to do for the CFYs and SLPAs you supervise. You are happy. You are

challenged. You are worried about retirement and job security BUT you are so proud of the work you do. You are changing lives—one at a time. **Your Words. Matter.**

You've inspired me to work hard and to collaborate with others to meet some of your needs and to build networks so we have access to each other for support and discussion on the crucial topics we are facing in the field. To that end, KSHA is aggressively advocating for you. I am grateful for the strength and stamina, frankly, of your political action committee! Additionally, two executive council members, Kelly Kleinhans and Lacey Back-Lane, have developed training and CEU opportunities on supervision and advocacy. You'll see those in your Convention information. Doug Keefe and his committee have been instrumental in getting the KSHFoundation up and running so that we can continue to build opportunities for scholarship and PACE setting research around the state. And there

is so much more! We are working with your words in mind every day. Your words matter to us.

Last year, a former student/new colleague of mine, Jeanna Smith, gave a talk in which she quoted Albus Dumbledore, a character from the popular Harry Potter book series. He stated, "Words are, in my not-so-humble opinion, our most inexhaustible form of magic." After which, Jeanna said "So that makes us all wizards, right?!?" Her observation, though light-hearted, carried the weight of truth. Dumbledore goes on to say words "are both capable of inflicting injury and remedying it." Magical or not, words carry power—let us continue to use ours for good.

On that note, tell me your word that matters. Your word could be the one that changed your life, made your day, or just feels good! Tweet, facebook, Instagram, or email me yours with the hashtag #haveaword and let's have some fun! Mine? Kerfuffle ... I'll tell you why when you share your word!

Warmly Yours,
Janice



Student Scholarships and Research Funding for 2017

It's that time of year again. Deadlines for KSHA student members to apply for a research grant or one of the scholarships listed below are fast approaching! KSHA funding is a great way to support your educational endeavors relating to our professions.

Applications and instructions are available online at www.ksha.info.

STANLEY and STECKOL AWARDS—Student Scholarships – Deadline to submit: December 1

Awarded: At Convention

Two Awards, each up to a maximum of \$2,000.

The Steckol Memorial Fund and the Bev Stanley Award are awarded

by the Scholarship Committee to a graduate student majoring in audiology or speech-language pathology at a university in Kentucky accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The award is intended to help defray educational costs. The student must demonstrate both academic excellence and need.

Apply today <http://ksha.info/index.php/scholarships-and-grants/>.

STUDENT RESEARCH GRANTS

Deadline to submit: April 1

Awarded: May 1

Up to maximum of \$1,000

We invite you to apply for available funds to help defray the costs of your research project. If KSHA provides funding for your research, then you and the research team agree to recognize such support in any presentation or publication pertaining to the study. The awardee also agrees to write a one and a half to two-page article for the *KSHA Communicator* upon completion of the research study.

Apply today: <http://ksha.info/index.php/scholarships-and-grants#grant>.

Send questions regarding student awards and research grants to the KSHA Office at kshaoffice@ksha.info.



Setting the PACE for Training in Clinical Supervision

Kelly A. Kleinhans
KSHA President-Elect

My daughter Molly is an extraordinary goal keeper who decided she wanted to play college soccer. She spent the last year exploring her options by connecting with multiple college coaches. After a long recruitment process and many campus visits she came up with a short list of two schools that were a good fit academically and athletically. As both schools were equally attractive to her, it came down to the differences among the two coaches. She indicated she was motivated by one coach more than the other and preferred that coach, as he was explicit about his expectations for his players and he clearly communicated his plans for success.

In our role as a clinical supervisor we can wield this same influence over those we are teaching or mentoring. Have you ever read the *Technical Report* (ASHA, 2008) or the *Knowledge, Skills and Training Consideration for Individual Serving as Supervisors* documents (ASHA, 2013)? It is clear that clinical supervision is more than modeling mastery of our skills. Clinical supervision is an intentional activity bound by the dynamics of personal interaction. Clinical supervision is about guiding others to develop personal and professional competencies. It is a complex process that requires a thoughtful approach.

