I spoke with Christine (Krkovich) Jones (B.A. ’92, M.A. ’95) recently to see where life has taken her. She reports a very busy professional schedule, working in 3 different areas: as a speech-language pathologist (SLP) for Medical Lake School District; as an adjunct instructor of a public school practice course offered through the EWU/WSU cooperative (UPCD) graduate program, and as a clinical supervisor at the UPCD. In addition, Christine also works periodically for The Psychological Corporation as a test administrator for sampling and standardization of new tests. Currently she is helping with the standardization of the Clinical Evaluation of Language Functions (CELF-4).

Christine selected a career in SLP in an unconventional manner. One day in her junior year, she received a call from the Registrar’s office advising her she had to declare a major. That evening she saw a book lying open on her sorority sister, Shari Foose’s (B.A. ’89, M.A. ’92) desk. Christine picked up the book on cleft lip and palate and the rest is history. Christine was fascinated! Shari told her about speech and hearing sciences and the next day she declared her major.

After receiving her master’s degree, Christine worked for Sacred Heart Medical Center (SHMC) in Spokane in pediatric acute care, rehabilitation, and outpatient units. She then transferred to St. Lukes Rehabilitation Institute when SHMC and Deaconess merged their rehabilitation units. She worked in outpatient pediatrics and pediatric rehabilitation for 4½ years. Then, Christine made a career move to the public schools and has been working for Medical Lake School District for the past 4 years. She reports some of her most rewarding professional experiences have taken place in the schools. Before she worked in the schools, she didn’t realize how essential the SLP is to student learning and what an impact an SLP’s knowledge and skills can have on a student’s academic success.

During her second year in the school district, she volunteered to serve the Washington Speech-Language-Hearing Association (WSLHA). Leslie Power, WSU off-campus practicum coordinator and long time WSLHA leader, soon nominated Christine to fill an executive board position. She was elected and served for two years. She found it to be a very valuable experience in making more transparent how governmental policies are made and the benefits of lobbying. And, the opportunity for networking was tremendous! During her tenure on the board, she worked on Washington Accreditation Council (WAC) recommendations for eligibility criteria in the public schools and on various projects involving caseload size and contract language.

Christine really enjoys being an SLP. She loves the flexibility within this career and says the opportunities have far exceeded her expectations. When she first began her career, she pictured herself working in the hospital setting in pediatrics until she retired. What she did not anticipate, was the turmoil in health care and the stressful demands focused on productivity. She felt cornered between the imperative for quality of service and the bottom-line demands for billable time. Having worked in a variety of settings, she now understands better the pressures and issues that drive health care.

See Focus on Alumni, page 4
True Stories from SLP Alumni
Career Trajectory: Varied and Enriched

By Mark and Kerrie (Schreiber) Carlson

Mark and I met at Washington State University and have been together ever since. We both earned our bachelor’s degrees in Speech and Hearing Sciences. Mark graduated in 1993 and I graduated in 1994. We then attended California State University, Sacramento for our graduate program. Going into graduate school, I thought I would be working with children once I graduated; however, once I took the neurogenics courses, I knew the world of the medical setting was my main interest. As for Mark, although he enjoyed working with children, he knew that his heart was working with adults. So, there we both were in the summer of 1996 ready to look for our first positions in the acute medical setting. We began working in nursing homes in Los Angeles. After a mere four months, our positions did not seem very secure, so we decided to look for something new and we found positions in nursing homes in Seattle. Not long after, we moved again to Michigan and were delighted to be able to see the Cougs play in Champaign, Illinois the year the Cougars played in the Rose Bowl (1998)!

Next, we moved to Reno, NV where Mark was the main therapist in the acute medical/surgical hospital and I was primary therapist in the acute inpatient rehabilitation hospital. We enjoyed these positions immensely and we learned a lot, but once the changes in Medicare began, so did the changes in our contracts, which forced us to look yet again for new positions. At that point we moved to Portland, OR and I took a position in the public schools and Mark began work for a local hospital providing inpatient and home health care. We also continued to work on-call for many agencies, maintaining our skills with a variety of clinical populations. Presently, Mark works for Providence Home Care Services. I work with Kaiser Permanente.

