

What stands out?

The info was relevant, current and immediately practical

enthusiasm of the speaker, innovative thinking, empowering talk

conferences I've attended ProDs at work

It was a clinical practice area in which I had little experience (cleft palate). When I sought information and support from more specialized professionals, they were generously helpful and supportive, sharing resources and making themselves available to me further. Also, I was able to be honest with the parent I was working with about my lack of experience in the topic and that we would be learning together as we went. The parent was thankful for this, and it helped us to work as a team.

feeling respected about what skills and ideas I brought to the table

interactive and accessible (i.e. little jargon, clear presentation)

The experience transformed my outlook on therapy for the intended clients. I knew that it would and it did!

The interaction between the student and myself.

Being able to learn about topics that are relevant to the specific area in which you work.

I think the opportunity to do some practice of knowledge gained at a workshop/seminar, while still in the learning situation. This allowed for immediate feedback on how the knowledge was applied and allowed for any changes to be made with an "expert" on site.

The Surrey Speech and Language Conferences. I get so much out of them every year.

it involved hands on learning ; it was interesting and innovative

How motivated I was to implement his ideas as soon as I could.

*dynamic presenter *clinically useful information *I left the sessions energized and ready to try something new

Good mentors who genuinely love what they do.

I've had many great professional learning experiences.

hands on and interesting speakers

Living in a different country and learning about their service delivery models and approaches to treatment.

Small group, hands on, international recognized speaker (FEES workshop)

Being mentored at VGH.

It was collaborative in nature.

hands on therapy with a supervisor providing input

high quality dynamic speakers, well prepared, good AV aids

Seeing 'things' in action, using more than one input (rather than just reading about it) to learn about new things.

The presenter is passionate about their work, knowledgeable and practical

able to implement the techniques the next day

No experience stands out in particular.

The opportunity to travel to New Zealand for my final clinical internship--in a family-centred setting and education events on Maori culture.

Intensive learning i.e. more than a morning or afternoon

Interdisciplinary conference on Family Centre Therapy (about 15 years ago)

Any and all presentations by Michelle Garcia Winner. Her presentations are timely, relevant, humorous, useful.

The content, the way it was presented, the speaker. The before and after therapy videos of the clients.

The amount of time we had to learn and ask specific questions of the speaker. Also it was a small group so it felt more personal

I don't know if I can think of a best...but the best learning model for me is when the learning experience has coaching attached

Vancouver conferences

Enthusiastic and passionate professionals eager to share their knowledge and skills.

Michelle Garcia Winner Social Thinking workshops.

Engaging presenter

enthusiastic speakers presenting on topics they are passionate about

I could take something home and use it in therapy right away

Being able to try strategies when I got back to the workplace.

The amount of information learned

Great professional development.

There was time to get into same groups to discuss cases and questions that we had.

Able to apply it practically to my job.

Sharing Discovering Q1 P1

Relevant and practical

I was stretched in a field which was not my area of expertise. However, because the training included time off work to pre-read materials so I was ready to be stretched, I learned so much more than I typically do.

Local workshop by David Loyst

a person who really cared to share and help SLPs support their students

Provided at the appropriate level - i.e. the level was properly described before I signed on; it provided high-level information without reviewing basic information first.

Having an opportunity to learn what I really wanted information on and being able to ask questions about it

Working together with colleagues.

The high expectations of my supervisor.

Information presented was meaningful and very much related to my clinical practice; it added to the knowledge and experience I already had.

Hands on practical therapy ideas

I am an SLP student member, just done first year. However, in our first year we took a trip to a local care facility's dementia wing. This stands out as the best professional learning experience so far.

how well prepared the presenters were. how open the presenters were to engaging participants. great networking and idea sharing between participants

Well-organized presentation; good take home materials; practical applications and examples discussed.

Difficult question. I find Audiology Online an exceptional learning tool.

Insightful, informative and well presented information.

It was a large conference with many internationally recognized speakers

Online format, ease of participation/registration, the sharing of relevant knowledge and examples of how to incorporate new research into clinical practice.

Learning on the job from my colleagues

The Burns Lake conference on working with Complex Families

The sensitivity and respect that the clinician (Tony Attwood) showed towards his clients and their families. The fact that he was so aware of how life was experienced by each child. Sensitivity and respect. Key words and key values.

Vincent Carbone

how the presenter involved the participants

The powerful feeling of being equipped with the right set of knowledge to be able to answer questions and address the concerns of parents.

Guest speakers, group work, choices of speakers, chances to network

lots of good information, with real-life examples

hands on

on-line accessibility

Small-group FEES training with Joe Murray.

The wealth of practical knowledge

My volunteering experience when I joined a team of SLPs supporting special needs children with communication devices/systems attend a week long summer camp.

PECS training workshop

Twice I have attended the Afasic International Symposium in England. Afasic is an organization that supports families that have children with speech and language impairments.

Opportunity to have hands-on practice of specific therapy techniques and solid efficacy research.

PECS Basic Training

Major conferences: notably the AAA in Washington a few years ago and the recent CAA conference that focused on amplification and noise conservation.

content and organization

The hands on training and practice

Workshop on Attachment with Dr. Pat Benoit.

Best Practices in Language and Literacy Conference in Portland Maine, 2007

New, evidence based and functional presentations that help change my daily practice

how well and quickly I could apply that knowledge to my caseload.

Interesting topic, knowledgeable presenters.

Everybody participated in the teaching and the learning.

Conference on overweight and obesity in children.

Everybody was engaged and interested in the material. People were up and moving and all talking to each other.

Sharing Discovering Q1 P1

I have learned the most from supporting students with multiple speech/language/cognitive needs (often students with multiple diagnosis). I have been a practicing SLP for 6 years now, and I can truly say that learning what works best for the student from the student (and the entire team of supporters; working collaboratively) and not necessarily from the "textbook" knowledge or strategies that may be the typical routine or the "expected/easy" routine is what stands out for me as the best learning time. Each student is unique and each program may need to be as unique. Taking the time to create programming that is "student-focused". I think we often learn best from the experiences we gain from those we work with.

The presentors

The course was very thorough, involved theory and practical aspects of clinical practice, lots of time for questions.

Caroline Bowen - Surrey Conference 2009

collegial conferencing with SLP colleagues based on a particular topic of interest to all ex: working with 'r', lateral 's', favourite therapy technique

Relevant content that was both academic as well as having relevance to clinical practice

It was immediately applicable and it involved real life "sessions" with several children, so wasn't just theory based with a few video examples.

The presenter's passion and dedication to the topic.

Observing an experienced colleague and comparing case files.

Expert speakers

Jim Stone's Animated Alphabet Workshop

Taking things other people had tried to do and putting into a framework that made sense and made it easy.

Topic relevant to daily practice

Evidence based practise in early intervention in autism

Being able to discuss MRI and CT scans with physicians.

My practicum at Surrey Memorial Hospital (I haven't graduated yet)

whole conference was relevant to caseload

The content. It's important to learn something new and relevant.

great locations

Dynamic speakers and multi media presentations

1:1 professional mentorship.

Interactive and involved real people for case studies

informative and entertaining speakers

It was interactive and people forgot about being professionals or students and more or less became learners.

Working as a team of professionals from different disciplines to create a positive support plan for children in crisis.

The quality of the speaker.

Any of the Michelle Garcia Winner workshops on social thinking

on site & hands on training of FEES

Attending ASHA in San Diego

Rosettin at Caslpa last year.

Daily contact with individual clients.

The feeling of being empowered to make changes and improve the way I do my job Feeling a renewed interest in my profession

high relevance and applicability to my current needs

SOS "Food School" training by Kay Toomey.

SKI-HI curriculum workshop visual grammar workshop

In depth; more than a 1-2 hr session. Usually 1-2 days is great.

It was huge. There were lots of sessions to choose from.

The charismatic and engaging speaker.

I learned a lot

it was educational and fun

It was highly focused in my area of expertise.

Excellent mentorship and availability of mentor

World class speakers who are known for the work they have done in their fields.

3 focused days together to develop a policy framework for children and youth with special needs with 2 of my colleagues

It was an active learning activity; not just reading about a topic.

Consistent mentorship and feedback during my clinical placements.

Sharing Discovering Q1 P1

when the outcome of my work with someone exceeded my expectations in a positive direction

-a student making great progress and gains

week long training seminar in dynamic assessment protocol for young children

The time I was given a dozen schools to manage and was able to meet with reasonable success.

Phac/ Ehp meetings

emotional impact

Having a mentor who really cared about teaching me!

clear, evidence based info with a combination of lecture interspersed with interactive cases to cement new learning and discussion of potential issues

The presenter was engaging and informative. The most important part for me is the information from the presenter.

The speakers were genuinely excited about the subject matter and it came through in their presentation.

using visuals - by Brenda Fossett using visuals strategies by Barbara Hodgkin

relevancy to clinical practice

It was intensive but also incredibly practical and the techniques or principles could be implemented immediately.

The people that I was with.

It was relevant and practical

It was practical and applicable. I could use it with my kids when I returned to work.

interesting speakers, good opportunity for networking

The new information - research based! - explained with humor/ animation, and, applied in creative ways to clinical situations.

Martha Burns - speaker at Surrey Slp Conference

speaker/instructor was knowledgeable and warm, provided information that was interesting and immediately useful.

It took old ideas we had and rearranged them into a coherent, systematic fashion.

Dynamic Assessment with David Tzurriel

Going to CSUN in California.

ASHA conferences are without a doubt the most comprehensive and well-run conferences I've attended.

Volunteer working trip to Guatemala - performing hearing tests in a bathroom and fitting hearing aids on people with otherwise no other means to hear.

good location, reasonable fees.

It was very relevant to some challenging situations I deal with in my work, on an almost daily basis.

Hands on experiences.

learning about using ultrasound in speech therapy

Lidcombe training.

It wa a very specific topic so every moment was exactly on what we came there for.

learning practical techniques that I could apply immediately

Clinically relevant topics. I enjoy learning about new research but the workshop must include practical application.

Anything to do with LuAnne McFarlane

funny and engaging speaker

Hands on workshops with direct clinical relevance. Presenters such as Pamela Marshalla, Caroline Bowen, Barry Prizzant, Emily Rubin

An interactive speaker, internationally recognized, works as a clinician as well as doing research, the opportunity to connect more informally over dinner with the speaker and a group of colleagues

The dynamism of a specific speaker.

CAA in Niagra Falls.

good conferences

Engaging speaker

coming away with new/deeper understanding

being with another clinician and working with a student at the same time

Relevancy to daily practice.

A conference about changing practice for school service.

The quality of the material presented. Current and up to date.

The knowledge of the presenter

Workshops and Conferences

Un mélange de théorie issue de la recherche et des démonstrations pratiques, de la compassion de la part de la présentatrice pour les participants devant les nouveautés à intégrer.

Sharing Discovering Q1 P1

SCERTS training in Edmonton Something that meets my professional needs (i.e. not too general) and provides tools that I can use immediately across many populations.

- Past experiences with particular client cases that are applicable to other similar cases - Workshops that were informative, functional, and where what was taught could quickly be put into practise with students on my caseload. - Presentations on new information about learning, brain development, and technology that provides more understanding and direction for where our profession is headed in the future.

workshops rather than short seminars. I really enjoyed the workshops held in Victoria about 10 years ago. The workshops were geared towards school SLPs.

Excellent speaker

PROMPT (oral motor training)

There was new information and/or information I could take to my practice.

the Brain Development and Learning conference by UBC

local and relevant to my work situation

Information that is evidence based and new to me and my colleagues. Case examples of the theory being applied clinically. Sometimes even the opportunity to try it out in the clinic and ask questions afterwards.

My Master's courses at the Uof A. I took the Category A program offered to SLP's who already had the undergrad degree

Having a dynamic speaker as well as having practical strategies to put to use in the clinic

My relationship with my first mentor. She was a very positive and enthusiastic teacher.

I learned skills that changed my practice.

That is was hands on and relevant to everyday practice

ISAAC conference in Montreal was probably the most recent

An opportunity to participate in the Stuttering Foundations 2 week workshop for Clinicians interested in fluency in July 1991.

Working as a team to overcome a particular problem, using a specific approach.

...that I haven't had a truly life changing, ground breaking learning experience yet as a professional. I'm sorry to have to say it, and I have only been practising 3 years, but still.

The speaker's ability to connect with the audience.

Hearing Mel Levine speak at Whistler many years ago.

ASHA conference.

A 3 day workshop with Dr. Rossetti on Best Practice in Early Intervention: the topic was directly applicable to my practice, it was based on years of clinical experience and I still remember and use the analogies he gave today even though it was over 10 years ago.

It was clinically relevant and applicable.

It was fun and interactive.

There was an opportunity to participate and to apply the ideas, so that I could see how they applied to my own practice.

BCASLPA and CASLPA conferences SFA workshops

Where it is...nice place (conference centre/hotel), good food, good service, etc.. This sets a professional tone to the experience.

Attended a pediatric conference in Ottawa. When Early hearing program started there was a big push for more education as there was a commitment to EHP.

How practical the learning experience was and how easy it was to apply the intervention techniques with the families I work with. Also the ability to stay connected with the professionals who provided the learning experience on an on-going basis.

Professional Preparations for Cochlear Implants

working together with other professional

I was able to take the information I learned and apply to my daily work immediately.

setting a good example in great clinical competence and curiosity, dogged dedication to excellent patient care by the pt's standards, willingness to share all of the above.

The Richmond Public Health Department Speech Language Program.

The 2.5 years that I spent working at the Central Remedial Clinic in Dublin, Ireland. I went from zero knowledge of AAC to being a competent AAC specialist (if I do say so myself!)...who continues to learn and discover new and exciting facets of AAC every day (it's 7 years later now).

training that was provided for the BC Early Hearing Program (newborn screening)

Sharing Discovering Q1 P1

the presenter was academically knowledgeable and clinically experienced in his / her area of expertise, and was an interesting presenter.

There was a balance between workshop sessions and time to meet/greet/socialize with colleagues. I find that this opportunity for informal networking and ideas sharing between SLPs is more relevant and useful for me personally than larger forums/discussion groups (e.g. school affairs committee meeting) where someone is trying to direct the discussion.

The instructors!

The speaker and the venue

The quality of the presenters, the fact that there was more than one presenter that I was interested in seeing, in-depth and well-organized handouts, the venue and overall organisation. The venue was within a couple of hours driving distance as well, which was fantastic.

Real, practical techniques for assessment and intervention....but especially for intervention.

Interesting information, applicable to practice, built on current knowledge & best practices.

dynamic presenter with sound theoretical basis for practical therapy approaches

It was a specific topic and was in depth. There was a secondary component to practice after the training that led to certification.

There are a few of them. They were topics that were not covered in my training, but had a significant impact on my practice.

practical new ideas with a scientific basis, that I could apply right away

It was enlightening and changed the way that I practice!

Collaboration with other SLPs

A paediatric feeding workshop (the S.O.S. approach) by Kay Toomey
mentorship

Having a dynamic speaker talking about a cutting edge topic with information that I would incorporate into my clinic on Monday.

ASHA National Convention

Presenter who connects well with the audience.

High level of expertise in the area being discussed.

working side by side with other people, both practitioners and clients

Presentor and relevant topic

It was so immediately relevant to my day-to-day work.

The topic was both interesting from a theoretical perspective but contained a very practical component as well.

I learned some new skills that I am still using today - 6 years later.

