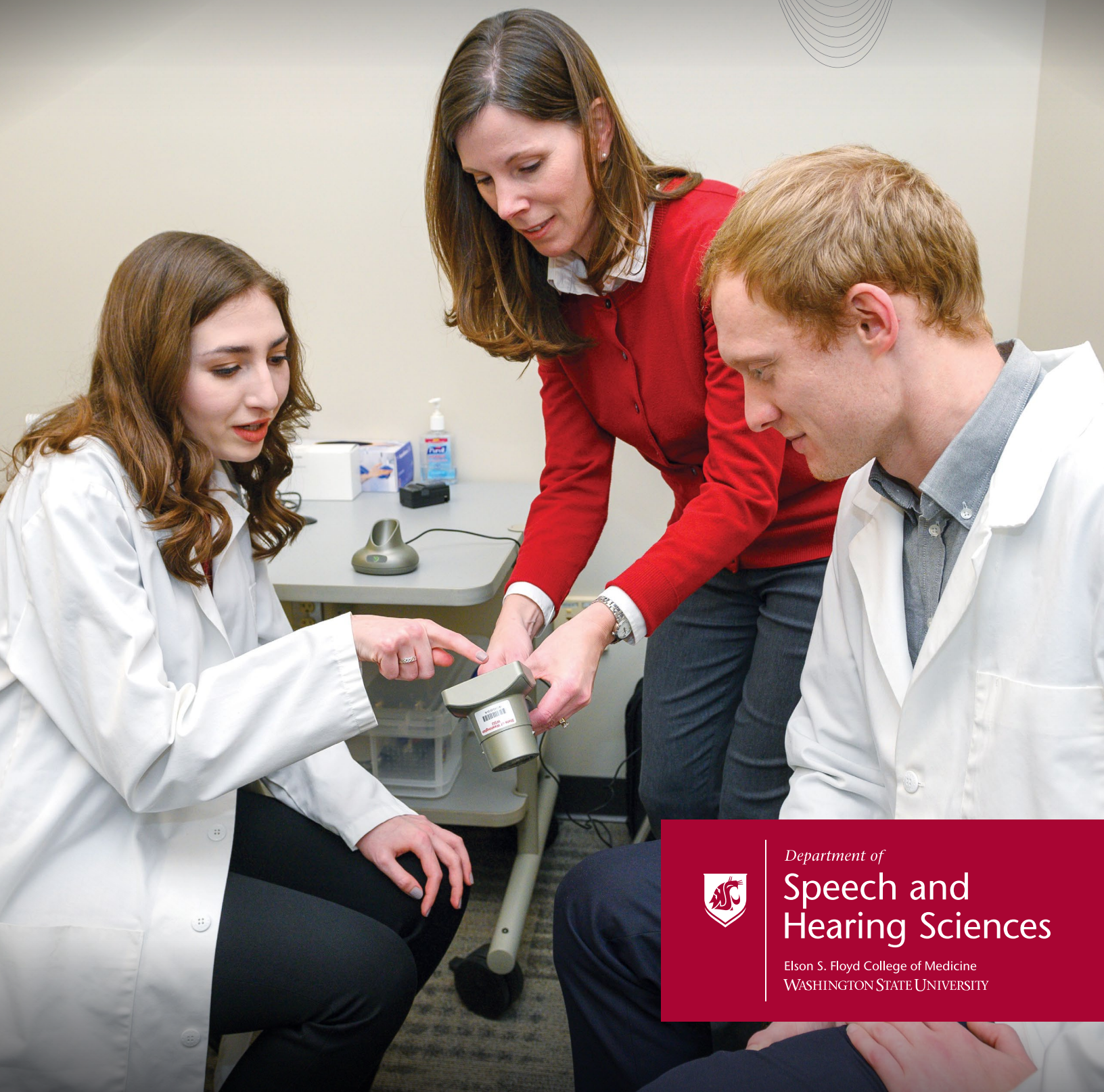


Wavelength

SPRING 2020 | MEDICINE.WSU.EDU/SHS-DEPARTMENT



Department of

Speech and
Hearing Sciences

Elson S. Floyd College of Medicine
WASHINGTON STATE UNIVERSITY



CHAIR'S MESSAGE



It is my pleasure to introduce the 2020 issue of *Wavelength*. It has been a challenging spring as we have worked expeditiously and creatively to ensure our students have quality instruction delivered online during the COVID-19 health crisis. The grit and character of our students, faculty, and staff have never been more apparent than during these past few months. While some of our most cherished celebrations were postponed or cancelled, including our receptions for graduates and their families and the in-person

commencement itself, we remain grateful for the many opportunities we enjoyed throughout the academic year to join together and accomplish great things in the classroom, clinic, and community.