We worried a bit as we moved from position to position as to how future employers might interpret this feature of professional history. Would it appear that we did not commit to any position, when in reality it was a series of circumstances and opportunities that led to the frequent position switching? In fact we have found that prospective employers look favorably upon our rich professional experience. We are often ranked above other candidates because of our varied skills, experiences in a variety of clinical settings, and the vast amount of knowledge we have accumulated. We can be dropped into just about any situation and we will swim, not sink! We feel quite confident in our skills and employers love to see this.

It has been nearly six years since we entered the profession. Mark has decided to move on into the financial/management sector. He is just one class away from completing his MBA. He believes that the combination of his MBA and his clinical experience will prepare him to be a good manager of limited health care resources, while providing patients the care they need. As for myself, I am very happy in my current position, serving a huge variety of patients, from pediatrics to geriatrics. But, who knows what the future holds!
News of our friends

We hear that…

Nora Bachmann (B.A. ‘00) received her M.A. from Minot State University and is an SLP at Cherry Valley Elementary School in Polson, MT.

Jeff Bailey (M.A. ‘99) is an SLP for the Las Vegas, NV school district.

Teresa Brown-DiPasquale (M.A. ‘99) is an SLP at St. Lukes Hospital in Spokane.

Melissa Butterfield (B.A. ‘96) is a certified hearing instrument specialist for Belltone Audiologists Hearing Clinic in Spokane.

Cornesa Carusona (M.A. ‘00) has been working as an SLP for the Muckleshoot Indian Tribe’s birth to three program in Auburn, but with the recent arrival of her daughter, Raquel, she has chosen to be a full-time mom for now.

Victoria Chamberlain-Bailey (B.A. ‘88, M.A. ‘94) is an SLP for the Special Programs Department in Richland, WA.

Joan (Kimball) Crandall (B.A. ’65, M.A. ’69) is an SLP for the Dayton school district and lives in Pomeroy, WA.

Natalie Cunningham (B.A. ‘92, M.A. ’94) is an SLP working for the West Valley school district in Spokane.

Kristin Cutler-Covert (B.A. ’92, M.A. ’94) is an SLP for the Montesano school district in WA.

Bethany Farstad (B.A. ’92, M.A. ’94) is an SLP for the West Valley school district in Spokane.

Barbara Finnell (M.A. ‘95) is an SLP for the Del Norte school district and lives in Crescent City, CA.

Rebecca Frank (B.A. ’89, M.A. ’94) is an SLP for the Fairbanks North Star Borough school district in AK.

John Franks (M.A. ‘00) is an audiologist for Canadian Hearing Care and Valerie Franks (M.A. ’89) is working as an SLP for the Thompson-Nicola Family Resource Centre, both in Kamloops, British Columbia Canada.

Jan Frisch (B.A. ’75, M.A. ’95) is an SLP for Central Valley school district in Spokane.

Izumi Furukawa (M.A. ’99) is an audiology researcher for the National Center for Rehabilitation Audiology Research at the Veteran’s Administration Medical Center in Portland.

Shana Gibson (M.A. ’95) is an SLP for Spokane school district 81.

Tarra Gronski (B.A. ’92, M.A. ’94) is an SLP for the Lakewood school district in Mt. Vernon, WA.

Karla Gutierrez (M.A. ’00) is an SLP for Bakersfield school district in CA. She is also the proud mother of her son, Connor.

Lisa Hale (B.A. ’92, M.A. ’95) is an SLP for the White River school district and lives in Kent, WA.

Jaina Hulbert-Billings (M.A. ’00) is an SLP for the Fairbanks school district in AK.

Lora Hunter (M.A. ’94) is an SLP for the Child Development Centre in Whitehorse, Yukon in Canada.