A clinical supervisor must consider the needs of the student or mentee as well as special considerations associated with regulatory, legal and ethical issues. Just as in our clinical practice we have various strategies for the populations we work with, clinical supervisors also must know when to use specific strategies for teaching. For example, providing feedback is an essential practice in both coaching and supervision. How does a coach know when or how to provide feedback? How do you know when or how to provide feedback? If my daughter is protecting her goal during an intense game and her coach shouts to gain her attention to impart skill instruction while she should be attending to the play on the field, diverting her attention may

cause her to miss the save. If her coach is too frightened to give her any feedback or only criticizes her performance, how will she know what to work on to improve. Likewise, clinical supervisors need to be able to identify teachable moments and know how to deliver effective feedback to enhance performance.

Have you ever considered how you became an effective clinical supervisor or mentor? Most individuals will proudly admit they themselves were trained by a really good speech-language pathologist. Why is it that clinical supervisors in our field are rarely officially trained?

Clinical supervision is part of the fabric of educating the next generation so much so the credentialing body of the American Speech-Language-Hearing Association, the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC), mandates skill acquisition during student clinical experiences be supervised by individuals who hold the Certificate of Clinical Competence (Standards V-C and V-E). Yet, serving as a clinical supervisor outside of paid positions is sometimes a thankless job done out of professional service to universities or others. The time has arrived to recognize clinical supervision as an integral part of a strong clinical education. Our national organization and your state organization are working toward creating professional development opportunities for those who supervise or mentor others.

The scope of practice in speech-language pathology identifies clinical supervision as a domain of professional practice that requires a unique skill set different from clinical competencies (ASHA, 2016). ASHA's Ad Hoc Committee on Clinical Supervision (2016) has developed a plan to enhance and create professional development opportunities in clinical supervision. The committee ultimately envisions requiring clinical supervisors to complete a minimum of two hours of professional development in the area of clinical supervision during their ASHA certification cycle. The committee has

recognized the challenges of such a requirement and are thus taking a phased-in approach with a front-end focus on developing high-quality training resources. These resources will be designed to prepare those supervising graduate students on and off campus, preceptors of audiology students in the final externship, mentors of Clinical Fellows, supervisors of support personnel and supervisors of professionals transitioning to a new practice area or re-entering the workforce.

If you are like my daughter's future coach and are enthusiastic about your role as a clinical supervisor and are eager to develop a plan for success with those you teach or mentor, I encourage you to consider joining the Special Interest Group 11 Administration and Supervision or peruse the articles from perspectives on the topic. Also, mark your calendars for the annual KSHA Convention February 21-24, 2018. KSHA wants to set the PACE for clinical supervision and is offering a session at our Convention on Saturday. Many members of our state association serve as clinical supervisors and value the important role clinical supervisors play in developing the professional competencies of current and future members. It is time for us to take our game to the next level and become impossible to forget because of our excellence in supervising and mentoring as well as our clinical expertise.

Sources:

- American Speech-Language-Hearing Association. (2008). *Clinical supervision in speech-language pathology* [Technical Report]. Available at www.asha.org/policy.
- American Speech-Language-Hearing Association. (2013). *Supervision Knowledge, Skills and Training Consideration for Individuals Serving as Supervisors* [Final Report]. Available at www.asha.org/Supervisors-Knowledge-Skills-Report.pdf.
- American Speech-Language-Hearing Association. (2016). *Scope of practice in speech-language pathology* [Scope of Practice]. Available from www.asha.org/policy/SP2016-00343/.
- American Speech-Language-Hearing Association. (2016). *A Plan for Developing Resources and Training Opportunities in Clinical Supervision* [Final Report]. Available at <http://www.asha.org/uploadedFiles/A-Plan-for-Developing-Resources-and-Training-Opportunities-in-Clinical-Supervision.pdf>.

Strategies for Ethics Education in Communication Disorders: Clinical and Academic

Sydney Colburn, University of Louisville; Nicky Williams, University of Kentucky and Lauren E. Bland, Western Kentucky University



Teaching pre-service professionals to engage in ethical practice is a part of every graduate program in communication sciences and disorders. Ensuring that our students both understand and can adhere to the ASHA Code of Ethics (ASHA, 2016) is a critical part of their training. In fact, the 2014 ASHA certification standards specify that both knowledge of ethics and skills in ethical behavior be demonstrated (ASHA, 2013).

On August 1, 2017, standards by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) went into effect. Among the specific expectations is the following:

Clinical education is provided in a manner that ensures that the welfare of each person served by a student and clinical educator team is protected and in accordance with recognized standards of ethical practice and relevant federal and state regulations. (ASHA, 2017).