Indeed, an overarching testament to our strength and quality was the re-accreditation of our master's degree program in speech-language pathology for another eight-year cycle by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, effective February 2020.

As highlighted in this issue, our students and faculty are nothing short of awesome. Their work clearly advances our mission to prepare future generations of speech-language pathologists (SLPs) to deliver compassionate, personalized care to individuals over the life span and across diverse communities. As showcased in our Leading The Way feature, members of our faculty launched a start-up company, were elected to state leadership positions, and published research findings that literally changed the world! The outstanding efforts of our three student organizations have impacted our communities in real and enduring ways. Health Sciences Educational Outreach engaged with diverse groups providing hands-on interactive sessions that previewed a sampling of the tools and the therapies SLPs use to improve lives of those with communication disorders and swallowing difficulties. The Multicultural Club sponsored many celebrations of cultures, food, and music, and fundraised for local organizations providing shelter and services for women and refugees. The National Student Speech, Language, and Hearing Association provided educational opportunities for our students and focused their fundraising efforts in support of Alzheimer's disease and the Hearing Oral Program of Excellence (HOPE) School of Spokane.

All three student organizations make our campus and the Spokane community places of respect and value for all.

We also take great pride in and inspiration from the achievements of our alumni. Becky Keifer reminds us of the interplay between professional and personal journeys, and Kostas Konstantopoulos reminds us how steadfast determination and flexibility can lead to unanticipated accomplishments.

The talent and dedication of our students and faculty are acknowledged in the awards and accolades they earned this year for their outstanding contributions to academia, research, clinical care and the community. Of course, we do not succeed in our educational or patient care missions alone. We work closely with our dedicated off-site practicum and internship clinical educators to prepare our students to provide the best possible health care in the settings and communities they will serve. We invite you to view our website at medicine.wsu.edu/shs-department to learn more.

I extend my heartfelt appreciation to our donors who gave so generously this year. Your steadfast support has a profound impact on our students by providing scholarships, equipping teaching and research labs, and engaging students in exceptional educational experiences. As we grow in the years ahead, our fundamental commitment will continue to be to our students—to provide them a transformational educational experience and to enable their transformation from students to professionals. If you would like to help us continue our forward motion, visit medicine.wsu.edu/give and select the Speech & Hearing Sciences Excellence Fund.

I wish you an enjoyable summer season with family and friends. As always, I thank you for your confidence in us and for being a part of our culture of excellence. Our alumni and donors remain our best friends, strongest advocates, and our ultimate legacy.

All the very best-

Gail D. Chermak, PhD

Professor and Chair, Speech and Hearing Sciences

LET US KNOW ABOUT YOUR LIFE AFTER WSU

We so enjoy hearing from our alumni and friends. With your permission, we will include news of your professional and personal journeys in the News of Our Friends feature in our next issue of *Wavelength*. E-mail me at chermak@wsu.edu

THE JOY OF DOING WHAT YOU LOVE

Becky Keifer
(BA'03, MA'05)



I started my WSU life majoring in pharmacy. I will never forget the first practical experience I had volunteering in the hospital pharmacy. I hated every minute of it. I met with my advisor the next week, and she encouraged me to look into a field I had never heard of—speech-language pathology. She thought it just might be my perfect fit. I signed up for the introductory class and, after the first day, I was sold.

When I graduated in 2005, I thought I knew what I wanted to do. I was interested in working with children in an outpatient medical setting, and had special interests in literacy and pre-literacy skills. I had stars in my eyes, was eager to be out of academia and in the real world, and was sure I had it all figured out. I had no idea the shifts my career would take.

My first job was with Kootenai Health in Coeur d'Alene, Idaho, where I worked as a speech therapist with outpatient children and adults. I loved it—I was happy to have pursued the degree that I did, and even more happy to find a job in my field. It didn't take long, though, for me to notice community needs beyond developmental speech therapy. I began to see a huge gap in the services we provided to families whose children struggled with feeding and swallowing. I was struck by how many children struggled with pediatric feeding disorders—the most basic life skill of eating. There were so many children who needed services and so few therapists trained to help.

As my new passion began to simmer, I started pursuing continuing education opportunities both locally and far away. I found the best local clinicians I could shadow and learn from. I met families in my

community who felt powerless because their babies couldn't get the nutrients they needed to grow and thrive. I became immersed in a medical setting to learn about the professional specialties that comprise a pediatric feeding team and developed relationships with those individuals.