Working with graduate students

Supervising S-LP students

Hanen It takes two to talk

The speaker was engaging, with personal stories and latest research facts.

AAA Conference

Working in a sole charge position in what is today called Nunavut and the Northwest Territories.

relevancy and practical approaches I can take back to the clinic and use the next day

I like the online courses I can take through speechpathology.com

The quality of the speakers. It makes a big difference when speakers are experienced at presenting and have quality information to share with the group.

New information or a new perspective.

A dynamic speaker. Practical/functional topic.

the Atwood-Gray Workshop on Autism

Hanen Training

As a new clinician my best professional learning experience has been from professionals outside of the SLP profession. I have learned to broaden my knowledge in the area of behavioural management from a Kindergarten teacher. I lacked this training in Grad school.

Sarah Ward Executive functioning workshop

Information-packed presentation with the opportunity to ask specific questions about specific cases.

Human brain dissection.

Relevant, interesting, fun!

I really enjoyed the recent Executive Functioning seminar presented by Sarah Ward. There have been others, but that one is the freshest in my memory.

Sharing Discovering Q1 P1

Thorough, Indepth coverage of one topic at a time.

My internship with InterACT, the intensive residential aphasia program at Dalhousie University.

practical demonstrations and applications

the passion and enthusiasm of the presenter

I find that have learned the most from my colleagues. I was able to observe them working with different students and it helped me to understand my own style of therapy/assessment.

A week of training with David Loyst, r&r for autism. In fact I think it should be best practise for autism.

The variety of learning methods that were involved - theory, practical learning tasks, case studies, supervised practice, joint learning with colleagues

David Loyst's Reference and Regulate workshop and Michelle Winner's Social Thinking workshop

Conferences: Over 30 years of practice and at least 3 conferences per year -2 stand out far above all others: PROMPT Level I & II Certification and David LLoyst- Reference and Regulation: Work place learning: I learned more from my young clients thank any formal learning expeirence.

Two different situations: 1-a male speaker talking about ASD-his knowledge and stories were interesting and entertaining and memorable. 2-a female SLP colleague who I visited in her workplace to share therapy ideas and materials--in effect seeing her "operation"

That it wasn't a specifically applicable topic (i.e. phonology, autism spectrum disorder, etc.), it was more of a generally applicable 'epiphany'.

It was an awesome research based article that I read.

ISAAC in Denmark

The opportunity to practice what was taught immediately after it was taught.

PROMPT workshop

The teachings of the 'All Kinds of Minds' institute in N. Carolina, and those of the Neurosequential Model of Therapeutics (NMT) from the Child Trauma Academy, Speech Dynamics Oral-Motor Therapy programs, and some great BCASLPA & CASLPA conferences with a good mix of relevant workshops.

Hanen programs.

it included new research, practical application and made one think both professionally and in general.

How relevant the course was to my clinical workload. I could apply the skills learned the next day.

Coming out feeling like I had learned a lot, gained so much knowledge and now felt more confident as an SLP.

Working with so many kids who are severely apraxic. All of the workshops and online courses have helped, but in the end I feel that my experience in working with these clients has taught me to be a better clinician.

made me excited to go back and try it out!

My mind was engaged the whole time.

small (ish) group, hands on experience and lecture format, something to take away for "Monday morning", a nice blend of theory/research and practical knowledge

A workshop with a dynamic speaker on a relevant topic to my everyday practice.

Good selection of topics (relevant for the moment)

Neuroscience Conference in Feb 2011 through the Surrey School District

hands on/practice of learned techniques

-engaging speakers -relevant

dynamic speaker; interest in topic

Information that was supported by research, theoretically sound, and functional. I didn't know how much I didn't know until I went to the presentation.

I think generally, it was a smaller venue with a more personal feel.

Within an enthusiastic, committed team. Creative thinking - often pulling together known good practice in to a new framework to suit local requirements. Trust, true brainstorming, feeling at the forefront of good/excellent practice. Time to delve deeply onto the issues and bring together what the individuals learnt to make new 'whole'. Focussed and clear about goals.

Workshop

Hanen ITTTT leader training

I have been in the field for just over a year now so I have not had many professional experiences compared to some.

The best professional learning experience I had was the ASHA conference in 2009.

2 experiences: 1. Banff International Conference on Stuttering 1989; International Fluency Assoc. Conference in Ghent, Belgium 2001

Doing my Ph.D.

I didn't look at my watch all morning and was surprised when it was lunchtime.

Sharing Discovering Q1 P1

Going back to university to upgrade skills and knowledge

-relevant topics to my everyday practice as an audiologist -speakers who are experts on that particular topic and for the particular population group -conferences with other audiologists...provides an opportunity for networking and sharing of ideas -variety of relevant topics

That the speaker spoke using hardly any visual supports and yet you were 'hooked' from beginning to end.

The presenter's ability to speak at the level of the audience.

approachable clinical speakers

knowledge, meaningful and practical. Take away ready to use information like worksheets

The information was personally relevant. The speaker was dynamic and gave "nuts and bolts" information, not fluff.

The presenter's ability to engage the audience.

The material was relevant to my daily clinical practice.

The material was innovative.

hands on interaction and getting practice as I learned

The information was practical and based on best practice.

BCASLPA's annual conference in 1997 I believe at Whistler.

Interactive, real-life personal stories/experiences

advanced level of learning - expanded my current knowledge level Practical - gave me tools to use in my daily practice - not just information I can read in a book/journal

The material presented was new for me, pertinent to my profession and practical.

-it was directly relevant and applicable to the ground level work SLPs are doing in therapy sessions. -being able to have in-session discussions, with probing questions to facilitate the learning - the topic spanned over a whole day or multi-days

Good balance of research and clinical practice. Results of the research presented is directly applicable, which contributes to evidence based practice.

SOS approach to feeding

the speakers

Completing my AuD.

a) Preparing & presenting workshops to others (e.g. SLPs, CEAs, parents) b) PECS training and/or Hanen Training

AAC-Round table: -talking and sharing about specific AAC cases

Incredible speaker/facilitator.

My experience doing my masters through the U of A for those of us with bachelors degree in SLP.

Relevant topics with current information/research, applicable to educational speech-language therapy practice.

The other professionals/mentors.

Hanen training

It was a WEB BASED seminar by Hanen

The story teller -- The ability of the teacher to tell the story of the client, of the professional's understanding, of the parents' point of view.

pertinent to what I'm doing in the clinic - able to draw a line directly to what the speaker/lecturer is discussing to what is happening in the clinic. Take home a list of 'things to do' and feeling ready/inspired to try something new or make changes in the clinic

I shadowed a colleague for a morning.

The variety of speakers and the impact of the speakers (e.g. people well known in the field)

1. The Brain and Development conferences presented biannually by UBC (2. I have to mention the mentoring I got from the great clinicians I worked with at my first job (still my job - its a great clinic))

The material was very cutting edge and extremely interesting and relevant to helping me develop as a clinician.

Being able to practice with others, enough time to cover material, facilitator's experience

BC Early Hearing Program training

Workshops that are by SLP's for SLP's and of sufficient time to really delve into a topic. Or a specific training such as PECS that is readily applicable to a student or two.

The Tinnitus Retraining Therapy course I took at Emory University with Dr. Pawel Jastrebof.

Dynamic Assessment Study Group with SLP colleagues from workplace (Until this year, when we added an OT who has taken the training). Also this year, a former colleague from Richmond contacted us and we have "skyped" one of the meetings this year with SLPs from Whitehorse.

Great presenter, relevant topic that could be applied broadly to students on my caseload. Convenient location too.

I was actively involved in the learning experience (i.e.,it was hands-on; not just sitting and listening).

Sharing Discovering Q1 P1

easily: caroline bowen spoke for surrey speech & language conference: fabulous: research reviewed and completely linked to practice in only 2 days!

The functional impact it had on my practice.

Stimulating your mind, resolving professional questions.

Quality of presenter, new ideas and independent thinking.

dynamic presenter & lots of opportunity to interact and share ideas as well as to practice new skills

The real ear measures class I took during my Au.D

Tips, strategies, and resources that can be used to target goals.

Relevant and practical to everyday sorts of clinical issues

Summer workshop in Vancouver on her Conversations Kit by Barbara Hoskins; POPARD 2-week and one-week courses on autism during school year.

- the information was new, evidence-based, and had direct clinical application to the population I serve.

workshops that are highly applicable to my job and also enlightening. shed new light on an old topic. hands-on learning. also learning from co-workers/other participants in a workshop. sometimes i learn more from the person sitting next to me!

it was fun!

Interaction, laughter, relevance to clinical work, participation

Learning something about how I learn best. Self-awareness.

Relationship Development Intervention by Dr. Guttstein in Winnipeg..... and Gail Richards in Surrey a few years back
Conferences and workshops with presentations on the most current research-based interventions that apply to my work population

Relevant and practical information

In recent years for clinical practice a workshop held by BCEHP on parent coaching I found to be excellent, VCH SLP day on avoiding burnout with Dr.Cave

Hands on experience. Practical yet intellectually challenging.

2 weeks of learning from those with experience. Sharing that knowledge and skill development with a colleague at the same time.

A great, charismatic speaker who was able to explain difficult concepts in simpler terms via analogy stands out as my best professional learning experience.

Clear take home messages that I could implement immediately.

A conference in Surrey about the current neuroscience behind speech and language disorders

interactive presentation and presenter who had years of experience in the subject she/he was presenting

Attending a large conference, whether it was ASHA, Linguistics or BCASLPA

Interactive, workshop format

ample time to learn (two days - didn't feel too rushed), great video examples, opportunities to practice skills
fun at ASHA

learning the advantages of good collaborative consultation.

Have not partaken in anything educational.

Practical, hands-on, and directly relevant to my caseload. Didn't waste my valuable time with theory and review of background knowledge which we already have because we all went to school for our degrees!

Several CASLPA annual conferences

A workshop that targets a specific area relevant to my practice, presented by someone who is a world leader in this field .

Access to the latest research and well presented material

the preschool program at the Institute for Childhood Aphasia

1. The provincial in-services on family centered care that we received in the 1990's. 2. BC Early Hearing Program
Training sessions for interventists

I was completely riveted the entire 3-day workshop by the speaker, I was able to immediately think of clients for whom the techniques would be relevant, and 6 months later I am still using the techniques I learned.

great speaker / presenter ; smaller groupings; concrete / usable information

The best professional learning experience I've ever had was the TEAACH level one training

The knowledge of the speaker and the thorough manner in which he described the subject matter.

Interesting topic and interesting speaker

An effective, dynamic, knowledgeable, interesting speaker on a topic relevant and new.

Sharing Discovering Q1 P1

A colleague has been mentoring me in the use of AAC for non-verbal students. She has helped me to learn how to program speech output devices and she did joint therapy sessions with me to give me ideas on how to teach the student.

ASHA

Having opportunities to do joint sessions with other therapists (OT) or to observe other SLP sessions.

Specific conferences that taught me skills to expand my practise.

A 2-day session to develop project management skills.

It was relevant to my practice, involved engaging with colleagues (teachers, educational specialists, I was the only SLP).

- information I can use right away to improve my clinical work - well-informed, personable presenter(s)

- applicability to day-to-day work - pushed to think differently and consider ideas differently

It got me enthusiastic about what we as SLPs could do with clients.

Interesting topic, relevant and useful to practice.

Going back to school as a mature student to get an MA.

All the BCASLPA conferences that I have attended in the last 10 years have been very good.

Brainwave-R Workshop

The very first CAA conference.

Hanen workshops

Information that was something I could use immediately, or without waiting to purchase some equipment/resource

The 2 day basic PECS training session was probably the best professional learning experience I have had to date.

hands-on, relevant, fun, and good presenter

BCASLPA conferences in general

Being able to learn over several days.

The first thing that comes to mind for me is recalling the period of time I taught/supervised graduate students in a University clinic-the imparting of my knowledge and experience and seeing the perpetuation of our profession in action, but also, the receiving of knowledge and fresh ideas from these students was just as rewarding to me! One can never stop learning new things.

Doing a presentation on "Oral Language" and the kindergarten program "Talking Tables" to primary teachers.

It was clinically relevant. I implemented ax & tx techniques I learned as soon as I got back to work.

The speakers compassion for the subject matter

I had an aha moment when I realised that I had learned something new that changed my clinical thinking.

it was a convention that was targeted at the population I support on a regular basis

That is was practical and realistic for my job.

the link between current research and clinical practice

Applicability to day to day practice.

It's a light bulb experience where things you have been taught previously and the new information all gel together and your world makes sense. You know what you are doing, why you are doing it, and what you will do differently tomorrow to effect a different outcome

- it was extremely relevant to my job - it was long enough to be able to actually learn the details that I needed to do my job

#s of SLPs and Supportive Personnel working in far-flung north-western communities who can be a resource/support taking away 'tools for the toolkit'

Working alongside the amazing team at BC Children's Hospital Child Psychiatry team.

The workshop was interactive and the presenter was very knowledgeable and passionate about the topic.

what stands out was the kind and passionate voice of the speaker who reminded me of the human connection between me and my clients.

Keys to the Treasure Chest - Dr. Tony Atwood

Opportunities to experience hand's on work, either through video clips or small group work.

Martha Burns talk at Surrey SLP conference a few years ago.

The rapid rate of learning across disciplines, and the opportunity to understand clients as a whole

The interactive nature of the learning experience.

AAA & CAA conferences

Dedicated colleagues with professional experience and lots of applicable clinical strategies.

Engaging speakers talking on a variety of topics in a very accessible and applicable way.

Sharing Discovering Q1 P2

A	
1	What made it great?
2	It was immediately practical, good speaker, well laid out information, hands on aspects
3	it was a dynamic engaging workshop with many videos & photos shared, numerous case studies discussed
4	experienced professionals sharing their experiences in a group opportunity to listen to well known speakers in the field opportunity to actively engage in activities, ie hands on learning
5	I learned through experience about how to work on resonance and nasality. It was empowering to draw on resources from colleagues, consult the literature, use my own creativity, and attune myself to the uniqueness of the child and family I was working with to learn as I went.
6	having an open honest environment to give and receive constructive feedback
7	relevance to practice, filling of a knowledge gap, personable and down-to-earth speaker
8	Hands on work and being mentored by someone experienced with the technique
9	The response from the child on my caseload.
10	Collaboration with other colleagues in the field, and particularly in the area of expertise that is common to yourself. Being able to socialize with these people, as well, is an added positive aspect.
11	Having been part of some excellent training events with fantastic speakers.
12	I like to go to two day workshops on one topic.
13	enthusiasm ; use of several mediums ; pre-reqs that everyone had done
14	The enthusiasm and knowledge of the presenter.
15	*timely, clinically relevant information; strategies that I could implement immediately *great presenters
16	Positive environment, positive energy, lots of feedback
17	The opportunity to discuss and reflect with colleagues after the presentation or learning is key to me.
18	the extra hands on component of the session
19	Meeting new people and learning new things.
20	As much theory as practice
21	Autonomy and supervision balance.
22	Information sharing.
23	being told what i did well and then what i needed to work on
24	a comfortable venue where it was easy to listen and comfortable to sit for a long time
25	makes sense.
26	when the presenter used relevant, personal-professional examples, e.g. anecdotes, video clips to illustrate their information
27	Excellent workshop team teachers who focused on application with key theoretical components, not theory, theory, theory...oh, and you might apply it this way...
28	Gained greater insights of different world views on health, development and social responsibility.
29	one topic, i was then able to take the information and implement
30	Being family centred was new to our profession. It changed the way I worked with families. I remember participating in a very powerful role play.
31	See above
32	The speaker.
33	Same as above
34	the experience of learning the content and then putting it into practice with some support
35	relevant guest speakers
36	Practical tips and hands on learning.
37	Practical strategies for intervention. Attendance with school teams allowed for planning and strategy implementation.
38	Applying what I learned
39	a level of enthusiasm that is often missing in standard workshops (often old and 'tired') meaningful discussion among delegates in a well facilitated manner - disagreement that is encouraged and welcome!
40	The presenter was engaging and motivating
41	Getting a manual with some theory and step-by-step instructions.
42	The venue, the speaker, the information.
43	Outstanding speakers.