Though other standards speak to ethics, with this additional emphasis, programs

may want some fresh perspectives to ensure that they can document how ethical decision making is being covered.

Ethics content is typically covered in either the clinical courses (e.g., internship, clinic) or the academic courses (professional issues or a content area like dysphagia). Through anecdotal investigation, instructors have indicated that they will usually give students some situations and discuss the implications as they determine if the behavior is ethical or unethical. While that is a great method, might there be other strategies - used by other professions - that can contribute to the education of our students? The more interesting and engaging that learning tasks are, the more likely they are to be retained by students and consequently used by professionals.

Strategies that have been used in professions like medicine and social work to teach ethics and ethical behaviors (Reamer, 2012; Levan Institute) include:

- Analysis of each aspect of ethical decision making – teach students effective steps in making ethical decisions and have them analyze each of the steps in given situations.

- Standardize patients/clinicians – through the use of trained actors. Students can actually engage in practice that require them to draw upon the ASHA Code of Ethics to make decisions.
- Negative practice – create an unethical situation and have students react to it.
- Interview current audiologists or speech-language pathologists across employment settings – Students can ask those who are currently practicing to identify the ethical challenges that are prevalent in that setting. The providers can in turn share strategies for successfully navigating the challenges.
- Incorporate ethics into each disorders class – as the disorder is being covered, the instructor can talk about where the ethical challenges occur; doing so on a regular basis (and by all faculty) will help the students come to see ethical practice as an essential component of patient treatment.
- Special lecture – at the beginning of each semester, select an ethical problem to be discussed by a panel of audiologists or speech-language pathologists; they can share personal stories and insights about what they faced and how they dealt with it.

continued on page 7

Find Us Online



Connect With KSHA

Visit the KSHA website, www.ksha.info, and make sure your KSHA membership is up-to-date. Log on to the Member Center of the website, enter your last name and your member number. Once logged in, you are able to edit your membership information, such as mailing address, email address, professional information and more.

The Member Center also gives you access to renew your membership, register for an event at the member discounted rate, search for a member, access member-only resources and print your membership card.

You can always check out the current and past editions of the **KSHA Communicator** online at <http://ksha.info/index.php/communicator>.

Follow KSHA on Twitter at <https://twitter.com/kyspeech>, Instagram at [kshakyspeech](https://www.instagram.com/kshakyspeech) and Facebook at <https://www.facebook.com/KYSPEECH>.





Got a Picky Eater? It May be Due to a Medical Condition

Vesna Martich Kriss, MD

Inadequate weight gain or failure to thrive is a primary concern in infants and closely monitored by health care professionals. Less attention is paid to children whose weight gains are acceptable but who exhibit early atypical feeding patterns.

Unfortunately, these irregular feeding habits often become ingrained and may result in picky eaters or more serious sensory disorders.

Creating early proper feeding habits and developing positive neuro pathways is certainly preferable to trying to correct inappropriate feeding habits in headstrong toddlers and young children.

Diagnosing and treating childhood feeding dysfunction (pediatric dysphagia) is a coordinated effort between pediatric radiologists and speech-language pathologists. Prior to initiation of feeding interventional therapy, radiographic evaluation is commonly performed to evaluate for anatomic abnormalities and the swallowing mechanism.

Significant, symptomatic gastroesophageal reflux is common in infants in which food/gastric acids flow back into the esophagus, a condition that can be painful and irritating. These children may exhibit arching of the back (from pain), persistent vomiting or chronic cough. Fortunately, this is usually a temporary condition, effectively treated with medications. However, anatomic issues such as hiatal hernia can complicate GER.

Other esophageal problems can also occur such as a vascular ring (blood vessel around the esophagus and airway/trachea) and trachea-esophageal

fistula (a connection between the esophagus and trachea which allows food to enter the lungs), often resulting in repeated pneumonias.

Infants who have had multiple episodes of pneumonia can be evaluated for aspiration pneumonia in which swallowed food can enter the lungs. Persistent aspiration is commonly seen in children who are neurologically compromised.



Early signs of sensory integration disorders can also present as pediatric dysphagia with infantile oral aversion including refusal to eat certain textures/solid foods. With proper early referral this can be effectively treated and

may potentially result in earlier diagnosis of significant sensory disorders such as autism.