Soon, I began serving some of these patients. I met parents for whom nighttime bottles and mealtimes weren't just about nutrition, they were a time for the whole family to connect, communicate and bond. I learned to listen to parents, the true experts on their baby, and started to put together puzzle pieces to create a workable treatment plan. I began to see my little patients have small victories and I felt so privileged to be able to cheer along the whole family.

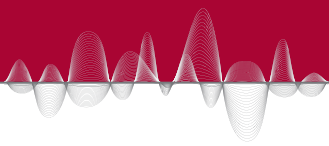
After a while, I transitioned to a local clinic in Spokane, the Center for Pediatric Therapy, where the opportunities to work in pediatric feeding continued to grow. I continued to find skilled therapists who provided insight into assessing swallowing in infants, the medical complexities of eating, and the ways that mealtime dynamics impacted a child's willingness to explore foods independently while developing efficient oral motor skills. As we became contracted with birth-to-three services my caseload continued to expand and, before I knew it, it consisted entirely of children who had been diagnosed with pediatric feeding disorders. I finally felt like I was doing what I was supposed to.

It didn't take long for my love of early intervention to lead me into foster care and then adoption. Today my wife and I parent five children ranging in age from

four months to 14 years old. Tube feeding became part of my daily life and parenting children like my patients shifted my clinical practice. Seeing the other side of the treatment table gave me a new perspective on feeding therapy and its impact on the family. I saw up close the effect pediatric feeding disorder had on every aspect of daily life. I became intrigued to learn more about gold standard medical practices for tube feeding and researched everything I could about weaning a child from their feeding tube to safe oral eating. I discovered a startling lack of research and a huge variety of treatment strategies that often contradicted each other.

In 2016, I partnered with two other women to launch our own company focused on consulting with parents of children with feeding tubes and empowering them to teach their children how to eat independently. Today we support families in more than 36 different countries, seeking to set a standard of care for tube feeding and tube weaning, helping children to eat happily, safely, and as independently as their diagnosis allows. We have begun sorting through data on the success of our program and hope to publish our findings.

In all, I've been incredibly fortunate to find a professional focus that satisfies a unique need in my community. I am privileged not only to work with competent professionals, but also for amazingly resilient families who fight for the little ones they love. Coaching these families to transition from mealtimes that feel medicalized to ones that feel relational and authentic is such a joy! I'm incredibly grateful to do work I love.



DOCTOR'S CORNER

Searching for a Unifying Account of Stuttering

Stuttering is a communication disorder characterized by disruptions to the smooth flow of speech, such as repetitions, prolongations, and silent blocks (Bloodstein and Bernstein Ratner, 2008). These primary characteristics are frequently accompanied by secondary features including accessory movements of the body, emotional reactions, and altered social dynamics (Tichenor and Yaruss, 2019), though these factors vary widely across affected individuals and are likely influenced by life experience. As a result of this heterogeneity, the true nature of stuttering is poorly understood, and it is typically considered in terms of its surface (i.e., observable) behaviors. However, a growing body of research has revealed a number of fine-grained differences between people who do and do not stutter, each of which may be linked together by an underlying neural process with the potential to tie together the seemingly disparate experimental findings regarding stuttering.

There is evidence that disruptions to motor performance may extend beyond speech, with sub-clinical differences noted between people who stutter and their non-stuttering peers across a number of parameters. Specifically, people who stutter have been shown to produce larger errors during manual reaching tasks (Daliri et al., 2014), perform more slowly in tasks requiring precise movement (Smits-Bandstra et al., 2006; Choo et al., 2016), and have difficulty synchronizing hand movements with an external rhythm (Sares et al., 2019). These findings suggest that motor performance is disrupted across movement tasks in people who stutter, provided that task demands are sufficiently high. Under this interpretation, while sub-clinical differences are present across all movement tasks, clinical differences

only emerge during speech production based on the motoric complexity of the speech act (Ackermann, 2008).

In addition to observed movement disruptions, people who stutter also differ from their non-stuttering peers on a number of cognitive processes including attention and working memory. Working memory differences consist of slower phonological encoding (Bosshardt, 2006), poorer non-word repetition accuracy (Anderson et al., 2006), reduced memory span (Ofoe et al., 2018), and diminished phonological manipulation capacity (Byrd et al., 2012). Attentional differences in people who stutter include increased distractibility (Embrechts et al., 2000), less efficient attention regulation (Felsenfeld et al., 2010), and reduced capacity for attentional shifting (Eggers and Jansson-Verkasalo, 2017). The presence of these differences in non-motor cognitive tasks clearly demonstrates the impact of stuttering extends beyond the observable speech disruptions.