Rhonda Jeremiah (M.A. ‘95) had been working for St. Lukes Hospital in Spokane until the recent birth of her triplets, Hannah, Jack and Summer. Big sister, Hayden is now 2 years old.

Claudia Knutson (M.A. ‘67) is an SLP for the Center for Development and Disabilities at the University of Iowa Hospital in Iowa City, IA.

Marty Laronal (M.A. ’01) is an SLP for the Muckleshoot Indian Tribe’s early childhood services in Auburn, WA.

Shawn Murphy (B.A. ’95) is a special education teacher in Pasco, WA and Suzie Murphy (B.A. ’95) just quit her job as an SLP for the Richland school district to stay home with their newly-adopted son, Daniel.

Andrea Olsen (M.A. ’95) is an SLP at Foothills Hospital in Old, Alberta Canada.

Allen Renshaw (M.A. ’70) is an SLP for the Boise Independent school district in ID.

Kelly Sebold (B.A. ’91, M.A. ’94) is an SLP at Sacred Heart Medical Center in Spokane.

Lenore Shaw (B.A. ’94, M.A. ’01) is an SLP for the Muckleshoot Indian Tribe’s early childhood services in Auburn.

Kara Sheridan (B.A. ’93, M.A. ’95) is an SLP at Evergreen Hearing & Speech Center in Redmond, WA.

Erin Somers (M.A. ’95) is an audiologist at Ear, Nose & Throat Associates of Spokane.

Marianne Sower (B.A. ’97) received her M.A. from University of Arizona and is an audiologist for Tucson Medical Center in Tucson, AZ.

Laura (Pederson) Sukalac (M.A. ’94) is an SLP for the Mead school district in Spokane.

Kristy Swift (M.A. ’99) is an SLP at Harrison Memorial Hospital in Bremerton, WA.

Rachel (Zijlstra) Tapper (B.A. ’94, M.A.’98) is an SLP program manager working with clients of all ages for Professional Speech & Counseling Services in San Diego, CA.

Toniann (Jurgensen) Tilden (B.A. ’90, M.A. ’95) is an SLP for NovaCare in Seattle.

Stacy Wendle (B.A. ’95, M.A. ’97) works part-time at St. Lukes Hospital in Spokane and full-time at home with her new daughter, Kiffen and 2 ½ year old son, Caleb.
Welcome to Dr. Seppo Tuomi who joins the EWU Department of Communication Disorders as their department chair. We are delighted that Barbara Peregoy has accepted a permanent audiology position in the EWU department. Barbara's contributions to our WSU graduate audiology program are most appreciated! We are pleased to announce that Sally Johnston has rejoined our faculty after several years away in clinical practice. Sally serves as a clinical instructor in our undergraduate program. We are delighted that Dr. Ella Inglebret has moved into a permanent, tenure-track faculty position to support our new school-age and adolescent language science and disorders curricular track and continue to strengthen our Native American program. We are also pleased to introduce three new faculty to the Department of Speech and Hearing Sciences. Welcome to Dr. Jon Hasbrouck who joins us as a clinical associate professor of speech-language pathology and clinical practice coordinator at St. Luke's Rehabilitation Institute in Spokane. We also welcome Dr. Teresa Paslawski, a specialist in dysphagia and motor speech disorders. A warm welcome is extended as well to Dr. Mimi Salamat, an accomplished audiologist and hearing scientist known for her work in electrophysiology and brain mapping.

We bid farewell to the editor of Wavelength, Pat Griffin, who has given exceptional service to the department for the past eight years as student advisor and recruiter. Many of you benefited from Pat's careful advising and steadfast advocacy for students. We wish Pat and her husband Ron the best in their new home in Eugene, OR.

Focus on Alumni, from page 1

Christine feels fortunate to have been able to pursue several different tracks in pediatrics, from hospital-oriented care to educational practice. She never expected to be able to contribute to the profession—to give back to the profession, as she characterizes it—via college teaching and supervising. She finds this area of her career particularly rewarding. And when she teaches and supervises at the university, she hopes she can reach graduate students and impact how they will practice; which in the long run, can touch many more lives for the better. Also, just recently the doors have opened to becoming an instructor for an augmentative institute.