Sharing Discovering Q1 P2

A	
44	Frequent small great discuss
45	A well-knowledged and engaging speaker
46	I could use the knowledge gained immediately in my practice the next day (and I did!)
47	The training was very practical, hands-on and focused on the needs of a particular child on my caseload.
48	small size, close to home, great presenter
49	good presentation
50	Speaker was clear, well-informed, amusing. He was an expert in the field.
51	practical but with background info on why it worked
52	The speaker and the research to support.
53	The chance to think and to learn independently and then apply that knowledge to clients.
54	It encouraged me to challenge my current practice and to consider better or more effective ways of providing a service
55	Interactive, opportunities to talk and discuss even try out methods
56	The facility encourages student learning and interprofessionalism. They have their own student learning centre and coordinator to show us around. Then, in pairs, we visited with an individual with dementia. We came back to visit the same patient two weeks later. The organization, ability to interact freely with the individual, and opportunity to interact with the staff/other care professionals made it great.
57	excitement level of the participants
58	Well-organized presentation; good take home materials; practical applications and examples discussed.
59	It is affordable, offers a wide range of topics, I have to really pay attention during seminars because of the test required to earn CE credits and I think this improves retention of information. Also I can access it any time of the day or night.
60	Resources were available that I could use in clinical practice.
61	The access I had to many of the researchers whose work I read in journals, so that I was able to not only attend their presentation but could also speak with them briefly afterward
62	It was simple, convenient, cost-free, clearly tied current research with current clinical practices.
63	Very supportive attitudes, deep knowledge, willingness to share, respect
64	It was very well organized. It also had a variety of great speakers on multiple topics. They also provided food (with accommodation for allergies). The organizers were incredibly friendly and inviting.
65	The fact that I got to watch a true master of his profession working with real children two of whom he had never met before. Hearing him express concerns in advance as to what he would be able to suggest for the most
66	The knowledge he shared about using the ABLLS for children with autism
67	very interactive- upbeat vibrant presenter style
68	The wonderful support of my supervisor at the time.
69	Interactive
70	applicable to the job I needed to do, concrete examples to help learning, opportunities to discuss our own cases
71	awesome presenter
72	reduces the costs for those who live far from Vancouver and Victoria
73	The hands on contact and chance for practical learning.
74	How widely applicable the knowledge was to different areas of our profession
75	The opportunity to have 'hands on' experience using/customizing devices/systems that allowed these children to fully participate in camp, is the main reason I found this one of my best professional learning experiences.
76	hands on learning
77	The speakers were world class and some were researchers and authors whose work I had read and admired.
78	The people involved make all the difference.
79	The presenters were knowledgeable, experienced and enthusiastic
80	The topics were timely, the speakers were interesting and reconnected with a lot of colleagues.
81	clinically applicable
82	the fact that we were able to take useful treatment materials away from the sessions
83	The speaker
84	Speakers, location, freebies, FOOD (what can compete with lobster in Maine in July?)

Sharing Discovering Q1 P2

A	
85	When the information provided is functional and can be used immediately after the conference
86	The topic was totally relevant and the speaker was very engaging and passionate.
87	The speakers were so knowledgeable and presented the information in a well organized and sometimes humorous way.
88	the same thing-- everybody participated in the teaching and the learning.
89	The level of expertise, the variety of experts (background, country, university, industry, etc), the quality of the presentations (powerpoints, videos, photos, humour, relevance, etc), the healthy level of debate (existing controversy and based on research results), the coordination and planning of sequence, relatedness and mix of new and 'old' information.
90	There was lots of physical movement involved, as well as practical applications.
91	When you have a student that requires Speech and Language Interventions that are "unconventional" or "atypical" than any other student you work with and you take a bit of a "risk" in their programming (with professional knowledge and evidence based information to back up your choices in goals of course). Thinking creatively in order to best suit a students needs, and seeing that your "thinking out of the box" and embracing a "challege" in order to deliver a great speech and language learning program that has truly benefited the student, his family and all involved....this is what makes it great!
92	Nice balance between research base and clinical use
93	Direct clinical application - was able to immediately apply skills learned to clinical work.
94	Caroline combined solid research based theory and practical strategies.
95	working together, hands on discussion, acknowledgement that working with some kids can be especially challenging for all of us
96	Good quality presentations of research
97	Actually seeing and the application of the information from start to finish in a session. Being able to immerse myself in the material for a whole week.
98	An interactive forum.
99	Many SLPs work in isolation so seeing and comparing to what others do increased my confidence and gave me ideas about how to improve.
100	Their knowledge and applicability
101	It was a very lively and interactive workshop. I took a lot away from the workshop that I still use today.
102	It was practical and sensible, logically organized and very relevant to my practice.
103	Learning something new
104	videos parents interacting with their children
105	Understanding physicians
106	One-one-one time with a supervisor who had been working for only about 5 years, and therefore related well to the kinds of questions and concerns that students were working through.
107	lots of hands on practice and information I could use the next week with clients
108	An engaging speaker to top it all off.
109	being with my colleagues and having fascinating speakers
110	presentations where there were clear strategies and materials provided practical research based information
111	Being able to approach another SLP with a lot more experience than I have and brainstorming ways to answer a specific clinical question
112	The presenter and his message
113	excellent food at break!
114	It was full of energy and excitement.
115	the increased awareness of the impact of all communication on individuals mental health and behavior.
116	The speaker presenting the research and literature, but then totally translating how that could be put into practical usages.
117	She was articulate, humorous, and passionate about the subject. And she showed lots of videos of clients to demonstrate strategies and gave examples.
118	the speakers, Susan Langmore & Joe Murray, and a highly salient topic
119	The variety of speakers and the concentrated learning
120	His combined knowledge, experience and particularly his enthusiasm.

Sharing Discovering Q1 P2

A	
121	Sudden breakthroughs.
122	The instructor was intelligent and enthusiastic
123	the instructor and the other learners
124	Hands-on, information-dense, specific, practical, immediately applicable.
125	amazing speakers with great knowledge. very specific to my specialization (deaf and hard of hearing)
126	Speaker has a passionate manner about the topic.
127	Lots of topics so I could find lots of sessions that met my needs.
128	Being with people who are as enthusiastic as you are!
129	it was relevant to what i was doing; there was a variety of mediums used to present the information (paper, verbal, overhead)
130	relaxed learning atmosphere, instructors used many methods to convey information (e.g., anecdotes, videos, group activities), making new friends
131	There was NEW information, NEW ways of looking at things.
132	The relationship between the mentor and me as well as availability. I was able to ask any questions at any time with a timely response.
133	Combination of current research, theory, practical therapy ideas, good visual supports (handouts, videos) and humor.0
134	the nurturing and support that we gave each other to develop the document
135	putting new knowledge into practice immediately.
136	Consistent feedback & suggestions to better my skills.
137	What I thought originally would make a difference was not the key variable. The factor(s) that really made the compelling changes were not ones I suspected would be so important
138	-the special synergy present from the student knowing they were being helped and making gains
139	the added stress of implementing the new tools during the training and receiving immediate feedback
140	I was able to spend the majority of my time with children and teachers.
141	All my co workers from various Health Authorities getting together and sharing work experiences
142	clarity of focus of presenter/facilator
143	I learned a lot, even in a relatively short period of time.
144	speaker experience, dynamic presentation
145	love new locations.
146	Not only were the presenters personable, but they made sure to vary the material so that it suited every learning type. Through multimedia and hands-on portions, they were able to ensure that everyone in the workshop was able to make the most out of their learning experience, and take something tangible back to their practice.
147	many, many real examples shown by the presenters interesting topic for me
148	leaving with new skills that could be applied to your very next session
149	It included video examples and opportunities to try things out. It was very interactive rather than just lecture style.
150	The people were excellent at explaining the information presented. They were funny and you could tell that they really loved their job.
151	An interesting speaker who gave realistic ideas
152	Engaging, enthusiastic speaker who knew his or her stuff and was not someone who didn't have time to get to how it works with kids.
153	interesting, relevant information, not too technical, practical
154	The highly intelligent presenter, able to keep a large audience engaged. The strength of the research base - the integration of various threads of research.
155	Great speaker, practical knowledge and suggestions, interesting topic
156	same as above.
157	Lots of good clinical examples, video, time to practice/
158	An expert in the field sharing knowledge, stories, and examples of how his methodology works.
159	Large conference. So many different speakers, of such high quality.
160	Choices of speakers, locations, event site/rooms, choice of topics pertinent to SLPs providing service to adults (and not all geared to child speech language topics).

Sharing Discovering Q1 P2

A	
161	Having to make due with limited resources, relying heavily on 'old school' skills such as making molds from scratch, seeing humanity at its finest (patients).
162	Quality speakers
163	The event was held in a comfortable setting in a hotel ballroom or conference room - not too large a group, easy to see and hear, temperature and other conditions were just right
164	Being able to learn different ways people approach clients.
165	the topic - very innovative, cutting edge
166	Interactive teachers, hands-on experiences, good teachers,
167	How interactive it was - less lecture, more hands-on.
168	the immediacy - being able to use the techniques the very next day at work
169	Interesting speaker. Audience engagement and dynamic learning. balanced theory and application.
170	She loves what she does and is excited to share her knowledge with you. Her passion is inspiring.
171	she used principles of adult learning to teach us; the material was exactly what i needed to do my job better (more of the "how-tos" and the art of speech therapy and less of the what -- we got that part in school)
172	The presenters were both academically informative and truly dedicated clinicians. Back at work the next day, I could actually use many of their recommendations (without having to first purchase their expensive tool kit or text book:)
173	An interactive speaker as opposed to a speaker with more of a lecturing style
174	Applicability to work situation, surroundings of conference, personality of the speaker
175	The variety of talks, the location and having fellow colleagues with me.
176	enthusiastic presenters, relevant information
177	Many examples of what they were presenting. Information needs to be practical and needs to include something that can be implemented immediately.
178	high energy, organized presenters
179	performing the new strategies and having another person's eyes for evaluation of the result
180	Not too much information; organized; clear focus.
181	A mix between theory and practical information. There were pieces I could take home and use right away and pieces that lead me down a path for further learning.
182	The way the material was conveyed. Good planning, well organized.
183	Her ability to engage the audience
184	New information that motivates you to go back to your workplace and try it out; answers clinical questions that you've been wondering about; facilitates your work as an SLP
185	Le lien entre théorie/recherche et la pratique
186	Informative and engaging.
187	- hands on/interactive/experience based - information or activities that were well connected to our practise and could relatively easily be integrated or were applicable to several clients - consideration of new possibilities, ideas, technology, information that may play a large role in the future of our profession. -Knowledgeable, experienced, enthusiastic presenters/teachers, etc.
188	Speakers, variety of topics. Very applicable. Therapy based not as much theory. Great for a school Slp to use the next week.
189	Knowledge and dedication shared
190	Deborah Hayden is a great presenter; the workshop taught a new skill but also got to the core of what makes an effective SLP
191	It was relevant and practical.
192	the expertise of the speakers and the quality of the hand-outs
193	Great to connect to local colleagues and content of course applicable the next day to client programming
194	Being able to share and brainstorm with colleagues during and after receiving the information.
195	3 week intensive with great speakers, enough time to practise and up to date research
196	Watching the strategies being used on video as well as having suggestions in written form for later reference
197	My will to be successful in my first job position.
198	Engaging speaker. Comfortable seating. Lots of examples of what to do in assessment/therapy.
199	The speaker was very knowledgeable

Sharing Discovering Q1 P2

A	
200	There was lots of new info - I was just about to move into the AAC consultant role and had lots to learn. As with most conferences, the sessions were short so I was able to get some great tips across a variety of topics. But there was overlap of ideas so I could make connections.
201	There were 24 slps from around the world brought together to focus on fluency for two weeks. Guest speakers were invited to share their different approaches.
202	Actually going through the steps in a real situation rather than just sitting back and listening about what should be done.
203	Practical ideas and examples to make the information more real.
204	He helped me understand the minds of children more completely.
205	The size of the event and diversity of topics discussed.
206	He spoke from years of clinical experience , giving specific examples and trends I could relate to. He considered long-term and short-term outcomes and presented with emphasis on clinical counselling as well as intervention. A holistic, longitudinal approach.
207	It was interactive and hands-on.
208	interesting speaker and relevant topic
209	The opportunity to work with others and share ideas and knowledge cooperatively.
210	Similar Interests and goals -varying points of view and approaches Challenging issues and questions with adequate time to discuss and debate Demonstrations and videos of relevant effective approaches in therapy
211	Motivational speakers. Variety of topics and types of speakers (academics; clinicians)
212	May speakers from North America and Europe. So much was discussed. Great to connect with colleagues from around the globe.
213	The opportunity to spend 2 intensive weeks focussing on the specific area. Learning and brain-storming with professionals, meeting with families through group activities and home visits. Lots of useful resource materials to take bak to my work place.
214	it was very intensive - hands on and informative
215	a team approach
216	Less theory, more based on everyday practices.
217	my readiness, their willingness to share the information,
218	The supervisors and the whole team was very supportive for my learning.
219	The consistent support of fabulous mentors who supported me without smothering me. They believed in me even when I did not believe in myself, and they pushed me outside of my comfort zone, knowing that the feeling of being uncomfortable and/or anxious would lead to me being a better clinician.
220	The professional approach in the way it was presented, as well ongoing training. They are always offering refreshers on different components of the program, from screening, to talking with families, etc
221	the topics were of interest to me and the information consisted of the latest research findings, and the presenters were authors in the investigative research publication.
222	It was well organized and there were options for those attending to select the sessions most relevant to them. A practical focus was maintained - theory is good, but how to apply it and what it looks like in practice really increases the chances that I will be able to put this new knowledge to work.
223	It was is a fantastic location and it was hands on without being threatening! Everyone just wanted to learn!
224	Dynamic speaker and open/airy venue with good sound quality
225	The quality of the various presenters and the relevance and practical application to what I do every day!
226	It was applicable to the school based SLP working with diverse, large caseloads.
227	Completely applicable to regular practice.
228	information that was readily and easily applicable to my practice
229	The level of understanding of the technique.
230	The speaker had it clinically relevant and fun. It was pratical. In one case, I was sent to a training even with someone from another discipline at my site (i.e-with someone from psychology). We share clients with the same disorders, so it really helped support team building.
231	the speaker, great materials provided, follow-up meetings with colleagues to discuss it
232	It was evidence based - cutting edge research Very practical - had opportunities to apply new knowledge The speaker was very engaging