While these speech, motor, and cognitive differences in people who stutter may at first appear too dissimilar to have a single, unifying cause, they may all be tied together through the framework of sensorimotor integration (SMI) (Max et al., 2004b). SMI refers to the way sensory information guides movement and how motor strategies can influence perception (Machado et al., 2010). In speech production, the brain continuously monitors sensory feedback, allowing for rapid and efficient error detection and correction. It is thought that difficulty evaluating sensory feedback makes the speech of people who stutter unstable and prone to breakdown (Jenson et al., 2018).

However, it remains to be seen whether such a framework can account for observed non-speech motor differences in people who stutter.

In non-speech movement tasks, SMI performs a number of functions which may account for observed sub-clinical differences. First, it is integral in extracting the relevant movement parameters prior to action execution (Daliri et al., 2014), which would lead to accuracy errors when reaching to target. Second, disruptions to SMI would lead to an over-reliance on sensory feedback across modalities, resulting in slower movements to allow time for sensory information to be fully integrated into ongoing motor planning (Max et al., 2004a). Third, SMI is thought to mediate the transfer of timing information to the motor system (Fujioka et al., 2012), with disruptions leading to difficulty synchronizing motor output to external rhythms. As these sub-clinical, non-speech movement differences are consistent with abnormal SMI in people who stutter, it must now be considered whether SMI disruptions can account for observed differences in cognitive processes.

While first conceptualized within the framework of movement (Kawato and Wolpert, 1998), SMI is additionally integral to a number of cognitive processes. Mental operations requiring working memory processing are particularly susceptible to SMI disruptions as stimuli must be mapped onto phonological representations (Jacquemot and Scott, 2006) to allow the working memory store to be refreshed and prevent signal decay (Wilsch and Obleser, 2016). Disruptions to SMI would impact all areas of working memory processing, leading to slower phonological encoding,



HEALTH SCIENCES EDUCATIONAL OUTREACH

Health Sciences Educational Outreach (HSEO) is an interprofessional organization that educates rural and culturally diverse communities on the different careers in healthcare. Through interactive presentations, HSEO gives members the opportunity to represent their profession, develop leadership skills, and inspire future students in the process. During the 2019-2020 school year, our club educated more than 2,100 K-12 students from Spokane and surrounding areas.

Throughout the year, members dedicated their time to enlightening multiple groups of students on the professions of speech-language pathology and audiology. Hands-on sessions included introductions to augmentative and alternative communication devices, exploring thickened liquids used with patients having swallowing issues, and swallowing maneuvers. Our group presented to students from various Spokane elementary schools, Mead Middle School, Rogers High School, Lewis and Clark High School, and more than 1,500 diverse high school students across the state at the Health Occupations Students of America convention. To address the shortage of healthcare providers in rural Washington, HSEO collaborated with medicine, nursing, and pharmacy students to provide outreach to middle schools in Stevens County. Members shared their personal journeys to higher education while giving insight on different health disciplines to students from Chewelah, Mary Walker, Wellpinit, and Valley districts.

HSEO received a mini grant to support literacy needs within the East Central community and partnered with the WSU-EWU University Programs in Communication Disorders Multicultural Club to host Jon Carollo, Director of Development at Volunteers of America for an educational luncheon focused on homelessness in Spokane. Members of both clubs came together to donate several boxes of winter clothing to the Hope House women's shelter.

Although the COVID-19 outbreak put a halt to the remaining events HSEO had planned, we are proud of the impact we had on our community this year. Thank you to our members, community partners, club officers, and advisors for all the hard work in making HSEO's second year as a club a tremendous success.

Randi Pedersen, HSEO President

reduced memory span, and impaired capacity for stimulus processing (Buchsbaum et al., 2005). In attentional paradigms, SMI is thought to act as a filter (Schroeder et al., 2010), serving to tune and sharpen neural processing to expected stimulus features (Zion Golumbic et al., 2012). Abnormal functioning of this SMI-based filter in people who stutter would thus impair their ability to efficiently allocate attention across tasks (Doneva, 2019).

Since SMI holds promise as a unifying framework with the potential to account for observed behavioral differences in people who stutter, my lab has been investigating neural markers of SMI to reveal how sensorimotor differences unfold across speech and non-speech tasks. Specifically, I have been using EEG to investigate the mu rhythm (Hari, 2006), a temporally precise measure of SMI which is sensitive to differences between people who do and do not stutter (Jenson et al., 2019). I have observed markers of sensorimotor instability across speech perception (Saltuklaroglu et al., 2017) and speech production (Jenson et al., 2018). Given the non-invasive and cost-effective nature of this paradigm, it is well-suited to probing the neural differences underlying stuttering. Future applications of this methodology to stuttering hold promise for early identification of children at risk for the onset of stuttering, identification of clinical targets, and the evaluation of treatment efficacy.