Children with congenital facial disorders (including cleft lip/palate) particularly benefit from early feeding therapy. Children with chronic conditions, such as complex congenital heart disease or chronic lung disease from prematurity, often manifest early feeding disturbances that can be diagnosed and corrected at an earlier age, often as infants, preventing the development of future abnormal feeding habits.

Pediatric dysphagia has many presentations, but early diagnosis and treatment is beneficial to prevent long term, ingrained aberrant feeding behavior in young children.

Dr. Vesna Martich Kriss is a pediatric radiologist and practices in the Baptist Health Pediatric Feeding and Swallowing Clinic at Brannon Crossing in Nicholasville.

Advocacy

Continued from pg. 1

school system. As we work with Rep. Huff, we will also continue to educate other legislators and policy-makers on the importance of the stipend legislation.

Lastly, KSHA has been invited to participate in conversations to draft and pass legislation that would identify students with dyslexia at an early age and ensure they receive appropriate services. We are excited KSHA is being recognized as a resource for policy-makers in the Kentucky General Assembly and are encouraged that we can provide expertise in this area. We are working closely with KSHA executive council members to consider the impact of the legislation on students, teachers and speech therapists and provide guidance based on evidence-based practices.

Our advocacy efforts are ongoing and strong. We are working to ensure KSHA members have a voice in Frankfort. Would you help us get louder? Here are three ways:

1. Email Representative Huff and thank her for her collaboration with KSHA at Regina.Huff@lrc.ky.gov
You might say "Representative Huff, I am a member of the Kentucky Speech Language Hearing Association and I want to thank you for working with us to fully fund the Speech-Language Pathologist Salary Stipend. We appreciate your support of the SLPs and audiologists in Kentucky!"
2. Tell us what you think about the advocacy issue that affects you the most! Send your thoughts to write4ksha@gmail.com or kshaoffice@ksha.info.
3. ENGAGE! Join us for Advocacy Day at the Kentucky Capitol! We spend the day meeting face to face with the legislators who write and pass the bills that affect us. Don't pass up this opportunity to have your voice heard. Advocacy Day will happen during the regular legislative session early in 2018. Once we have the dates, you will receive an email blast with specific information for that day. Join us!



ORTIZ | PVAT™

ORTIZ PICTURE VOCABULARY
ACQUISITION TEST™



From Author
Samuel O. Ortiz,
Ph.D.

Coming Fall 2017

Fair – Accurate – Digital



A new fully **digital** receptive test that provides a **fair** and **accurate** assessment of receptive language ability

- **Easy, visually engaging, and standardized administration**
- **Can be used with any child or youth no matter what their first language is**
- **User-friendly reports included to make assessment interpretation fast and clear**
- **Unique dual norms for both English speakers and English learners**

MHS®
ASSESSMENTS

MHS.com/OrtizPVAT

Strategies for Ethics

Continued from pg. 4

- Reading assignments - readings on specific ethics topics in our profession or a setting where audiologists or SLPs are typically employed can be assigned as a part of a specific class or clinical assignment.
- Research assignments - ask students to research ethical issues related to topics covered in class (academic or clinical).
- Collaborate with other professionals – work with faculty in related professions to present ethical issues in an interprofessional format since many of the ethics related challenges may involve situations that are multidisciplinary.
- Collaborative projects – just as colleagues can work together, as a class assignment, students from various disciplines can be assigned the same ethical dilemma that would require them to work with each other to resolve.

What do you feel students need to know about ethics?

Two students observed that while in the clinic and through interactions with practicing SLPs, many gray areas exist that can cloud an SLP's judgment. They felt however that the ASHA Code of Ethics provides future professionals a great moral framework. One student said that she feels that each student has the responsibility to control his or her own ethical decisions. These ethical choices will not only affect their clients, but the reputation of the SLP and how people perceive the profession.

"Overall, we feel that the client's welfare should be held as a number one priority when making ethical decisions. Ethical decisions can be complicated and diverse with many consequences and rewards, but as long as the SLP treats client's with the upmost respect and uses ASHA's standards for guidance, then the most ethically appropriate decision can be made."

When and how should you be taught about ethics?