Sharing Discovering Q1 P2

	A
233	The ability to apply the knowledge immediately to my job
234	Relevance to my current practice and immediate applicability
235	one-on-one dialogogue, feedback and observation opportunities with colleagues are more relevant, memorable and practical learning experiences
236	Being presented in a way that told me what I needed to know, why I needed to know it, how it would benefit my patients and what I should do differently because of it.
237	Such a huge variety of topics to select from and opportunity to network with some of the big names in our field.
238	Relevant, useful information.
239	New information that is academically based as well as clinically based.
240	Being with the clients and practitioners
241	application to "real life" clinical intervention
242	It was intensive (one week) so that real learning could occur.
243	That my daily practice was changed as a result of what I learned.
244	It was interactive - I wasn't just sitting and listening to a speaker. The speaker was engaging and provided lots of new information, but in small chunks, so it never felt overwhelming.
245	Watching graduate students develop their clinical skills.
246	I love the enthusiasm and new ideas that soon-to-be-clinicians always have. It is a great way to get good information about ALL the recent changes and updates in the field, often in creative and hands-on ways.
247	It was interactive, had lots of video examples, was well paced and gave me practical and tangible strategies I could implement
248	The quality of the speaker drew a large crowd from other places, even though the community itself was small and not known for it's events.
249	The size and networking
250	Having to be resourceful and contact colleagues from centres that I normally wouldn't have contact with e.g. Glenrose Hospital in Edmonton Alberta; having to get to know a culture that I had no previous experience with - Inuit and Dene populations.
251	good presenter with good practical ideas and lots of specific examples versus theoretical.
252	I can learn on my own time, choose the topics and don't have to travel anywhere.
253	Interactive in some way. Whether it is briefly discussing a scenario with a neighbour or watching a video clip, when there is a component to a talk that gets me actively thinking then I learn a lot more.
254	It was detailed enough that you could come away with a new set of tools.
255	Hearing from someone with lots of experience. Who is still working in the field on a day to day basis and knows the same challenges I experience to balance the theory with the reality. Having enough time for the topic. Well organized speaker who kept the day going-packed in a lot but not overwhelming with too much information.
256	the speakers were knowledgeable and presented information in different formats, including multi-media and interactive groups. As a result of the overwhelming response, registration was over-booked and many sessions had standing room only.
257	Really good facilitators and enough time to really cover the material appropriately; plus, ongoing support in the form of emails and newsletters to keep skills relevant
258	This mentor demonstrated behavioural techniques and role-played actual scenarios that I experienced.
259	She had a lot of therapy tips that could be used on a daily basis.
260	Relevant, up to date information that can be immediately useful in the clinical setting.
261	Hands on instruction how to dissect the brain to reveal the auditory pathways
262	Relevant, good speaker,
263	Sarah Ward - she's a fabulous presenter. She has a relaxed and comic way of engaging her audience. She also uses wonderful personal anecdotes to make it real for the audience. She presented lots of useful information and ideas for working with individuals with EF disorders. I think it would have been better still if we had one more day as there was so much information - it went a bit fast. Either that or perhaps the presentation could have been edited to a more manageable amount of information.
264	Interesting engaging speakers
265	Innovative therapy techniques, interprofessional collaboration, and seeing evidence of great gains made by the clients.
266	speaker enthusiasm

Sharing Discovering Q1 P2

A	
267	it was timely - it answered a question I had, or I was ready to hear the information and integrate it into my knowledge base.
268	first of all, I have fabulous, very experienced colleagues who are more than happy to share their time. It also made me realize there were many ways to be an effective clinician.
269	R&R is developmentally based, it works, you can watch as it works, you can watch children with autism learn how to communicate like normal children and look less autistic.
270	Being able to work alongside colleagues while consolidating the new skills into practice
271	Both workshops were filled with practical applications.
272	PROMPT and R & R Highly relevant and most effective therapy approaches to respective communication needs.
273	1--the speaker's humour made the presentation memorable and enjoyable 2--discovering activities/practices that I could implement immediately on my return to my own workplace.
274	It was learning that can be applied every day to my work, no matter who the client is or what the challenges of the client.
275	The info was very mentally stimulating - cutting edge - challenging past beliefs, forming a new way to look at some issue.
276	A lot of practical sharing and tours of facilities that really have it going on!
277	The teacher/facilitator (engaging and thought provoking)
278	The practical nature of the content
279	Relevance to the population I work with. A meaningful over-arching developmental framework that respects diversity among children and learners. Practical, ready-to-use tools to follow up for assessment and therapeutic purposes.
280	The hands on approach with a combination of listening, watching videos and practicing.
281	excellent examples, a dynamic speaker and a relevant and interesting topic
282	Clinically based educational course- improved my clinical skills and made it relevant to my every day job.
283	Learning from someone who is passionate about a topic, who likes to share their knowledge and can bring that excitement to others.
284	Seeing the progress, listening to parents talk about the confidence their children have gained because they are being understood by their peers, and seeing the pride in my clients when they succeed ... even if its one word or one sound.
285	mix of hands on application and relevant easily explained theory
286	Someone went beyond just presenting the facts, to showing a meta-understanding of how best to impart knowledge; he used techniques of getting the audience to feel alive and invested in the material.
287	see above
288	Practical applications that I could use right away. Interesting speaker. Experienced.
289	Great speakers
290	Interactive, practice examples that we got to experience first hand, creative and current.
291	the knowledge of practicing S-LP instructor
292	-thinking about how I could really apply it to our practice
293	practical for my caseload; variety in the way in which information was presented (ex. videos, powerpoint, discussion, etc)
294	It was presented in an organized manner with handouts and online resources for us to use with our clients.
295	It encouraged me by letting me know what I was already doing right and gave me a few things that I could easily add to my arsenal of techniques.
296	It worked! Planned process based on accepted methods of project planning. Inclusive (all stakeholders involved and respected). Buy-in by staff due to process taking enough time to work through all the issues. The staff also realised that they were part of something exciting and that THEY had helped to create it.
297	Practical, time for networking and visiting, not too expensive
298	practical strategies that I could implement immediately less theory, more hands-on!!!
299	V-A-R-I-E-T-Y (of topics and speakers) and relevance for school-based SLPs
300	One topic - over more than one day. Small-group discussions after presentations.
301	Learning so much information and understanding kids better
302	The presenter was very skilled and explained the information in a way that I was able to easily understand, remember and put into practice.

Sharing Discovering Q1 P2

A	
303	The chance to expand knowledge and change old belief systems
304	-the calibre of speakers -handouts of the powerpoint presentations -location -events planned outside of the conference
305	It was relevant to daily practice.
306	Using good research and applying it to clinical practice.
307	the format was quick short presentations (30') with lots of breaks to allow for individual approach of the speakers; a mix of longer sessions with panel format on topics that leant themselves to discovering individual practices.
308	The quality of the venue, easy to locate. Dynamic presentation and practical application
309	See above
310	We got practical, hands on advice. It was entertaining and informative.
311	Expert speakers who also see real patients applying evidence to their therapy.
312	Lots of time to practise the techniques.
313	dynamic speaker, and hands on practical experiences
314	Enthusiastic speaker with clinical experience.
315	Beautiful setting at a good hotel rate. I also presented a poster at the conference which helped me be more involved in the conference i.e. meeting other presenters and members
316	opportunity to be engaged in discussion, active learning; emotional connection for participants on panel
317	affordable and accessible
318	It was challenging to some degree. I had to really focus to learn the material well. I felt that I was being addressed as a educated professional specific to my discipline. It helped me improve my skills as an SLP.
319	Examples and treatment ideas were given to help with the link between theory and practice. The presenter was dynamic and had direct experience with the population/idea being presented.
320	There was cohesion. Various sessions of the conference were related to a common theme. Learning was reinforced from one session to the next and across speakers.
321	It was 4 days long and was very thorough.
322	having a large group of professionals together
323	Being able to interact on-line with professionals who were tops in their field and being able to focus on topics that were relevant to my everyday work.
324	thinking of activities to demonstrate what I was talking about and finding video clips as examples of behaviours
325	-looking at a situation from a different perspicive -learning from others
326	Engaging true stories that related to my practice. Practical recommendations.
327	We (students) were asked as to who they would like teach each course. Classes were small, intensive and discussions were great. Everyone came prepared having completed readings ahead of time.
328	point format) and encouraging interation with the audience.
329	Their willingness to take the time to explain processes, procedures, and reasons behind their decisions. In addition, the mentors/professionals created a relaxed atmosphere so that I felt open to optimum learning.
330	meaningful application to my clinical work, practice opportunities, follow up plan to put skills in place small group size
331	I could attend from the comfort of my home. It was interactive because the speaker would ask us questions (take a poll for instance) and we were able to respond on our computer and she included our responses in the talk. Also I could type in questions to the speaker and she would answer them. It was an excellent topic and a very cheap price.
332	Specific, relevant information tied to multiple aspects of the client's social, cognitive and communicative skills and the clinical remediation task or skill.
333	Practical tools that I can start to use in the clinic immediately
334	One on one learning of new therapy techniques, trouble shooting together.
335	The energy of the sessions-lots of people, lots of sessions, lots of interaction, great food, the little "extras". Keynote speakers that energized people-not only related to the field but inspirational speakers
336	The standard of the presenters, the accessibility of the presenters, the incredible quality of the presentations, the sense that this reseacrch was working towards improving the lives of people, the thoroughness of the research, the interaction with other attendees, (I could go on and on)

Sharing Discovering Q1 P2

A	
337	The presenter was exceptional.
338	Excellent material, info and resources to take home
339	small group, interactive learning
340	The speaker and applicability of the topic , the two tiered training sessions- beginners and shortly there after advanced and finally the price and it was locally held- no ferries to Vancouver and no hotel.
341	The intimacy of the environment and intensity of the 5 day course.
342	Opportunity to discuss actual cases that were relevant to our workplace and to consider the cognitive functions and devise realistic activities/strategies/suggestions for how to assist a student in the classroom. Over a number of years, we developed some assessment tools that have provided assistance in understanding the cognitive functions, mediation, and supports that a student might benefit from that were based on results observed using the Dynamic assessment tools.
343	technology to "bring the topic to life"
344	Engaging presenters, lots of practice (sample activities and role playing), useful handouts and reading material.
345	presentation of research, with rating scales for evidence; humour; pacing of presentation & topic maintenance skills to meet all objectives and not sacrifice any part of presentation, including the wrap up of assessment to intervention
346	Locale...easy and inexpensive to attend.
347	Challenging what you had and bring it to the next level
348	interesting speaker who was passionate about what they do
349	the dynamic speaker who used lots of humour and interacted constantly with the target audience
350	Real time online classrooms using my own equipment.
351	Speaker's ability to demonstrate and communicate information.
352	Great info, great presenter, and current best practice info included
353	Great presenters; very in-depth; immediately relevant to my professional needs
354	- the speaker was engaging and there was alot of discussion generated among attendees
355	engaging speakers.
356	team work
357	I learned about what my personal strengths were and how I learn. I think it helped set the stage for other learning experiences and working with staff.
358	research based and had real life examples.
359	Good presenters, good venue, opportunity to network
360	Speaker
361	personal relevance high level of interaction addressed different learning styles (not all lecture)
362	Challenging but practical. Allowed for discussion
363	Being able to observe sessions with clinicians with experience in the area. Some hands-on time.
364	The speaker was captivating and was able to make concepts easy to understand.
365	An engaging speaker, information that was supported by current research, interesting topic
366	It was up-to-date, presented at an intermediate level (as opposed to beginner), very informative and presented by an excellent speaker. The topic crossed all S&L disorders.
367	hearing the tips for therapy and ax, based on evidence and years of clinical experience of the presenter and other participants in the workshop
368	Choices of sessions which were relevant to the setting I work in.
369	Active participation, excellent leaders
370	very knowledgeable professional speaker, taught to various learning styles - good handouts provided, good a/v support, good video examples, opportunities to practice skills
371	Being with and learning with other SLPs
372	the stimulation of good teamwork
373	Please see answer to first question.
374	Time to practice the clinical strategies in a non-threatening environment (eg small groups, not performing in front of everyone) and always received one-on-one direct feedback from instructors.
375	The number of speakers addressing medical speech pathology topics.

Sharing Discovering Q1 P2

A	
376	Intimate learning environment, with colleagues who were interested in the field and excited about hearing the speaker as much as I was. Also, learning about the 'latest and greatest' and taking away really practical ideas that will immediately impact on your practice.
377	Applicability to current clinical caseload
378	Freedom to experiment, lots of time with the children.
379	Hands on, relevant to my work, networking with other SLP's and other professionals who work with families and young children. Being treated with value and respect for what we do.
380	The speaker - she was very easy to 'relate to' as a fellow clinician, she treated us as equals.
381	mostly the speaker's way of delivering information in a novel, attention gaining approach; and the content / topic being immediately meaningful and applicable
382	It was great because it was so well organized. The training included instruction, modeling techniques, a chance to practice techniques with supervision, and direct feedback following practice.
383	Having great speakers that are very knowledgeable on subjects and speak on their subjects along with visual and practical hands on presentations.
384	Material was relevant, participants had a mutual interest, speaker was knowledgeable.
385	the frank, personal approach to the topic
386	I could learn at my own rate and get help whenever I needed it. She was available by email to answer questions. We had weekly meetings at the beginning and then just when I requested them.
387	Membership fees are within a reasonable amount. The resources that are available to professional SLPs can not be measured with other provincial/ country organizations.
388	Seeing other therapist tricks and techniques is very helpful to find new ways of doing things. It helped me learn new strategies and ideas and evaluate my own skills.
389	Humour, being organized, materials to access online, manuals for reference later.
390	Balance of information and then interaction to practice new skills. Facilitator was very knowledgeable and prompted for better responses during the practice time without making folks feel foolish. All participants behaved like equal learners. Facilitator showed no reluctance to identify & challenge assumptions people threw out there.
391	It was SMART learning, it related to systems usable in the classroom which provided opportunities for oral language practice. The instructor, a teacher, had visuals to support language learning, and interspersed theory with practical experiential activities.
392	- opportunity to discuss the information on the spot with other SLP's, to talk about how the material will be put to use in the clinic, opportunity to try it out then review with the group
393	- good organization - powerful speaker - high level of theory with ties to daily practice
394	The presenter's style and knowledge on the topic.
395	Dynamic speaker who was engaging and thought-provoking.
396	Being immersed in learning at an intense level surrounded by other equally keen and enthusiastic learners all with a common focus and purpose.
397	The variety of knowledgeable speakers and topics, opportunity to network with colleagues through poster sessions, get together, and finding renewed enthusiasm for this great profession
398	Immediate practical application and tailoring options to clients of different levels and backgrounds (e.g. diverse ESL backgrounds).
399	It was the first conference I had been to that was for audiologists only and there were so many course options to choose from.
400	Specific learning, individual attention, relaxed atmosphere, skilled facilitators, organized locally so little travel involved, knowledge immediately relevant and applicable, excellent accompanying resources.
401	The presentation was clear, interesting, exciting, and doable, and the presenter was dynamic and personable with clear slides and a logical, not overly detailed handout with additional web resources.
402	The speaker was engaging, animated and enthusiastic. The presentation was interactive.
403	group participation, brainstorming, hands-on practice, which made it easier to implement techniques into my everyday practice afterwards.
404	the organization of the events and the speakers
405	Being able to learn about how SLP/Audiology services in a different country as well as learning from other SLPs in the delegation.