David Jenson, PhD
Assistant Professor

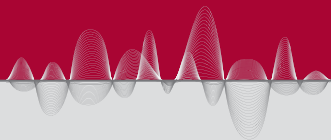
2019-2020

Health Sciences Educational Outreach Officers:

Randi Pedersen - President (WSU)
Brenna Speerbrecher - Vice President (WSU)
Katie DeWulf - Secretary (WSU)
Taylor Collins - Public Relations (WSU)
Autumn Waterman - EWU Treasurer
Monica Perez - WSU Treasurer
Katie Greaves - University Representative (EWU)

Faculty Advisors:

Clinical Professor Amy Meredith (WSU)
Academic Coordinator Anna Brown (WSU)
Student Services Director Nikki Measor (EWU)



NOTES FROM NSSLHA

The National Student Speech, Language, and Hearing Association (NSSLHA) continued its long-standing tradition of inspiring, empowering and supporting students in communication sciences and disorders. The world is filled with a constant flow of vibrant sounds. The ability to hear connects us to each other and our community. Children with hearing loss may experience an achievement gap in learning language and communication skills when compared to their typically developing peers. It was with this knowledge and in this spirit that NSSLHA focused its efforts in support of the Spokane Hearing Oral Program of Excellence (HOPE) during the 2019-2020 academic year. HOPE provides listening and spoken language early intervention and therapy for children with hearing loss.

Fundraising

In the fall, NSSLHA sold University Programs in Communication Disorders (UPCD) branded t-shirts and held a Dutch Bros. coffee fundraiser. Through this fundraising effort, we were able to make a \$215 donation to Spokane HOPE and fund our NSSLHA Education Nights. A Thanksgiving candygram fundraiser, also used to fund Education Nights, was our third and final fundraiser and gave students the opportunity to buy candy for those to whom they are thankful.

Philanthropy

We are lucky to be in an environment where students are actively involved in a variety of service work. In the fall, members participated and volunteered in the Walk to End Alzheimer's at Riverfront Park in downtown Spokane. This involvement helped students raise awareness for Alzheimer's and raise funds for ongoing research. Continuing NSSLHA traditions, students also were volunteered and participated in various events at Spokane HOPE.

Education

Kicking off the school year, NSSLHA hosted an informative seminar where WSU Clinical Professor Amy Meredith and EWU Professor Jane Pimentel shared their knowledge about the process of applying to graduate schools. NSSLHA held two Education Nights this year to provide students with more information on various health profession topics. In the fall, we hosted a panel of community members to discuss the deaf community and American Sign Language. A big thank you to WSU Teaching Assistant Professor Melissa Ratsch for helping put this together. For our second Education Night in the spring, families and current staff shared stories of their experience with Joya (formerly Spokane Guilds' School), which supports our community by providing access to early intervention. For the fifth consecutive year, NSSLHA secured funds from Associated Students of Washington State University Health Sciences Spokane to purchase Graduate Record Examination preparatory books to supplement those donated by our seniors who had already taken the exam.

We are proud of NSSLHA's efforts this year and are excited for the growth to come. Though we are sad to say goodbye to our senior graduates, the future is bright and we wish all graduates the best in their pursuits!

Special thanks to our advisors for their unwavering support this year.

Thank you to the 2019-2020 University Programs in Communication Disorders (UPCD) NSSLHA chapter officers for their hard work and dedication:

Hannah Wilson

NSSLHA Vice President

2019-2020

NSSLHA Officers:

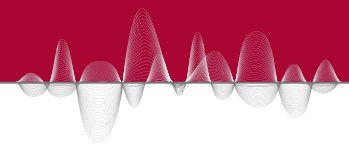
Kimbery Chavez, President (EWU)
Hannah Wilson, Vice President (WSU)
Lauren Gelstin, Treasurer (WSU)
Courtney Oosting, Treasurer (EWU)
Alyssa Gonzalez, Secretary (EWU)
Katie Ashton, Public Relations (EWU)

Faculty Advisors:

Clinical Assistant Professor Dana Algeo-Nichols (WSU)
Senior Lecturer Lindsay Williams (EWU)



The officers for 2019-2020 pictured left to right are: Alyssa Gonzalez, Lauren Gelstin, Hannah Wilson, Katie Ashton, Courtney Oosting, and Kimbery Chavez.



WSU LEADING THE WAY

The Speech and Hearing Sciences faculty strives to lead the field with exceptional research, clinical innovation, service, and outreach. In the 2019-20 academic year, faculty published 16 articles and book chapters, secured three external grants, and delivered 21 oral presentations, posters, seminars, and workshops. In addition, they engaged in extensive outreach to local, state, national, and international communities.