Christine finds that passion for what she does is the driving force behind her fulfillment as an SLP. Passion provides her energy to work with that really difficult student, pushes her to look beyond traditional practices and boundaries, compels her to continue her education and improve her knowledge base, and rewards her with a happy and successful career. She also tries to live by rule #62, “I don’t take myself too seriously!”

The Speech and Hearing Sciences Faculty enjoyed another productive year, innovating in the classroom and in the clinic, contributing new research to the professions, and serving the profession and the community. Ella Inglebret published an article on tribal colleges and universities in the highly regarded Peabody Journal of Education. Marcel Wingate published his fourth book, Foundations of Stuttering, with Academic Press. Gail Chermak published an invited tutorial paper on auditory processing disorders in The Hearing Journal. Charles Madison was awarded professional leave for spring 2002 that allowed him to lecture at the Universiti Kebangsaan and to consult with an Operation Smile cleft palate surgical team in Malaysia. Jayanti Ray was honored as a WSU Mortar Board Distinguished Professor. In recognition of their outstanding records in clinical teaching, clinical scholarship, and professional leadership, Carla Jones, Leslie Power, and Linda Vogel were promoted to clinical associate professor.

Faculty presented a number of papers at the annual convention of the American Speech-Language-Hearing Association (ASHA) in New Orleans, LA. Inglebret and Speech and Hearing Sciences alumni Cornesa Carusona (M.A. ’00) and Stephanie Travis (B.A. ’94, M.A. ’99) presented a poster on the morphological features of English spoken by Native American children. Inglebret, Jeanne Johnson, Jones, and Ray reported on a new clinical writing and clinical skills assessment rubric that will be field tested in 2002. Johnson, Inglebret, Jones, and Ray held focus group sessions to probe factors that lead to long-term success versus abandonment of alternative and augmentative communication systems. Power, Vogel, and Johnson presented a poster session on enhancing clinical instructors’ skills. Ray, Jones, Johnson and graduate students Britt Elstrom (B.A. ’01) and Courtney Christensen (B.A. ’01) presented a paper describing strategies for treating phonological errors in non-native English speakers. Ray also presented two papers with Jones on aphasia treatment strategies and the role of metacognition for generalization in articulation therapy. Ray also presented two papers at the Symposium for Research on Child Language Disorders describing her research on phonological awareness and metacognition. Jeff Nye presented at the ASHA Leadership Conference. Chermak presented papers and seminars on auditory processing disorders at the annual conventions of the ASHA and the American Academy of Audiology. Chermak, Jon Hasbrouck, Johnson, Jones, Power, and Vogel also presented a number of refereed and invited papers at local, state, and national forums.
Faculty were successful in obtaining funding to support their research. Johnson was awarded a College of Liberal Arts (CLA) Initiation Grant. Ray secured five small grants from the college and the university, including a CLA Meyer's Project Award and an Initiation Grant, an Arts and Humanities Travel Grant, and a Preparing Tomorrow’s Teachers for Technology (PT3) grant. The PT3 grant supports the development of multimedia modules on prevention and management of voice disorders for K-12 teachers.

Speech and Hearing Sciences faculty are professional and community leaders. Sandy Bassett, Nye and Madison are members of the Spokane Regional Maxillo-Facial Review Board. Bassett also represents Spokane County on the University of Washington’s Pediatric Feeding Team and she is a consultant to several pediatric programs, including the programs at Sacred Heart Medical Center and Deaconess Medical Center. Inglebret serves as a consultant to area speech-language pathologists on Native American and multicultural issues. Johnson is a consultant for Isabella House, a Spokane drug treatment center for women and children. Jones is a member of the Southeastern Washington Fetal Alcohol Syndrome Diagnostic Team. Madison was reappointed by Governor Gary Locke as chair of the Washington Board of Hearing and Speech. Nye served as a reviewer for the American Academy of Audiology Honors Committee. At the state level, he is an executive board member of the Washington Speech-Language-Hearing Association (WSHA) and he served as audiology program chair for the WSHA annual convention. Power served on the WSHA Clinical Practice Committee. Vogel is a consultant to rural nursing homes, St. Luke’s Rehabilitation Institute, and to the Seattle-based Gentiva Corporation Rehabilitation Without Walls.