Sharing Discovering Q1 P2

A	
406	the reciprocity of learning all-around: the client, the graduate student, and myself! The coming together of new information and the "old" information to achieve a goal is fascinating to see.
407	The research into the connection between oral language and future achievement academically (particularly with relation to literacy) and socially solidified my confidence in the importance of SLPs for to not only work
408	front line clinicians shared their ax & tx techniques for adults with acquired speech & language disorders. Great opportunity to network as all participants and presenters attended the 2 day workshop. Easier to approach a colleague than a guru in the field. Workshop was very low key and the atmosphere was very collegial with so much sharing going on.
409	his understanding and insights
410	Positive environment info presented in a way that facilitated or reinforced learning, interesting relevant content
411	there were lots of sessions with novel information that was pertinent to my job
412	interactive presenters
413	it blew the doors open in my thinking. It gave me a roadmap to follow in practice - long term goals that I could keep in mind to shape what I did day to day.
414	High calibre presenters who are also great speakers.
415	It was practical and relevant and the rationale for why you were doing this jived with what you had been taught previously or what you do but did not know why you did that. Backed by data and or neurological underpinnings.
416	- it was taught by leaders in our field - it was long enough that I got to know the other students and establish long term relationships
417	The time to network and create relationships with others in my field who understand the challenges unique to our locations
418	good speaker with practical applications to new scientific/research-based information
419	Interprofessional collaboration, teamwork, learning from one another, & the intense desire of everyone to make a difference for these kids.
420	Being supported by my workplace to attend. Have a presenter who was willing to take questions and not just lecture about the topic
421	what made it great was the excellent knowledge of the speaker and the practical suggestions which I could use in my practice.
422	Great presenter with lots of anecdotal stories. Information was very relevant to me at the time.
423	Clear presentation, well organized, instructor knew the material well.
424	Topic was fascinating, at the right level, and the information was current. The speaker was engaging, and interesting to listen to.
425	Strong interdisciplinary model of service delivery, in which the role of the S-LP in literacy development and learning was highly valued and respected.
426	The credibility of the presenter/s. The most knowledgeable and most highly regarded researchers/clinicians in the field.
427	The wide scope of knowledge covered in the seminars and the highly qualified speakers who deliver them.
428	Being able to spend time brainstorming about specific clients and what steps to take with them and their families. Joint appointments with other SLP's to observe what they're doing in practice and to get feedback on my own clients.
429	The energy of the speakers and delegates, the setting and the broad yet relevant topics.

Sharing Discovering Knowledge Q1 P3

A	
1	What made it happen?
2	I seeked it out myself, I was involved in organising it
3	northerspeech.com
4	coordinators at work, colleagues, financing
5	The culmination of support, a great team, accessible information, and my own love of learning made it happen.
6	an informal mentorship relationship between two colleagues who respected each other and wanted to learn from
7	a dedicated community organization that organized and hosted
8	I knew that the therapy approach was what was needed for the population that it intended to target
9	When the child on my caseload looked at me and "the light went on" and he developed a higher level understanding
10	Funding from a professional development source.
11	The knowledge of the expert in the field coupled with that person's ability to convey that knowledge in a practical way
12	Funding for professional development from my school district.
13	participants all being prepared; well-prepared instructors; great materials
14	He was able to clearly and concisely share the information with the whole group.
15	*my employer permitted me to go *the training was affordable *the training was located in a place I could get to
16	Good rapport
17	The time was available--this could be because I was out of town and away from the office, or because I joined others for dinner or coffee at the end of the day.
18	the speaker went above and beyond
19	Having the courage to leave the Canada twice to go to different places - lots of paper work and time but well worth it.
20	Got the organization approval via my coordinator, made it an island-wide workshop
21	Good communication.
22	A training workshop.
23	immediate feedback
24	good preparation and planning
25	Being exposed to different fields, professions, points of view.
26	having an organization arrange and set up the presentation; the presenter's use of mixed media technology
27	Interactive, fun, practical, effective, and evidence-based
28	an openness on the part of UBC and my clinical educator to try something different.
29	Ministry of Health sponsored conference.
30	I guess the demand
31	I don't understand this question.
32	A manager who felt it was important for us to have the opportunity
33	there needs to be a committment to including coaching where it is relevant as part of the learning opportunity which
34	timing and location were convenient. Information was relevant to current trends and needs.
35	A challenging case.
36	PRO-D support from a school district.
37	Active participation, collaboration with others involved, action steps defined to acheive outcome
38	not sure I understand the question...the speakers set out to stir excitement about a topic they were passionate about
39	local speech paths bringing someone to the Kootenays
40	Either having the workshop be inexpensive, or covered my profession/employee.
41	It was done through ASHA
42	Good conference organizers.
43	a very organized speaker/presenter
44	NA
45	Down Syndrome Research Foundation in Burnaby
46	The provincial government paid for the total cost of training, including accommodation and meals. My employer was extremely happy to give me the opportunity for the training even though it was 2 full weeks off work, because they
47	our SLP Dept with support from BCASLPA
48	good organization
49	Oh..I eally can't remember! It was a professional meeting, possible CASLPA or AAA. (Sorry!)
50	creating ties with colleagues(other slps)
51	Groups of hard working professionals.
52	The support of a really good supervisor
53	The fact that I could take the information and apply it to my work immediately
54	Having the funds available to attend

Sharing Discovering Knowledge Q1 P3

A	
55	Our professor for our SLP adult neurogenic comm. dis. class and the wonderful student collaborative learning
56	financial support from my employer
57	Support from organization I worked for: provided time and funding for travel/registration.
58	I was in a panic for CEs at the end of the year and didn't have time or funds for a big conference.
59	Presumably a committed planning committee which effectively planned and launched the event.
60	That I was willing to fund my own experience 100%
61	Online webinar through U of A
62	I wanted to learn, they were willing to help
63	It seemed like it was a very motivated group of health professionals who worked very hard to organize it.
64	When he was in Vancouver, I had given Tony some articles I had written about undiagnosed autistic spectrum disorders in adults. He had responded very positively to these and, knowing that I had in-laws in Brisbane, had invited me to spend a day with him at the Minds and Hearts Clinic when I was next down under.
65	Working with SD91 and they paid for all costs associated.
66	larger group of SLPs
67	Knowing when to ask the right questions and having the opportunity to ask them to a supportive and knowledgeable
68	affordable, good location
69	a really good facilitator
70	brainstorming, informal survey, and money
71	increased use of computers in the last 10 years, new websites, power point presentations also
72	The initiative of my coordinator and the need for training to utilize our FEES equipment.
73	Financial help and location
74	I feel that this was a result of the collaborative energy amongst my colleagues, and being essentially immersed in the camp environment, where the need for inclusion provided us with the challenge of creativity and on the spot solution-
75	not sure what this means - it was sponsored by BCASLPA!
76	I was able to arrange with work to have the time off for the professional development and a little bit of money to help
77	?
78	a combination of theory based material-participation-a desire to learn new skills directly applicable to client base
79	Good organization and planning on the part of the conf organizers. Good location.
80	I registered for the course
81	The people presenting and providing the materials to work with.
82	I don't remember who organized it.
83	Wayne Secord, Lou ????, Elisabeth Wiig
84	The presenter's professionalism, presentation style and the content they provided
85	I went to a conference.
86	My employer setting aside training money allowed me to go.
87	I did . . . it was an idea I had that I made work through an organization I founded. I organized the two days and offered a 50% registration reduction for those who were chosen to teach a session.
88	One large room full of round tables, i.e., conference delegates were together throughout the conference. The conference was designed to demonstrate excellence, e.g., fitness breaks and healthy food.
89	The Learning Services Professional Development committee put out a survey asking people what professional
90	New experiences each and everyday...believing in yourself and the skills/knowledge you possess, and mostly embracing each student (client) as a unique and wonderful individual for which you can learn from. Never stop learning or thinking that you "know it all"...be aware of the brilliance of others and consider this always in all you do.
91	The way the information was presented
92	Our hospital ENT department agreed to support me financially to do this course.
93	Surrey School Board brought her in and I recieved an email. I had already heard of Caroline Bowen's website.
94	making it a priority and choosing to take time for the discussion
95	Group of like minded professionals getting together to share ideas on specific topic
96	I am not sure what you mean by this question. I can't remember how I received the information for the workshop. I had the support of work (including the financial support) to go to the workshop, which was a week long.
97	Employer initiated.
98	I pestered my boss for some mentoring time.
99	Good organizing
100	I believe it was put on at a BCASLPA conference. It was at least 10 years ago, so I am sorry I don't remember all of
101	I sought it out.
102	Presentation of current research, giving practical examples and useful tips for client sessions

Sharing Discovering Knowledge Q1 P3

	A
103	it was sponsored by ACT Bc and was Amy Weatherby's workshop last August
104	I felt comfortable enough with the physician to ask questions.
105	My supervisor's attitude and willingness to simultaneously accommodate and challenge my particular weaknesses as a beginning clinician. I could feel that my growth was her honest concern, and I could tell that I was growing in my
106	the combination of people who want to teach and people who want to learn, coming together to create a dynamic
107	support from my employer
108	strategies and materials that could be used on Monday morning in therapy
109	open workplace atmosphere
110	Need for a focused early intervention program
111	well organized, no glitches
112	The speakers were knowledgeable, enthusiastic and connected with the audience. It was a mix of information
113	Families in crisis joining together to manage their funding cooperatively and requesting a professional team to build long term positive strategies for their children and ultimately their family.
114	The combination of the speaker and me as a professional being ready to understand and use that information at that
115	See above plus: good handouts, venue, food/refreshments, exhibitors
116	resources were available as well as a group of highly motivated learners
117	Attending with a group of friends.
118	Calpa.
119	trials and errors.
120	My employer allowed education days to attend conference
121	support from my workplace and team
122	QA organized it and made it possible for all staff to go free of charge.
123	early hearing program (EHP) for one and a personal relationship between my boss and the presenter in the other.
124	Speaker uses a variety of presentation modalities and give time for small group discussion.
125	It was ASHA, so it's big because they probably have big money.
126	The planning of an organized committee.
127	lively instructors with a good sense of audience needs
128	It was a major international conference, which was funded by my employer.
129	The mentor made herself available outside office hours and was committed to helping me.
130	Employer willing to let you attend.
131	we asked for this structure to develop the document and it was granted
132	my own desire to learn more and do my job better.
133	Organization through my masters program.
134	trusting my intuition, hearing and trusting the client, giving some time, watching and listening, being more of a guide
135	-the great interaction between the student and me and the knowledge I brought to the therapy at hand
136	personal choice to pay for and attend seminar
137	I did not have the paperwork demands of accreditation, general outcome measures and statistics.
138	Management and coordinators organizing
139	opportunity to share with other participants
140	I'm still a student- this was a practicum through my university program.
141	engaged audience, speaker commitment and passion for topic
142	I had support from my work to attend (financial and time).
143	not sure what is meant by this one
144	a great speaker, education leave
145	It was affordable and held over a weekend.
146	The drive to learn something new.
147	word of mouth
148	?? Not sure what you mean
149	good organization
150	SLP clinicians organizing this presentation
151	Surrey slps putting on their annual conference
152	usually organized by a professional association
153	Having professional leave from my position
154	Some one who believes in his methods invited him to speak. (?)
155	SET-BC paid for me to go.
156	I suppose the organization itself.

Sharing Discovering Knowledge Q1 P3

A	
157	Volunteer organizers and professionals
158	(I'm not sure of the reason it came about in the first place.) I was able to go to this event because it was held relatively close to my home and the cost was reasonable, unlike many other opportunities I can't take part in because they cost
159	The uniqueness of each person.
160	at work, slps requested further training after P. Bacslavi gave a Pro-D to us. had to obtain managerial support - both financial and professional support from workplace
161	I don't really understand this question. The conference was offered through the Lidcombe Programme. VCH-
162	Coordinating all the SLPs in the area to pool their pro-d funds to bring in a more expensive, but more specialized
163	attending the right workshop
164	Quality of the venue and perks for participants. A dynamic speaker. Interesting content and practical applications.
165	I saw her most recently at the BCASLPA conference.
166	the bc early hearing program -- building on-going training into the costs of the program
167	?
168	the organizers who brought in a highly recognized speaker
169	ACT -BC (I think)
170	I was a student at the time and we received funding from hearing aid manufacturer's to go.
171	well thought out organization
172	Usually funding or partial funding from employer due to high costs of travel and course fees.
173	specialty aac brainstorming group for the region
174	collaboration on a program for the student
175	Having knowledgeable speakers.
176	An opportunity to attend the a course in the province and good timing.
177	My seeking out the learning opportunity.
178	I chose to pay for the conference myself
179	Availability of Professional Development opportunities
180	Une annonce pour la formation reçue via une alerte courriel
181	Appropriate funding and timing. Advance notice.
182	- research, trialing of new methods, tackling a new/challenging case, people willing to work to organize professional development events - realities of time and money (to do research, get presenters, attend workshops, etc.)
183	Great rate. Good speakers. Topics are key for me.
184	Desire for information on topic
185	I guess I heard about the course, went to Seattle for the first level and followed it up with the second level here in
186	A good speaker and a chance to discuss with my professional colleagues.
187	a dedicated team of organizers and international participation
188	Not sure who initiated it.
189	A local course or conference attended by several colleagues from the same site.
190	?huh? U of A?
191	The speaker made it interesting plus there were opportunities to demonstrate the strategies
192	My ability to explore and accept new points of view.
193	Speaker got to the meat of the matter quickly rather than rushing it in the last hour or so of the conference.....made this happen by succinctly answering attendees questions and shutting down people who like to hear themselves talk.
194	Financial support to help get rural SLPs to a big centre
195	I had a mentor there who was able to guide me in my session choices. I had strong motivation to learn about the topic since I knew that I'd be applying the info soon.
196	The Stuttering Foundation paid for the workshop and all of the expenses for the participants, including travel, accommodations and per diem. The Stuttering Foundation continues to offer these workshops at no cost, except for travel. Workshops are announced at the end of the year and applications are due by end of March. Chosen
197	Not being afraid to try something different.
198	proximity to the location.
199	His amazing manner of delivery made it happen for me!
200	I applied for a Pro D leave and paid for it, in part, by myself.
201	The topic of the presentation and the knowledge/skill of the presenter.
202	Organized by UBC
203	funding and partnerships with different organizations working together
204	It was not a one time, 2-3 hours presentation, but a course where we met weekly over a period of 6 weeks via an
205	Comaraderie Tireless, dedicated volunteers

Sharing Discovering Knowledge Q1 P3

	A
206	volunteers and surveys asking the SLPs and AUDs what topics are needed
207	Health authority was committed to the new program. manager pushed for all to be able to attend (only and last time
208	Government funded program with support from employer.
209	Lots of collaboration with Mary Ellen Nevins the coordinator of the program out of the U.S.
210	coming together (in person) but could also have been effective to meet via skype or other electronic/phone
211	Watching videotapes of children. People asking good questions from the audience.
212	right place, right time, and FUNDING for tuition and education leave!!!
213	This is one of my placements which was arranged by UBC.
214	The CRC's commitment to continuing education and clinical excellence, which allowed my mentors to be released from their own clinical caseloads in order to provide me with as much support and guidance as I required.
215	The determination of someone who believed in our program and what it could do for the future of so many
216	resources, good organization, good timing, central location and effective announcement to professionals.
217	I don't know - I would guess lots of people, lots of money, lots of planning time.
218	A great employer who completely supported continuing education - and there was money!
219	the society putting it on-happened to be BCASLPA
220	Location, timing, and commitment to professional learning on my part.
221	Attendance at a conference where a great presenter was invited.
222	Supportive supervisor who saw its value; funding made available.
223	someone or some organization inviting/organizing presentation at a time and place that fit into my schedule
224	My interest in the topic. The effectiveness of the training/trainer and the follow-up component
225	I had support from my agency. We also chose for each clinician to develop some skill areas of interest, not for everyone to have the same information/skill set.
226	I signed up to go to a conference that sounded interesting
227	ACT BC - I frequently check their website for more continuing educational opportunities.
228	government funding
229	My senior SLP suggested that it would be a great course for me to do and it was an area that I could see a great need for in our practice and was something that interested me greatly.
230	individual pursuit
231	The presenter was passionate, knowledgeable, and current.
232	Seattle location (close to home) some funds from employer, and my commitment to putting in additional funds for
233	This question is not clear to me.
234	Inviting new and interesting speakers.
235	Don't understand....you mean who made it happen?
236	dedicated caring professionals who pursued funding \$\$\$ to bring speaker in and arrange facility and accommodation
237	My workplace allowed me to be away for a week and assisted with workshop costs, and I traveled to Portland,
238	A great speaker and support from my workplace to pay for me to attend.
239	It was an interprofessional workshop - so funding from several different interprofessional groups helped to support
240	All parties wanting to provide the best therapy and programs for school aged students given the limitations of a school setting. Support from UBC also contributed.
241	I am often pro-active in reaching out to students and Universities in order to collaborate, share information and
242	I'm not sure about this question
243	Local community agencies pooling funds to bring in a quality speaker.
244	funding
245	Being in an isolated area forced me to have to reach out to other SLPs for advice; living amongst First Nations was incredible and made me want to learn about their culture in order to work with them effectively.
246	BCASLPA
247	online services through speechpathology.com
248	Probably money!
249	the length and depth of the presentation
250	Funding and a great advisory board that organized it.
251	The cooperation and coordination of the SLP-Private Practice Interest Group with the Richmond School District SLP's and UBC's Dept. of Psychology. Sufficient funds were made to cover the conference costs, and net funds were divided three ways between Richmond School District, UBC, and PPIG. PPIG used its share of the funds to
252	When I worked in Ontario the provincial preschool language initiative (provincial government) paid for this training so most providers had the training and also had advanced Hanen training.