Clinical Assistant Professor **Dana Algeo** was selected to participate in the inaugural cohort of the American Speech-Language-Hearing Association's Faculty Development Institute.



Instructor and Clinical Educator **Carrie Balazs** began her second term as a member of the Professional Development Committee for ASHA Special Interest Group 2 (Neurogenic Communication Disorders).



Professor **Gail Chermak** served as program and conference co-chair for the Third Global Conference on Central Auditory Processing Disorder, held in conjunction with the annual meeting of the American Academy of Audiology in Columbus, Ohio.



Clinical Associate Professor **Christiane Dechert** was elected president

of the Washington Speech-Language-Hearing Association.



Assistant Professor **David Jenson** launched and led the Spokane chapter of the National Stuttering Association.



Assistant Professor **Georgina Lynch** co-founded Appiture Biotechnologies, a start-up company developing a medical device for screening autism spectrum disorder.



Clinical Professor **Amy Meredith** was appointed by WSU College of Medicine Founding Dean John Tomkowiak to the board of the Arc of Washington Trust Fund.



Professor **Nancy Potter** completed a four-year funded study that changed dietary recommendations for babies worldwide with the rare disease Duarte galactosemia.



Instructor **Melissa Ratsch** expanded online access to American Sign Language (ASL) and Deaf culture.



Clinical Associate Professor **Karen Simpson**, in collaboration with Spokane Public Schools, coordinated a preschool for children with speech sound disorders in our Hearing and Speech Clinic.



Assistant Professor **Lauren Swineford** was funded by the Simons Foundation Autism Research Initiative to present at the inaugural Meeting on Language in Autism.



Assistant Professor **Mark Vandam** received a U.S. patent for a vocal monitoring and biofeedback device.



I'LL FIND A WAY TO ACHIEVE

Kostas Konstantopoulos, PhD (MA'94)

My academic and clinical journey began during my graduate studies in the WSU Department of Speech and Hearing Sciences (SHS) and continues today. My road to success involved painful and persistent effort, luck and, to some degree, being oblivious of potential hazards due to my lack of fear. I live by this philosophy: If I cannot succeed in what I want, there is no problem, I'll find a way to achieve something equivalent.

During my graduate studies, I was the only international student in the program whose native language was not English. My fellow students were quite kind, commenting that my accent was charming. However, because of the clinical training required in our program, I felt the need to reduce my accent to best serve my clients. This goal added an extra load to my adjustment to the program as well as an additional challenge to my academic success.

After graduating from WSU, I hoped to attend medical school in my home country of Greece. Unfortunately, the Greek educational system at that time created difficulties for someone who had completed an area of study outside pre-med. So, I set new goals. I stayed in Greece for almost two years and worked as a

speech-language pathologist with the neurological clinic of a major hospital in Athens. After two years in practice, I applied to a PhD program at a highly ranked university in the U.S. After being accepted, I felt quite guilty about leaving my family behind again, so I changed my mind and searched for doctoral speech-language pathology programs in England. Despite being European, England was an unknown country to me with a different way of thinking than what I had learned in the U.S.

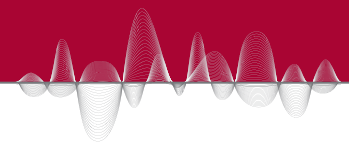
Ultimately, I applied to the University College London (UCL). I still desired to return to the states and to the U.S. university that had already accepted me; however, I received a letter from UCL that gave me the impression that I was accepted—although I soon learned that the letter was only an invitation to interview. After a long discussion with my wife about going to the interview versus going back to the U.S., she persuaded me that the interview would be a “new experience for me.”

Upon reaching London, I searched for someone to help me properly tie my tie (a skill I still lack). Unfamiliar with London, I misgauged the traffic and arrived 30 minutes late for the interview. Ultimately, my presentation of my proposed research to the evaluators went well. So well, in fact, that I was accepted into the UCL doctoral program. When I raised the logical question about funding, they answered that this would be difficult. For the first time in my career, I said to myself “if I cannot succeed in what I want there is no problem, I'll find another way to achieve something equivalent.”

I decided to apply for a competitive scholarship in the European Union. The extensive application included a full research proposal. A few months later, I was notified that I was granted the scholarship for my doctoral studies at UCL. Without funding to attend the U.S. university, I decided to continue my studies at UCL even though I still wanted to return to the U.S. Two months later, I learned that UCL was amongst the most highly regarded universities in the world, so I guess I made the right decision!