Congratulations to former faculty member Carl Schneiderman and to Robert Potter, professor emeritus and department chair (1981-1990), upon the publication of their text book, *Speech-Language Pathology: A Simplified Guide to Structures, Functions, and Clinical Implications*. Congratulations are due also to Keri Jones (MA, ’00) who was the invited alumni speaker at this year’s Spokane Celebration of Excellence reception for high ability high school students.

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### In the Spotlight

Speech and Hearing Sciences students were recognized for outstanding scholarship, leadership, and service. Junior Amy Williams was awarded the Maynard Lee Daggy Scholarship. Senior Ronee Deahl was honored with the Lynn Larrigan Clinical Excellence Award. Kerry Hansen and Stephanie Stephens were awarded College of Liberal Arts Dean’s Excellence Scholarships.

Graduate students were also recognized. Jonell Block received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award. Trina Branch received the College of Liberal Arts/Speech and Hearing Sciences Native American Scholarship. Carrie Six received a College of Liberal Arts Graduate Student Scholar Award. Courtney Christensen, Britt Elstrom, and Angie Gates were awarded WSU Spokane New Student Tuition Waivers. Joey Donovan was awarded a Scottish Rite Scholarship in childhood language disorders.

### Notes from NSSLA

This past April, the Washington State University and Eastern Washington University National Student Speech-Language-Hearing Association (NSSLA) chapters sponsored their annual NSSLA Spring Conference in Spokane. The conference was held in the new Health Services Building. The conference began with Jon Hasbrouck, SLP, talking about working and owning a private practice. Linda Vogel spoke about the different internships opportunities available. Jeff Nye and Les Loiseau shared their experiences as audiologists in different and sometimes crazy places. Kristen Jones, spoke about being an SLP in the public schools. Graduate students, Stacy Deffner and Angie Gates gave the graduating seniors a heads up on what to expect in grad school. Finally the conference ended with a tour of the clinic. We had a wonderful group of speakers.

Every year, NSSLA also sponsors the Lynn B. Larrigan Award for Clinical Excellence. This year we recognized senior Ronee Deahl for her outstanding work in the clinic. Ronee received a certificate of recognition, and her name was engraved on a plaque which is prominently displayed in the main office. Congratulations to Ronee!

—Terra Bleicher, 2002 NSSLA President
Dear Professor Jones,

As an SLP in the public schools, I have been reading a great deal of information about our role in literacy, specifically phonological awareness. I am ready to take on this challenge in the elementary schools I serve, realize that I have the background in this area, but, I feel as though I need some information regarding the developmental continuum of literacy and phonological/phonemic awareness. What are the main levels of development children pass through on their way to literacy?

A child with beginning phonological awareness or emergent literacy (preschool), would be aware of gross differences by being able to identify one word from another, whether or not two words sound alike or rhyme, and by the ability to segment words into syllables. It is important to determine if literacy materials and experiences have been introduced at home and how literacy is approached in the family culture. Children at this stage would not be expected to demonstrate awareness of individual phonemes but are beginning to attend to patterns of sounds in songs, books, and nursery rhymes. Determination of rhyme could be made through identifying whether a pair of words sounds alike as well as generating new rhymes. At this stage children often generate nonsense rhymes as part of verbal play. Syllable segmentation could be checked through verbal games where the child claps or taps out the syllables. Additionally, it is appropriate to determine awareness of print by showing familiar labels and logos and seeing if there is recognition. Does the child have evidence of pretend writing and know how to hold a book and turn the pages? Observation of these skills in students with disabilities may require adaptations such as non-verbal identification for a child with apraxia of speech.