Sharing Discovering Knowledge Q1 P3

	A
253	I had questions and sought out this well respected teacher who was dually certified in the USA (in the past) as an SLP. So I respected her knowledge as a teacher and former SLP.
254	Sunny Hill Health Centre for Children SLPs
255	Geographically accessible and a reasonable attendance fee.
256	Funding to send me to the seminar.
257	many variables
258	Not sure what you mean by this - I do appreciate the Surrey school district SLPs who organize and host these
259	?
260	A wonderful director, dedicated, insightful clinical educators, a great team of interns, and highly motivated clients and
261	usually SD 36 SLP conferences
262	timing of the event and availability of funds.
263	I took my own time to do this (I did not get paid to do this...like much of my professional development!) and the
264	I applied and my work place supported the continuing education.
265	Funding, an employer that supported my development and that the educational qualification required a period of
266	Our school district sponsored the David Loyst workshop and Michelle Winner was sponsored by ACT. Both were in my area (one in Salmon Arm and one in Kelowna) which made them much more accessible than the workshops in
267	Presenters were very knowledge, insightful, hands on learning and very responsive to needs of the participants.
268	1--my desire to attend the conference and the employer's financial and time support of it. 2--my desire to meet with the colleague and the employer approving it in terms of financial and time support.
269	N/A
270	A very large team of professionals with a common interest who put this together every year to help support each
271	I don't know what you're asking.
272	Engaging in hands-on practice in an environment that was supportive
273	Personal initiative in paying for the travel and fees to pursue some of these in-depth (since I am self-employed). Knowing that the knowledge and application possibilities would be well worth it. Great orchestration on the part of CASLPA/BCASLPA reps for annual conferences. Technology! (for webinars) Generosity on the part of local government agencies (like MCFD) to host training for multidisciplines in our community. Fees and travel distance for city pro-D events being within my means (but more & more webinars are the responsible way to go in this oil-depleted and climate-changed world). Commitment to maintaining certification minimums keep all this on track so it doesn't slip (it's easy to put pro-D opportunities on the back burner when caseload commitments are extensive). Never-
274	The hanen program offered it and my employer gave me time off to go to it.
275	local school board slp's put together annual conference, so i don't know what specifically made it happen.
276	observing SunnyHill Health Centre Feeding and AAC assessments. Neurodevelopment treatment course with 5 days of clinical experience and education. Peer shadow/mentoring.
277	Being in an environment with knowledgeable SLPs.
278	Perseverance, patience, exploring techniques and motivators that work for individual clients. And last but not least ...
279	enthusiastice, knowledgeable instructors
280	He had knowledge of how the brain works and learns, in ADDITION to having something interesting to say.
281	planning, organization,
282	Don't understand.
283	Great organization, pleasant location, easy access, accessible price
284	Dynamic presenter, exceptionally well balanced with visual, hands-on and verbal information. Relevant to a large population regardless of where we service them.
285	the senior for the region planned it
286	good engagement with the audience.
287	professional associations; school boards
288	I don't understand this question. The information was made available to me and I went to the workshop.
289	I often find it difficult to pay close enough attention in larger settings so I don't get as much out of it.
290	Difficult staffing circumstances Third mat leaves/vacancies (out of 24 staff) provided perfect opportunity to redesign service - new staff walked into a new service. Had been trying to change service slowly - frustrated with rate of change. Knew it was a one-off opportunity. Organisational management supported 100%. I had been networking
291	Organizations willing to put the time in.
292	group organization through my university & availability of a subsidized rate for the group
293	The location - ability to break out into small discussion groups, then come back to the large group
294	A lot of hard work and a lot of money.
295	The S-LPs in the Surrey School District!

Sharing Discovering Knowledge Q1 P3

A	
296	Stepping out of the fold of professional and back into the role of learner
297	-hard work planning by the EHP or PHAC -low registration fee made it possible to attend -nearby location allowed for easy travel and less expenses (no hotel required)
298	Not sure what this question is, if I have interpreted it correctly: I left with practical tools that I could use the next
299	Involving the audience and allowing them the experience what the children do by demonstration.
300	a format that was conducive to that
301	Employer who cares about continue education.
302	The need for the information at that time.
303	My manager approved funding for me to go.
304	It was put on by a top rehab hospital.
305	A group rate was available.
306	time and preparation by speaker
307	Location- i.e. within BC or AB so it was easier and less expensive to travel to.
308	Not sure what you mean by this question, but BCASLPA organized the conference. I work with adults so if BCASLPA got some great speakers in the area of adult neuro speech I would love to go again.
309	Parent Panel
310	correct presenters
311	Support from my employer. Interest on my part. Need for this type of continuing education within the region.
312	- local planning committees
313	Having a theme to the conference. Choice of speakers who were not only researchers, but also clinicians. Also, from my personal perspective, going to the conference with a particular set of questions in mind ("learning plan")
314	The money we have allocated to us in our collective agreement to cover professional development.
315	it was hosted by VCH, but it was available to SLP's all over the city. I think it happened because Speech Pathologists as a whole are interested in continuing education.
316	The university had assembled a good team of instructors, as well, they had a system in place that was well-organized and that made learning-on-line a great experience.
317	a) requests from college program and or school district workshop organizers b Autism Society organized the PECS training I attended, but I know these training opportunities are presented by different organizers. Hanen Training was
318	-group decision to take time to have the meetings
319	Time given off work to attend.
320	Collaboration between students and the U of A. An openness from the U of A to provide us with courses that reflected that we had all been working in the field for several years.
321	The SLP's with the Surrey school district organized annual conferences. I'm not sure if they still do, but they were the conferences I most looked forward to.
322	I suppose the personalities of the mentors/professionals and the fact that the management of the establishment allowed for the flexibility in schedule so that questions and conversations about the occurring events were not rushed.
323	funding and organizational support
324	Hanen made it happen. The relevant, current topic was what prompted me to register. (red flags for autism in
325	The strength of the story drove home the important points. Helped to integrate that information into my mind and helped me better able to transfer that knowledge to my colleagues and clients.
326	conference - good discussion or good hands-on experience
327	Our school district funded and promoted the program.
328	I am assuming a great dynamic committee made up of people that represented the professionals in a broad way (e.g.
329	Adele Diamond from UBC obviously inspires a lot of people to get this off the ground. They have a large number of volunteers and it also appears to be peoples' job to get the conference going - not off the side of the desk
330	A couple of agencies in town partnered together to bring a high quality pro-d opportunity to our town.
331	I did. I paid full price for it by myself.
332	both the instructor & participants were excited about the program and training for it
333	A lot of hard work (I attended that first, and organised subsequent sessions) , a supportive administrator and a topic
334	I was sent on the training to so that I would be able to offer TRT to my clients in remote areas.
335	Initial training by Ingrid Jeffries, SLP a number of years ago and her initial guidance in the Richmond School District study group. While Ingrid no longer attends our group, we have continued to maintain a connection and she has contacted us with opportunities to update or hear other speakers who utilize dynamic tools. (BCASLPA funded a proposal from our group several years ago and we purchased one of the Dynamic Assessment tools to use with
336	organized by a group of SLPs and well run
337	Registration for the course was encouraged by my supervisor but I also was very keen to take the course.

Sharing Discovering Knowledge Q1 P3

A	
338	extremely skilled presenter; management of questions/lateral topic moves; delivery of all course objectives & i am still consulting the website for therapy ideas
339	Group of peers
340	face to face discussions
341	Online learning and good conference.
342	Our school district SLPs approached our director of Student Support Services about hosting the workshop. He gave his blessing and money for funding, then we worked hard to organize it.
343	IT was just the way the teacher structured the couirse.
344	Blending of relevant information (i.e. topic), speaker's ability, and applicability to current caseload.
345	A group of therapists collaborating together with the presenter to tailor the learning experience to educational needs
346	Very supportive School Board and administrators; was given leave with pay for the POPARD courses. Note: The economy was better then so more Pro-D money was available than there is currently.
347	- the S-LP dept within the organization i work for - because we know our own education needs and can taylor
348	collaboration behind the scenes - asking participants what topics they are interested in before booking speakers,
349	deciding to take responsibility for the first step
350	presenter was able to incorporate all of the above into his presentations style.
351	Time spent thinking about myself and what I perceived to be my personal strengths.
352	Being with SLPs and hearing their ideas and comments on how the information related to their practice.
353	A team of organizers, pro D support from employer
354	The organizers
355	involvement from professional group
356	Well prepared and knowledgable presenter.
357	Shared expenses. An accommodating employer.
358	The speaker made it happen. His humour and easy-to-understand analogies helped to move my understanding to a
359	Professional development funding through work, a professional association putting on a conference,
360	The Surrey Speech-Language Pathologists
361	having the time and spatial layout for dynamic and interactive discussions between participants and the presenter.
362	The locations, the time of year, and Pro-D funds.
363	Attendance at a course
364	funding! without funding from the Professional Practice Council, I could not have attended this. Also, my employer provided the time (although it was mostly without pay)
365	My boss providing the funds.
366	the desire to share ideas and research to increase knowledge and improve services
367	Please see answer to first question.
368	Well-organized instructors; kept group small and had enough facilitators to make sure everyone could be provided with 1-on-1 feedback during each practice period.
369	I presume the conference committee recognized their conference should have cutting edge presenters present to address the wide variety of SLP work settings.
370	Funding from my workplace so that I could attend, and a group/individual with the drive to organize the workshop.
371	This question doesn't really make sense..... Are you looking for what organizations funded the conferences/professional development or the fact that my employer has professional development funding that I was able to access or the idea of how I was informed of the various professional learning experiences.....or?
372	a generous subsidy from the Scottish Rite and three creative colleagues
373	Full support, both financially and in time, from my employer or from the provincial program, to attend.
374	Funding in our department allowed us to have her come and speak to us.
375	group of passionate individuals striving for the same goal
376	The organizers of the training had adequate experience and made it interactive.
377	It was organized for this professor to be flown in from the U.S. to speak for the day.
378	Community association listened to members and brought in specificaly what was asked for.
379	knowledge and experience of the speaker
380	We work for the same school district. Her job is to consult with children using AAC and work with other SLPs or
381	I have been a member of ASHA for 15 years/ I will keep paying the fees as I appreciate the on-line and organizational support that is given out for CEU reporting.
382	Opportunities to shadow other SLPs are rare and happen little after school. Joint visits with occupational therapists are possible to work out on a case by case basis at my work.
383	Registering and hearing about it via emails.

Sharing Discovering Knowledge Q1 P3

A	
384	A re-org in which leaders had the vision to provide new managers with high quality skills with which to meet their new responsibilities. A set of new managers who were willing to learn as colleagues, and to abolish professional pecking
385	I prioritized the Pro-D day over report-writing.
386	- affordable, at a location I could get to without undue cost or stress (easy parking or near SkyTrain, lunch provided
387	- not too expensive - engagement in the topic
388	Being able to see her at BC Children's Hospital this year- the SLPs from that group had seen her at ASHA and
389	BCASLPA! This learning experience was at the BCASLPA conference in Nelson.
390	A number of factors including finding the time and money but primarily having a wonderful mentor who believed in my ability to get the questions answered and the job done.
391	The dedication of BCASLPA members who volunteer for their professions
392	I'm not sure I am clear as to what this question is asking. I was able to use the above program at work and in private practice, as I both purchased the materials and, as a group, we also convinced our practice leader that it was worth getting the materials, after we had completed an inservice on our learning experience.
393	Canadian Academy of Audiology organized it.
394	Me, my manager (for funding) and our local team of SLPs
395	The Surrey conference that brought in Caroline Bowen was very helpful to me, and she did encourage access to her ample on-line resources. But I also loved going to Montreal last week both for the conference content and for the
396	The combination of the above things really made the entire 2 days exciting. I feel like the knowledge I gained there has been put to use over and over again since then because I really soaked it all up. Other conferences I have been to, I have never thought about the information again after that day, because I was not engaged during the
397	presenter brought in through combined efforts of professionals (PT, SLP, school board (EAs), etc.) and funding was
398	the volunteers
399	CASLPA selected various SLPs across Canada.
400	open-mindedness and flexibility are key to imparting change
401	A chance meeting at a conference with one of the creators of the program and then a subsequent request from a Resource teacher to do the pro-d presentation.
402	An SLP recognized the talents of colleagues and wanted the info available to as many SLPs as possible. We are all doing wonderful work in our therapy rooms but have little time to share our knowledge and experience with others or
403	I do not remember the name of the speaker at a CASPLA conference in Winnipeg late 1970s or early 1980s. His 3 hour presentation on children w/disabilities and family capture the large audience for the entire presentation.
404	Ironically, I later learned that he had a disabled child and his way of coping was giving presentations and his wife way
405	Time to be there, great handouts access to EBP articles to facilitate further learning, being with people of like mind
406	I had to travel out of province to meet with others with my AT specialization
407	Funding from my employer
408	The presenter. She had that rare combination of solid research background, clinical understanding and the ability and
409	I'm not sure how to answer this question. BCASLPA, ACT, CASLPA, or another organization has organized it.
410	Intelligent, articulate presenters with a penchant for neurology.
411	- my employer paid my wages while I was there - I had the resources to drive 14 hours to get there, and pay for my tuition and accommodations while I was there
412	Hard-working SLP organizers, area funds from BCASLPA, commitment from attendees to take the time for travel, not sure what this question means, some of the best learning I have had has been at SLP conferences or multi-disciplinary conferences designed for children with special learning needs.
413	A priority on information sharing, respect and appreciation for one another on the team, a program that made it
414	Pushing to be supported by my workplace to go to the workshop. Being dedicated to continued education.
415	what made it happen was a local agency who put the conference on.
416	funding availability
417	The organizer and presenter.
418	Organization from the Surrey SLPs.
419	Excellent leadership in management and highly qualified, professional staff in a range of disciplines (OT, PT, S-LP,
420	High need that had been long recognized and reputable group hosting.
421	The audiology-centred mandate. Not half speech, half audio, or 3/4 speech, 1/4 audio.
422	Taking the time out for each other during our crazy schedules and having the support from management to be able to
423	It was local so no travel costs involved, and our organization had pro-D funding available at the time to cover