Once I completed my doctoral studies in London, I returned to Greece and continued working in the private sector, cooperating with several neurological clinics of major hospitals in Athens. Six years later I accepted a position as an assistant professor in the speech pathology department of the European University Cyprus (EUC). I spent months working late at night at the EUC on my research, while concurrently working part-time as a clinician at the Institute of Neurology and Genetics of Cyprus (CING) where 80 percent of patients with neurological diseases in Cyprus are





diagnosed and treated. My clinical work exposed me to a range of patients with well-known and rare neurological diseases. I assessed and treated patients with speech and voice issues related to Parkinson's disease, amyotrophic lateral sclerosis, myasthenia gravis, Friedrich's ataxia, spinocerebellar ataxia, multiple sclerosis, myositis, and many more. In six years at the CING, I assessed approximately 650 patients with various degenerative diseases, and I collaborated with the genetics department on several research projects. Still, my long-held desire for in-depth knowledge of medicine led me, for the second time in my professional life, to say to myself: "I must find something even more important to do."

What turned out to be "more important" was to work with Dr. John (Tony) Seikel, a professor at Idaho State University who had been a WSU SHS faculty member during my time in the program. I contributed to his recently published textbook *Neuroanatomy and Neurophysiology for Speech and Hearing Sciences*. Contributing to this textbook satisfied my long-held desire for in-depth knowledge of the medical side of the speech and hearing mechanism and opened a new chapter for me.

In September 2019, I left Cyprus and returned to Greece, assuming the position of associate professor and chair of the newly formed speech pathology department at the University of Peloponnese. As I have so many times in my life, I am now contemplating how I can achieve something important. Perhaps it will be a textbook. For now, I am devoting all my energy and attention to my administrative duties. I am also the only representative from the School of Health Sciences in the university's quality assurance unit with knowledge of student assessments, program assessments, and other aspects of academic quality.

By sharing my story, I hope to have moved some of my fellow alumni to ponder the next opportunity to excel, to contribute, and to succeed. I expect that once or twice more in my career, I will again say to myself: "If I cannot succeed in what I want there is no problem, I'll find another way to achieve something equivalent." Thank you for allowing me to share my journey. I wish you all the best in your academic and clinical pursuits.

NEWS OF OUR FRIENDS

Brenda (Thomas) Arend (BA'87, MA'89) says her youngest son, Thomas, is headed to WSU next fall. Go Cougs!

Amira Jessie (BA'19) is completing her master's degree in speech-language pathology at Jackson State University in Jackson, Mississippi. She was selected to participate in the 2019 ASHA Minority Student Leadership Program at the ASHA convention.

Claudia Knutson (MA'67) retired in 2004 after a long and rewarding career as a speech-language pathologist.

Louis Manus (MA'71) enjoyed a productive career in speech-language pathology until retiring in 1999. He began his career as a speech-language pathologist in New Hampshire at the Portsmouth Rehabilitation

Center where he was promoted to head of the Center's speech and hearing department and, in 1973, to executive director. He served as a speech and hearing consultant and among other capacities for the South Dakota Office of Special Education.

Judy McCulloch (BA'83, MA'96) worked in Nevada and Wenatchee, Wash., and for the last 21 years has provided services to clients at RehabVisions and Gray's Harbor Community Hospital in Washington.

Allison Saur (BA'19) participated in the WSU Health Sciences New Leadership Program in summer 2019. She expects to receive her master's degree in speech-language pathology from WSU in spring 2021.

Brian Shute (BA'84, MA'86) continues his clinical and forensic work involving traumatic brain injury and voice disorders. Licensed in Washington and several other states, he provides forensic and expert witness services and incorporates wellness into his clinical practice.

Brenna Speerbrecher (BA'20) participated in the WSU Health Sciences New Leadership Program in summer 2019.

Mary Stone (MA'00) reported a busy year at Muckleshoot Early Learning Academy and Support Services in Auburn, Wash., and offered her gratitude to the Speech and Hearing Sciences department for her education and the opportunities it afforded her to better the lives of others.



SPOTLIGHT ON STUDENTS

Academic and Clinical Excellence

Arianna Brack was named the Outstanding Senior in Speech and Hearing Sciences.

Shannon Carrothers received the Outstanding Speech and Hearing Sciences Graduate Student Commencement Award.

Nicole Coppersmith was awarded the Maynard Lee Daggy Scholarship in Speech and Hearing Sciences.

Leah Fitzgerald was honored with the Lynn Larrigan Clinical Excellence Award in Speech and Hearing Sciences.

Jennifer Klassen and **Lauren Sanford** were each awarded a John D. Blankinship Scottish Rite Fellowship and **Rachel Lopez** and **Melissa Lyness** were each awarded a Miller Early Life Internship. These fellowships and internships are supported by the Scottish Rite Foundation of Washington.