A student at the second level of phonological awareness would become aware of initial consonant segments, alliteration and awareness of segmentation of onset and rime of words into a single phoneme and its end unit or syllable. Awareness of phoneme-size units of speech usually require direct instruction and may not develop until the beginning of first grade. Tasks to determine awareness of initial, middle and final consonant segments might include asking which sound of a word was first, middle or last while identifying two words that begin with the same sound in a tongue twister looks at awareness of alliteration. Onset and rime awareness can be assessed by asking the child to listen to sound units and tell what words they make.

In the final stage, the child will be able to segment words into syllables and phonemes, blend phonemes and syllables to identify the whole word and manipulate phonemes in words to form a different word at level 3. A child who is able to segment phonemes would be able to tell you each of the sounds of a word, blend by putting individual sounds together to form the word and manipulate words through adding, deleting, substituting or reversing phonemes to make a different word (e.g. pig Latin).
Your gifts make a difference for our students and faculty. Private support provides scholarships and travel funding as well as other essential special needs. And, very importantly, it raises all our spirits! Thanks for your generous, caring support.

For the third consecutive year, our nationally accredited graduate programs in speech-language pathology and audiology were ranked among the top graduate and professional programs in the nation by the U.S. News and World Report.
Message from the Chair

In my message to you last spring, I announced our impending move to our new facilities in the Health Sciences Building at the Washington State University Spokane Riverpoint campus. I am delighted to report that we relocated to our new facilities this past January. And, what a wonderful facility it is! The 142,000-square-foot building (of which over 12,000-square-feet are dedicated to our clinics and labs) houses ten academic and research units, including three Eastern Washington University programs and our own WSU/EWU cooperative graduate program (UPCD). Our first-floor wing houses a number of individual and group treatment rooms; pediatrics, language, speech science, and hearing science labs; two audiometric suites; and a student computer lab/workroom. All of these spaces are equipped with state-of-the-art technology. These new laboratory and clinical facilities provide a strong foundation for graduate education and research. By this time next year, I hope to tell you about several innovative and interdisciplinary projects now being developed that will enrich our students’ education, expand clinical services to the community, and contribute to a stronger research base in the professions.

We successfully completed four national faculty searches. The success of these searches, despite an extremely competitive job market, reveals the strength of our faculty and of our academic, clinical and research programs. In fact, one of these positions is a new tenure-track faculty line allocated by the College of Liberal Arts Dean Barbara Couture to support our new school-age and adolescent language science and disorders curricular track and the associated research program in multicultural language studies and augmentative and alternative communication systems. This new program track will interface with our successful Native American professional preparation project, emphasizing research and interdisciplinary education. Please read about our new colleagues in the Passages feature of this newsletter.

I remain very proud of our faculty and students. Our graduate programs continue to be ranked among the top graduate and professional programs in the nation by the U.S. News and World Report. The quality of our undergraduate program is reflected in part by our students’ above average writing portfolios. Compared to the 9.9% university mean, 12.2% of Speech and Hearing Sciences undergraduates earned Pass with Distinction scores for their writing portfolios last year. Moreover, in 2001 55% of our undergraduate majors were named to the President’s Honor Roll (in contrast to the university average of 18%) and 12 (39%) of 31 graduating seniors received honor cords in recognition of outstanding scholarship.

Before closing, I wish to once again extend our appreciation to the many off-site clinical supervisors who provide supportive environments in which our students can further develop their clinical skills. Your efforts are key to our students’ success!

I hope you might find the time to visit us in our new facilities in Spokane or to drop by the department in Daggy Hall on the Pullman campus. I would be so happy to hear from you--please give me a call (509)-335-4526), or e-mail me at chermak@wsu.edu, anytime.

As always, please accept my heartfelt thanks and appreciation for your continued support throughout the year.

—Gail D. Chermak, Chair