Sharing Discovering Q2

A	
1	How have you been successful in discovering new learning events?
2	Through word of mouth, email, SETBC, my colleagues
3	mostly via colleagues
4	through work, online tools, talking to colleagues
5	receiving emails from Therapy BC, ACT and BCASLPA
6	Joining various groups that provide updates. Maintaining relationships with professionals from other health ares
7	Somewhat, I often look at the northern speech services website. But most often it is through word of mouth with my colleagues around the province and on councils that I sit
8	Via e-mail connections with colleagues and being on distribution lists
9	Typically through email.
10	Yes. Webinars!!!
11	By going to BCASLPA's website!
12	Through word of mouth with other colleagues, through emails from organizations (such as BCASLPA, CASLPA, and/or the organizing committee for that event), and through searching the internet (e.g. on websites such as CASLPA).
13	I've heard about learning events through peers, online websites, printed professional periodicals, emails.
14	yes.
15	I have no trouble finding out about new learning events. Information sharing is top notch among SLPs.
16	electronically, through paper journals/newsletters
17	Yes! Availability of webinars has increased access to new and affordable learning opportunities.
18	-sponsoring events locally based on demand -watching conference info and brochures -checking bcaslpa website
19	Mostly from my colleagues.
20	*email *word of mouth
21	Repetition of learning materials, observations, hands on practice, notes to review at home
22	I subscribe to SpeechPathology.com which supplies much of my needs. I search for topics on which I wish to get more information on that website. Additionally, I read the ASHA Leader, Commun-e-cate (or whatever it is), and the BCASLPA emailings. Also, my employer provides many opportunities for a variety of trainings.
23	ACT
24	Yes- I look online at BCASLPA and CASLPA and am on ACT BC and a few others who send out info.
25	I tend to get lots of information via e-mail or through my work. I would say it is quite successful.
26	Through memberships in professional organizations
27	Online searches and info forwarded by colleagues, sometimes from other provinces
28	I looked through the Autism community Training website.
29	talking to colleagues, using the internet, signing up for ongoing events via email
30	e-mail and internet. Membership in associations; professional publications
31	through word of mouth recommendations, via emails from organizations and associations
32	Websites such as Therapy BC, CASLPA; word-of-mouth; vendor websites
33	colleagues, SET-BC website
34	Not very successful, other than the occassional conference in the US.
35	word of mouth, e-mailing lists from previous events, memberships/certifications (Hanen, RASP, etc.)
36	Usually word of mouth and CASLPA Communique
37	I used to look to ASHA and CASLPA for upcoming training. I still look at CASLPA. At the moment I look to ACT-BC and surf the net.
38	Going to agencies' or organizations' web sites or by being on agencies' or organizations' websites email addresses.
39	Through word of mouth, emails, websites.
40	via the internet (e.g. ACT updates)
41	Some what, we have a great team that passes information within the group
42	Through my memberships with BCASLPA and CASLPA, being part of a School Board which provides opportunities and being connected with the local community by e-mail
43	via emails
44	Not sure.....it's been a challenge, especially when you are very busy and feeling overwhelmed with just keeping up with the basics of managing a full caseload.
45	Professional websites, email contacts, mail.

Sharing Discovering Q2

A	
46	Membership/email lists, networking with colleagues (word of mouth)
47	yes
48	Yes. I have discovered two great new learning events in the past year: Social Thinking providers conference and David Loyst, Reference and Regulate program.
49	yes.....I have been doing some courses online recently. I find this to be a very efficient and cost effective way to earn CEU's.
50	e-mail notifications of upcoming learning events work best
51	No I have not. I usually look on the CASLPA or ASHA websites
52	Many opportunities are relayed to our SLP group (School District #38 in Richmond) via email.
53	Checking BCASLPA and CASLPA event schedules and receiving fliers about upcoming events. Some events are annual (conferences for associations and Surrey) --it is harder to learn about other special speakers--it would be good to know so we could do more long-term planning
54	reading BCASLPA announcements, talking to other SLPs, receiving notifications from other School Districts
55	By searching the net, visiting trusted research centres, such as Haskins Labs, combing science section of bookstores for clues, being subscribed to Scientific American Brain, attending conferences (online) re. areas of interest
56	I have enjoyed doing some on-line learning experiences which is very helpful as I have 2 children and I work only part time. To go to workshops can be very challenging as I have to pay for child care as well as the workshop itself.
57	Ys. As UBC faculty, there are many courses available on instructional skills, which are applicable to many things I do in the field of audiology.
58	Websites, word of mouth, professional associations.
59	I read the ASHA websites. I have colleagues that tell me about events. I have advertising email sent to me by companies putting on events.
60	I am a student member. Our school has a colloquium series which students may attend. We also have a professor who is very engaged and fwd.'s students emails about other related learning events going on in the community or university. Without her emails I would not know about them.
61	Word of mouth online
62	Word of mouth. It mostly is motivated by the need to earn CEs. So I talk with my fellow professionals or with the associations.
63	Word of mouth and by email, chatting with colleagues
64	I haven't actually - I end up asking around to see if anyone else has heard of any.
65	I like receiving the emails about upcoming events from Therapy BC. We also discuss upcoming education opportunities at our staff meetings.
66	Asking other colleagues, reviewing BCASLPA and CASLPA events, checking web-sites that I am familiar with.
67	usually via web announcements or newsletters of organizations
68	New Learning Events? Formal ones I discover by via our professional journals and announcements of conferences. Informally, every time I watch children playing or talking with their parents in a grocery line-up, I learn or am reminded of something. I think the biggest "learning" surprise for me was when I realized that my love of reading fiction had introduced me to some authors eg Jane Austen who, in my opinion, had brilliantly created/described some characters with an autistic spectrum disorder. I keep learning by: * being aware that each of my clients may have something to teach me --- either about my profession or about life itself * by observing conversations and social interactions wherever I happen to be * reading * sharing ideas with my colleagues * attending conferences
69	Through present contracts with CAYA, FNEESC, emails from ACTBC, Scanning Caslpa sight. I find the local events are not well advertised to private practitioners...
70	From my peers- word of mouth
71	By communicating with peers. Networking with other professionals has been very important.
72	ACT-BC, emails from different agencies promoting events
73	mostly through email lists that I have been put on as a result of attending other events. Also, recommendations from co-workers.
74	I have utilized web searches and taken the initiative in finding learning opportunities that met my needs (e.g. ASHA conferences and Dysphagia Research Society Meetings).
75	The best way I've heard about is via my workplace or even via some sort of social media (tweets/facebook)

Sharing Discovering Q2

A	
76	I feel that I have been able to find a number of 'new' learning events through emails from the associations I belong to, as well as from SET-BC, and the vendors of materials/software/devices.
77	Emails
78	Yes, the Afasic International Symposium in England which occurs every 6 or 7 years has been fantastic. I have attended twice and was so stimulated and excited, both times, with the quality of the presenters and presentations. I found it surfing the Internet when I was already planning a trip to Britain. It coincided perfectly.
79	Mostly thru newsletters and announcements delivered via email. Also word of mouth.
80	Usually through email lists (CASLPA, Hanen, other special interest email lists). Also therapyBC website and colleagues.
81	Through e-mails, brochures sent to me at home and work, and through word of mouth.
82	Surfing the web, searching key words of subjects that interest me.
83	internet search; speaking with colleagues
84	By signing up for automatic emails from places such as BCASLPA and ACT-BC organizations.
85	Looking at CASLPA, ASHA, BCASLPA website. Also colleagues tell me about conferences that are happening.
86	Looking at the Northern Speech Services website and receiving emails from groups in the area that are hosting conferences. Also bringing in our own speakers and hosting a conference
87	I get some conferences emailed to me from the Ontario Aphasia Centre, and i look online (BCASLPA/CASLPA and also Northern Speech Services website)
88	Through networking at work and emails I receive from a variety of professional organizations as well as networking groups on Facebook etc.
89	I subscribe to e-newsletters and also go 'google alerts' for key words that draw my attention to subject areas of interest. I also maintain memberships in professional organizations. I read everything . . . I love to learn so I'm highly motivated.
90	I am a member of various organizations that send out continuing Ed information and workshops relevant to my personal professional interests.
91	Mainly through word-of-mouth and postings that appear in the schools/offices. I also appreciate the emails from BCASLPA that outline various pro-d opportunities that are coming up.
92	Friends, journals and newsletters.
93	I am lucky to work for a school district with excellent professional development initiatives, always seeking opportunity for professional growth is a priority in this district. Also I have learned of learning events from emails, websites, pamphlets through the mail, and colleagues.
94	My workplace posts professional development opportunities, or I have seeked them out myself.
95	I have found learning events on-line by doing a google search, they have been emailed to me by colleagues. I have also found conferences on websites such as bcaslpa, caslpa, hanen, ACT-BC, etc.
96	colleagues sharing conference information through hard copy or via email--some are conferences that others have attended where the speaker was positively received and others are upcoming inservice events that sound exciting and thought provoking
97	Word of mouth from colleagues, info in Vibes newsletter, emailed flyers, asking around, notices about work inservices and visiting presenters.
98	Through emails sent directly to me or forwarded by other professionals.
99	We have a person in our department assigned to keep us informed of PRO-D opportunities in case we miss emails about upcoming events from various associations.
100	Yes. Able to get information from BCASLPA website CASLPA website and through work emails.
101	Somewhat successful. I often just hear about things from other SLP's by chance.
102	No problems - there is far more professional development available than I am either able to afford or get time off from work to attend.
103	Web searches or word of mouth
104	I usually use my prodev money for ACT workshops or local SD workshops at this time
105	Via e-mail, usually from my practice leader or co-workers
106	So far they have been arranged for me, for the most part, because I am still in school. Of the few 'events' that I have been able to find more independently, I particularly enjoyed shadowing other disciplines at the hospital I worked at during my practicum experience. Seeing clients while they were engaging with physiotherapists, for example, was a good learning event. I supposed I was successful in discovering this opportunity through lunch time discussion with the other disciplines.

Sharing Discovering Q2

	A
107	through work of mouth. Everyone is trying to find new ways of earning education credits with rapidly decreasing opportunities granted through employers. It is becoming quite difficult to get approval in a timely manner, if we even get it at all...
108	Mail outs, information shared through colleagues and BCASLPA
109	CASLPA website, and doing random searches on the web. It would be nice if there was a more comprehensive resource for finding out about learning events.
110	Access to new learning events - can be a challenge - especially if you are working in remote areas. Some of this is related to travel and weather patterns that can make winter driving hazardous. It helps to have new learning events during times of the year when we are able to take time off. (Spring Break - Holidays are preferable)
111	Looking on association websites for learning opportunities
112	hearing about it from colleagues, getting emails from BCASLPA/CASLPA, getting emails from learning event providers.
113	Done a lot of searching online for courses coming up in my area. Have used the CASLPA, BCASLPA, and therapy bc websites to find local information
114	Internet searches, reading CASLPA and ACSLPA and TherapyBC postings
115	I just check it out myself, and I think I am doing well.
116	Online searches.
117	Yes, from a variety of sources
118	notices are emailed or mailed to me
119	It's really a word-of-mouth thing for me and also websites and emails from ACT-BC, ASHA, voice associations.
120	By being part of an informal network of other SLPs in private practice who share resources and info online. By subscribing to various websites or organizations who send emails on upcoming workshops in my area. By hearing from work colleagues - esp. for online webcasts/webinars.
121	Through various websites and professional publications
122	In this era of computerized information, many of some of the best learning situations have been via programs/CEU's that are available about various interests to my practice.
123	email and word of mouth
124	By frequently checking websites, such as BCASLPA, CASLPA, ASHA.
125	With BCASLPA? Not much. The audiology content provided by BCASLPA is not in-depth nor strong enough.
126	to be honest i haven't discovered them really myself. I found one I was REALLY interested in doing. but it was quite expensive and never got approved (needed to go to states for it). the ones that i have gone to that were amazing were provided by my employer. i guess there was one workshop i organised myself - Hanen. that worked out well. but it was many years ago.
127	through national organizations that offer online seminars/workshops (e.g.: ApraxiaKids website)
128	Yes.
129	Generally through work email -- information is sent either to our senior or manager and they pass on courses that seem relevant to staff.
130	Yes. I use online courses, and find ones that are specific to my needs. They usually contact me (Cochlear implant companies, I get several emails with courses and workshops).
131	Association publications and email announcements
132	Primarily word-of-mouth and email. Also, by checking association websites (BCASLPA, CASLPA, ASHA).
133	e mails from BCASLPA
134	searching on websites, reading emails sent
135	proactive in finding and regularly checking different sources (particularly websites) for upcoming professional activities. Once I find a website, I save it!
136	Being on listserves, e-mail lists or twitter feeds.
137	I don't "discover" many new events. I am on mailing lists from professional associations or from agencies who regularly host events - i.e Surrey Speech and Language conference, BCASLPA; CASLPA; ACT. I don't feel the need to look further.
138	I tend to search for events via google, CASLPA website, or CAA website. I am particularly interested in attending conferences, NETWORKING events, and workshops. Especially- networking events to have a chance to meet other professionals, share knowledge, and meet potential employers for students who are graduating.
139	Internet and word of mouth