Nicky: *Ethics should not be a course by itself but be woven into all courses. No matter the client that an SLP serves, in any setting, they will face ethical decisions*

that have to be made. I believe the best way to teach ethics is discussions with other speech-language pathologists and allied health professionals. This way scenario based questions can be asked and the individual can think about what choices he or she would make, and then hear other perspectives to take into account to decide the most ethically appropriate choice. Group discussions about ethical dilemmas can also help demonstrate how everyone can have a different perspective that shows that when dealing with complicated situations, sometimes no perfectly "right" answer exists. When discussing ethics in these group settings, the group should always refer to the Code of Ethics to discuss how the decision is supporting or violating the Code.

Sydney: *Ethics is a critical element of the field of speech-language pathology that must be taught in both the undergraduate and graduate curriculum. I do not believe that this requires a class solely dedicated to ethics because ethical dilemmas occur across a variety of settings and clients. Ethics should be considered a core objective for many of the courses offered in the higher education programs. I believe that ethics should be taught frequently including speakers, real-life situations and class discussions. Students in the field of speech-language pathology should be more aware of the consequences of poor ethical decisions that can affect clients and also the speech-language pathologist's license. Students should be challenged to brainstorm and discuss solutions when faced with an ethical dilemma. Lastly, ethical dilemmas do not always have a cookie cutter answer, but the more students are exposed to ethical situations and solutions, the better the future speech-language pathologist can respond when faced with these challenges in the field.*

Author bios:

Sydney Colburn is from Calvert City, Kentucky. She attends the University of Louisville where she is pursuing her Master of Science degree in speech-language pathology. She is interested in service delivery options and ethical challenges for speech-language pathologists.

Nicky Williams is from Bardstown, Kentucky. She currently attends the University of Kentucky and is pursuing her master's degree in communication sciences and disorders. She completed her Bachelors of Science degree at Western Kentucky University. Her professional interests include autism spectrum disorders and sensory integration in therapy, as well as exploring ethical dilemmas in the field of speech-language pathology.

Lauren E. Bland, a native of Louisville, Kentucky, is an associate professor in the Department of Communication Sciences and Disorders at Western Kentucky University. Her research interests include professional issues, clinical service delivery, higher education pedagogy and ethics.

References

- American Speech-Language-Hearing Association. (2016r). Code of ethics [Ethics]. Available from www.asha.org/policy. - See more at: <http://www.asha.org/Code-of-Ethics/#sthash.k5v6LJCY.dpuf>
- Council on Academic Accreditation in Audiology and Speech-Language Pathology. (2017). *Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology*. Retrieved 5/16/2017 from <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>
- Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2013). 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved [5/16/2017] at [http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/#sthash.otVFLrG.dpuf](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/)
- Levan Institute. Retrieved at <https://dornsife.usc.edu/usc-levan-institute-online-ethics-center/>
- Perkins, H. S., Geppert, C. M. A., & Hazuda, H. P. (2000). Challenges in teaching ethics in medical schools. *The American Journal of the Medical Sciences*, 319(5), 273-278.
- Reamer, F. G. (2012). Essential ethics education in Social Work Field Instruction: A blueprint for field educators. *Field Educator*, 2.2 retrieved at <http://fieldeducator.simmons.edu/article/essential-ethics-education-in-social-work-field-instruction/>
- Terndrup, C. (2013). A student's perspective on medical ethics education. *Journal of Religion and Health*, 52, 1073-1078.



the **KSHA** *Communicator*
a publication of the
Kentucky Speech-Language-Hearing Association

Presorted
Standard
U.S. Postage
PAID
Pittsburgh, PA
Permit #2191

838 East High Street
Suite 263
Lexington, KY 40502

Upcoming Events

December 2017

Stanley and Steckol Awards

Submission Deadline

December 1, 2017

Membership Renewals

Deadline

December 31, 2017

February 2018

KSHA Convention

Lexington, KY

February 21-24, 2018

April 2018

Student Research Grants

Submission Deadline

April 1, 2018

Professional Development and Research Grants*

Submission Deadline

April 15, 2018

*Contact KSHA Office for more details. Applications will be sent via email closer to date.



The *KSHA Communicator* would love to hear from you!

Tell us what you think about our new style.

Tell us what you want to READ about in the upcoming issues.

If you have or are currently working as an audiologist or speech-language pathologist in a medical setting, we would love for you to tell us what we should write. ... Or better yet, go ahead and write about your story, your favorite new clinical strategy or your amazing mentor!

Send your feedback, ideas, suggestions for improvement and articles to write4ksha@gmail.com today!