Chadelle Smith was named the Edward Gwin Scholar in Speech and Hearing Sciences.

Emma Stewart was named the J. Richard Franks Scholar in Speech and Hearing Sciences.

Leadership and Engagement

Health Sciences Educational Outreach (Randi Pedersen, **Brenna Speerbrecher**, **Taylor Collins**, **Katie DeWulf**, and **Monica Perez**) received the Speech and Hearing Sciences Meritorious Academic and Community Project Award.

Randi Pedersen received the WSU Spokane Health Sciences Chancellor's Leadership Award.

Taite Winter received the WSU Spokane Health Sciences Chancellor's Community Impact Award.

Graduating With Honors

Summa cum laude: Arianna Brack, Taite Winter, Brenna Speerbrecher, **Madison Smith**, and Randi Pedersen; Magna cum laude: **Vanessa Gray**, **Heather Shipway**, **Hannah Wilson**, **Oksana Guzhumit**, **Gabrielle Tibbitts**, and **Kristina Legate**; Cum laude: Katie DeWulf, **Nina Stefanowicz**, **Lauren Gelstin**, **Riley Scott**, **Sara Druffel**, and Taylor Collins.

Service and Outreach

Sara Druffel represented her peers in the ASWSUS student senate and served as the PR/Marketing Coordinator on WSU Health Sciences Student Entertainment Board.

Danielle Greger and **EmilyAnne Bray** led an interactive session on swallowing and swallowing disorders at the Business Afterschool event held annually on the Spokane campus.

Health Sciences Educational Outreach officers demonstrated foods for patients with swallowing difficulties and augmentative and alternative communication boards at the WSU Health Sciences Spokane Fall Pathways to the Health Sciences and Medical Mystery Night. They also traveled to Stevens County to participate in a College of Medicine interprofessional education event promoting health sciences careers for unserved and rural populations.

Monica Perez and **Taylor Collins** led an interactive session at the annual Area Health Education Center's Super Saturday Science event.



Autumn Waterman, Katie Greaves, Randi Pedersen, Brenna Speerbrecher (in back), and Katie DeWulf



MULTICULTURAL CLUB IN ACTION

The Multicultural Club is an interactive group that aims to involve every student on the WSU Health Sciences Spokane campus in a journey to expand their knowledge of different cultures. As future health care professionals, we understand the importance of cultural competence to best serve people of many backgrounds. Engagement with the Multicultural Club is just one of many ways on campus that students can accomplish this goal.

This year the club hosted cultural lunches, the annual talent show, and the annual Parade of Nations. Cultural lunch attendees enjoyed a delicious meal and learned about languages, customs, and perspectives. The club's very own speech and hearing sciences student, Ayman Altukruni, hosted our first cultural lunch. Students enjoyed Persian

kabobs and rice while Ayman talked of his experiences living in many places of the world and how he has come to acquire the ability to speak eight languages. The next cultural lunch was hosted by Jon Carollo, development director of Spokane Hope House, a shelter for homeless women. Jon talked of the current homelessness situation in Spokane and what students could do to help.

In the spring, we held our 8th Annual Parade of Nations, an evening filled with delicious food, fashion, and performances. We hosted a fashion show featuring clothing items from around the world and enjoyed performances by local groups including Northwest Belly Dance, Spokane's Bigfoot Dancers, and duet performers Kasey York and Travis Alehouse. Our guest speaker was Samuel Smith from World Relief Spokane.

In addition to sponsoring events, the club fundraised for non-profits within the community. This year we donated to World Relief Spokane and worked with Health Sciences Educational Outreach to fundraise for Hope House.

Thank you to our members, faculty advisors, and student leaders for their commitment to advocating for cultural inclusion and celebrating diversity!

Faith Bishop

Multicultural Club President

2019-2020

Multicultural Club Officers:

Faith Bishop, President (EWU)
 Tenaya Morehouse, Vice President (EWU)
 Emigh Wallace, Secretary (EWU)
 Kristina Legate, WSU Treasurer
 Ayman Altukruni, EWU Treasurer
 Riley Scott, Public Relations (WSU)
 Brittany Botejue, Postbaccalaureate Liaison (WSU)
 Chadelle Smith, Junior Liaison (WSU)

Faculty Advisors:

Clinical Professor Amy Meredith (WSU)
 Advisor for Campus Programs Christina Sosa (EWU)

Elson S. Floyd College of Medicine
Dept. of Speech and Hearing Sciences
412 E. Spokane Falls Blvd
Spokane, WA 99202 -2131

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