Sharing Discovering Q2

A	
140	I get on mailing lists, talk with people about my and their interests, plan learning events that address my learning needs.
141	Checking email regularly, listening to fellow SLPs, noticing up-coming workshops by checking bulletin boards in the staff room.
142	Usually over the internet. I have some websites that I go to regularly to see what events are coming up. I am lucky because my employer also organizes events to attend.
143	colleagues
144	Through word of mouth and by looking at CASLPA's website. I feel though that there are learning events that I am not finding out about and therefore missing.
145	With the help of email and colleagues, I feel that I have been successful in discovering new learning events.
146	Yes, through conferences & courses.
147	opening up to new directions in therapy and new avenues of resources
148	I have relied on my colleagues in the Lower Mainland hospitals - G.F. Strong and St. Paul's Hospital SLP groups have been bringing in excellent speakers recently. I attend a major event in either neurogenic communication disorders or dysphagia once each year. Online courses are also feasible - Northern Speech Services is an excellent resource for these.
149	Work email via colleagues and associations.
150	what do you mean by new learning events? I implement what I've learned from workshops and books into therapy and those are new learning events for me.
151	My manager at work emails around professional development opportunities.
152	I mostly attend autism related training and receive emails regarding those events from ACTBC. I also look at the CASLPA and BCASLPA annual conference events.
153	Email updates from the U of A speech pathology department. I did my Master's in Alberta, and sometimes have difficulty discovering new learning events in British Columbia.
154	By email contact lists.
155	I usually search the internet if there is something specific I am looking for. I sometimes check the CASLPA website. I also get information passed on from my colleagues at work.
156	websites, email, talking with colleagues
157	Sometimes by checking BCASLPA's website, therapy BC website and internet searches for topics that I am looking into.
158	I've been alerted to upcoming conferences and talks mostly through emails from colleagues and updates from CASLPA/BCASLPA.
159	search web, northern speech series, and through members only section of ASHA
160	Typically through newsletters I'm registered for (e-mails), sometimes through e-mails from colleagues.
161	Through journals, colleagues, flyers, offers from companies such as Linguisystems and local school district Pro-d days.
162	When I hear of a source of new learning (e.g. audiologyonline, other organizations) I make sure that I subscribe to their mailing list so I get updated information. Colleagues also email around events that they hear about, so we are all in the loop!
163	Mostly by receiving notices from various organizations whose mailing lists I am on.
164	internet and notices from hearing aid manufactures
165	I think there are things I miss out on because I am currently working as a teacher/SLP in a classroom. I get information through my colleagues and emails from CASLPA and BCASLPA, but sometimes I feel a bit out of the loop.
166	emails/ messages as a result of participation in the school affairs committee teleconferences/ checking CASLPA site
167	Very successful, thanks to information on-line and email notifications.
168	Mostly through e-mails advertising specific events.
169	Through e-mail and websites. I personally love the website www.speechpathology.com . They have a wide variety of CEU opportunities (in text and live web casts). The CEU's are good for both ASHA and CASLPA.
170	Email notices and flyers sent to our work location.
171	not that successful! primarily find events via agencies in which I am involved sending mail outs, and checking the websites of agencies I know to list workshops, presentations, and courses.
172	websites, advertising sent to me
173	Emails and through colleagues

Sharing Discovering Q2

	A
174	checking out websites for associations, both in Canada and US - caslpa, asha, bcaslpa, other provincial slp/aud association websites slps emailing colleagues re learning possibilities
175	Usually accidentally through a Google search; talking to others
176	through colleagues, internet, manufacturers, UBC Audiology, CAA, AAA, BCASLPA
177	on line, word of mouth, advertised. Hearing Journal and Audiology Today are a good sources of info about on line events.
178	through colleagues, CASLPA and ISAAC
179	Through email lists and regular monitoring of websites.
180	Reading info boards at work and event listed on the BCASLPA website
181	By keeping in the loop with other professionals in my community (they forward on anything of interest). Learning events that are arranged for PRO-D for the school district that I work in (most of them do not usually apply to me though). BCASLPA, CASLPA and ASHA websites.
182	Mostly hear about them through work. Sometimes I get email or flyers in the mail. Would like to be able to go to a one page list of upcoming events.
183	By contacting my peers and looking up BCASLPA and other pertinent sites (eg., Northern Speech, CASLPA, ASHA).
184	I have found out about conferences and workshops primarily through co-workers and searching the internet on my own.
185	I usually have to search out new opportunities on therapy bc website or come across opportunities, if workshop information is mailed. I would like it if BCASLPA would let us know of upcoming events.
186	I have to search for them. I used to live in Vancouver and found it easy and inexpensive to access learning events. Now I live on Vancouver Island and I find there are considerably less opportunities and it is much more expensive to me to participate. If I am going to travel, it needs to be well worth my time and hours away from work.
187	Going to the site of the organization hosting the event, googling the event or type of event
188	e-mail from associations, e-mails from conferences that I've attended in the past, speaking to colleagues.
189	Yes, the major events like conferences but I have missed a few others such as a Kaufman workshop in Richmond/Delta last year. It would have been good to attend as I work with several dyspraxic children.
190	Yes, BCASPLA and ACT BC are great resources for discovering learning events happening locally.
191	Word of mouth and using the internet (ex. audiology online)
192	emails forwarded from other SLP's, CASLPA and BCASLPA announcements, UBC continuing education department, health region opportunities for more general education, online in the form of webinars and videos of conferences through speech pathology.com, and northern education ... can't remember the exact name. We ahve also asked for custom education from other disciplines.
193	Mostly through word of mouth / colleagues
194	BC Therapy emails CASLPA listings ASHA listings peers
195	most of the time I receive notification of relevant events of interest to me, by receiving emails about them
196	Yes. On line and from asking other professionals.
197	primarily through work contacts/information sharing at work
198	This has been problematic - I search the obvious sites, then the non-obvious, then a general search. I find the majority of learning events are too broad or only minimally relevant.
199	CASLPA and BCASLPA websites, journals, Area Rep emailings
200	Other therapists, BC Pediatric therapist website and emails.
201	mailing lists (email); CASLPA's website; Vibrations newsletter; the internet; co-workers
202	Discussions with colleagues. Internet searches.
203	Online newsletters (CASLPA, BCASLPA), e-mails (e.g. SpeechPathology.com), paper flyers in the mail and info passed on by other S-LPs.
204	Online searches, email newsletters, word of mouth.
205	Therapy BC website, ACT, BCASLPA and CASLPA emails.
206	mail and email notification of upcoming workshops, conferences, etc.
207	I often receive emails. I also search the various sites from time to time
208	websites; my hospital, associations, the college, UBC, my professional practice colleagues and audiology colleagues
209	checking emails from BCASLPA and CASLPA flyers mailed from presenters notices within our school district and from other school districts

Sharing Discovering Q2

	A
210	Through my work and talking to other SLPs. Through publications and emails from professional bodies such as BCASLPA and CASLPA.
211	Mostly from receiving email through email distribution lists that I am on. Occasionally I will look on BCASLPA & CASLPA websites.
212	This depends what you mean by successful. I certainly am made aware of many learning opportunities through email, but I find the cost to attend these prohibitive.
213	Fairly - I use google to look for conferences/workshops
214	my supervisor passes information along; the ecd network passes information along; word of mouth mostly
215	The most successful events were presenters whose work I was familiar with, or who other clinicians have recommended. *Just wanted to thank you for your outstanding effort and excellent job on this. You are truly making us feel heard!
216	I am continuing to develop my skills by attending other professional workshops including the up-coming Marshalla R/S/Z Treatment approach and another one focusing on ASD held in Kamloops by Miranda.
217	My colleagues in the adult "sector" email out notices. It would be difficult for a new clinician at a small site with few contacts
218	I have mainly learned of new learning events through my work and colleagues. As well, I get CASLPAs bulletins to my facebook/twitter.
219	Yes, but I'm finding that certain topics don't happen very often. Like AAC.
220	I sign up to various e-news notifications for the specific conferences/topics/ associations in which I am interested (e.g. Floortime; ACT; IMFAR; CAEDHH) plus online learning has been great.
221	Through mail/email shots I have received, caslpa, bcaslpa, asha websites, word of mouth
222	Twitter Act BC Emails from colleagues Broadcast emails Brochures in mail
223	the most common ways for me to find out about learning events are receiving emails or hearing directly from colleagues
224	I now like learning about them in e-mails.
225	Checking professional websites, receiving email notices, word of mouth, asking colleagues around the province what they've found especially powerful/useful, receiving mail notices ... and actively monitoring websites of models/approaches I want to learn more about ... for their presentation schedules.
226	yes!
227	Through colleagues, browsing the internet and from emails generated from conferences attended.
228	Word of mouth and/or emails.
229	Not very. Word of mouth around town and email through the supervisor at work.
230	get e-mails from colleagues at work; search BCASLPA and CASLPA; sign up to e-mail lists, such as Hanen and ACT.
231	Through colleagues, through my workplace, through CASLPA website
232	THROUGH ASHA and american web sites.
233	Hearing information through colleagues, through brochures sent to my work place and also ONLINE! I will look up specific topics that interest me to see if there are seminars in the Pacific Northwest.
234	Most often through word of mouth or emails from colleagues in the lower mainland.
235	Reviewing courses / workshops that are offered. Checking out the presenters website and reviewing the information that is shared freely and willingly on their websites to support the topic they are presenting on.
236	I am on a list serve for Therapy BC, ACT BC and get mail outs for BCASLPA. I work with a large number of SLPs and we keep each other informed when a good educational opportunity comes up.
237	word of mouth mostly This is an area in which BCASPLA could contribute more!
238	flyers sent to my workplace, e-mails from attending previous conferences, other SLP's at work, ASHA, CASLPA, BCASLPA
239	I get e-mails from Autism Community Training (ACT) and regularly check the CASLPA and BCASLPA professional development postings. I also take part in professional development activities in my school district.
240	-from colleagues -from e-newsletters -online searching
241	Mostly yes. I check websites of several organizations on a fairly regular basis, and usually there are quite a few events to look at. Some info comes in the mail, that's great too.
242	Emails from Autism Community Training (ACT) as well as through word of mouth from colleagues.

Sharing Discovering Q2

	A
	Not really. Unless I hear about them from work, or if they are a major event (like the BCASLPA conference) then I don't really know what's going on. I think that also has something to do with the fact that I am a new clinician as well. I'm so busy just trying to get a handle on the basic areas of my practice that I don't have much extra time/effort/resources to spend on that.
243	
244	Varitey of ways: word of mouth, recommendation from other SLPs, internet searches.
245	Word of mouth; emails.
246	E-mail notices, BCASLPA and CASLPA websites.
247	Internet (ASHA) and colleagues
248	Emails from audiology sources [CASLPA, BCASLPA, CAA, Audiologyonline.com, word of mouth
249	No. I just receiver CAA and BCASLPA e-mails on events, as well as events done by hearing aid manufacturers.
250	Emails, colleagues, professional newsletters, word of mouth, internet research
251	sort of. it takes time. not a lot of time to be had in public sector for discovering new learning events.
252	Online browsing, email communications, word of mouth.
253	Through mailing lists that I am on related to my profession.
254	advertisement, internet research, signing up to emailing notifications for UBC/ACT BC
255	From emails sent through work and home. Checking the bcaslpa and Caslpa website for postings and through word of mouth.
256	Emails from the Associations and through the workplace.
257	Information about local conferences is sent to me in the mail or by email. Also, colleagues often share the information if they are aware of a conference or workshop that others might be interested in.
258	From coworkers From email alert From pamphlets gathered in other conferences
259	Yes -- more than I can attend.
260	Very successful. They come via email from BCASLPA and CASLPA, also through the regular mail from other agencies.
261	When BCASLPA sends me info! The e-mails are very helpful!
262	Yes. I feel we are fortunate in BC with the many educational opportunities. Sometimes a great course doesn't come around for two years. I've also gone to Washington state. There are also many e-learning opportunities.
263	I have accessed some agencies that put on workshops such as BER and ACT. There are many good workshops that they put on. I also check out the Surrey Speech and Language Conference and attend most years. Linguisystems has some great workshops that are free. You register with them, they send you the DVD and other materials. They are worth different values of CEUS and they are a great way to have a local workshop. We did ours with the community s-lps and it was a great way to connect with them other than doing the kindergarten transition meetings.
264	- by checking the CASLPA website - by reading e-mails from CASLPA, BCASLPA reagarding upcoming workshops - through colleagues
265	Not really on my own, mostly from others who have heard about them
266	CASLPA website/newsletter Word-of-mouth from colleagues Newsletters from workshop providers Searching the internet
267	Primarily through word of mouth and emailing lists (e.g., ACT BC mailing list).
268	I search CASLPA, BCASLPA and TherapyBC. I also get emails through work and from ACTBC. Honestly, I wish there was a better system that pulled everything together in one place.
269	Getting information from CASLPA, BCASLPA and Northern Speech and Hearing via email. Also getting information through work.
270	Looking on-line at what the different associations have posted as continuing education opportunities.
271	I watch announcements from BCASLPA, CASLPA and our school district. I often do web searches when trying to find workshops or training on a particular topic (e.g. stuttering) and discover not only offerings but other interesting bits of information. Our department has taken advantage of BCASLPA regional funding to organize and host specific workshops that have brought experts in specific fields within reach (e.g. Reference and Regulate; ISTAR stuttering approach). thanks for that.
272	Advertisement through my employer, professional associations, other SLPs.
273	Usually, I hear about these events by a direct email and sometimes as a forward from a colleague. CASLPA and BCASLPA websites also provide calendars of pro-D events.
274	online advertising, posters
275	Through memberships to associations or audiology contacts

Sharing Discovering Q2

A	
276	I have actually found it difficult to find specific events when I've searched for them. The majority of events that I have attended, I have heard about through emails or mail outs sent to me.
277	New learning events offered by BCASLPA? I know about the BCASLPA conference but I haven't been given information about other 'learning events' offered through BCASLPA.
278	I look through the BCASLPA and CASLPA websites for conferences. I usually check out SETBC and see what is going on. Information also comes by way of our area rep. This is helpful when looking for conferences locally. I usually look for workshops, conferences and learning events in areas I am really interested in and want further pro D. I prefer the workshop model versus the short inservice model as there is more time to actually learn and acquire skills on a topic (e.g. Lindcombe training, Hanen model).
279	Checking specific sites online, following trails of interest on the net
280	Looking on the Northern Speech Services website, through BCASLPA updates, and from other SLP colleagues recommending courses.
281	-searching BCASLPA for workshop listings -emails from various newsletters I have signed up for -word of mouth
282	Networking/brainstorming with colleagues, Connecting with related professions
283	Vibrations; receiving information directly from presenter either via email or regular mail; word of mouth
284	Pretty successful; I look for events that focus on science. Also, presenters that are topic experts are good ways to ensure you will get something out of the learning event.
285	searching internet sites. Particularly those of national associations, universities and professional organizations such as BCASLPA.
286	mail-out flyers, email, colleagues-word of mouth
287	by opening emails and finding out about local opportunities
288	Through co-workers, BCASLPA newsletter and by researching on the internet.
289	?huh? I'm not sure what you are asking. I mainly find new events through opportunities that come my way through email. Especially the SLP.com events and the Cochlear events.
290	via email
291	I rely on hearing about events from colleagues. I also tend to go back and look at past conferences that I have attended to see what is new. I would love to have conference information e-mailed to me.
292	Emails (e.g. ACT BC email list, forwards, etc), websites (BCASLPA/CASLPA), colleagues, mailings, and Twitter.
293	Yes. Via education provided by my work place. Also through word of mouth from other co-workers and SLPs in other health authorities. It helps to have a community of SLP friends.
294	Mostly through colleagues and e-mails after having been to an event previously.
295	by reading e-mails I have received from BCASLPA, CASLPA, and other associations, as well as brochures sent to me in my post box (some at home and some at the office)
296	I usually learn about new learning opportunities through email or word of mouth from colleagues. I usually feel well informed and I don't miss events that fall in my clinical areas.
297	From being on mailing lists for events (e.g. ACTBC) or by hearing of events through my colleagues.
298	word of mouth from my colleagues as well as through CASLPA and BCASLPA notifications
299	I sign up to online newsletters. We have a great senior speech pathologist who keeps us up to date on what's coming up. I check websites where conferences are advertised. Caslpa/Bcaslpa emails and newsletters.
300	Through work, word of mouth...
301	I have been quite successful in discovering new learning events. I attempt to remain up to date on the current research which often is presented at upcoming conferences and workshops and have been placed on many e-mail lists and websites that share upcoming events that are relevant to me.
302	My colleagues are good at sharing information that they come across. I check the CASLPA list of upcoming events. I'm on the mailing list for Northern Speech Services (they do workshops/conferences).
303	workshops usually just get emailed or mailed to our office
304	word-of-mouth from other SLPs emailed flyers
305	Emails forwarded by colleagues mostly (for workshops, presentations and conferences).
306	I found that when I worked at the school district there were many exciting learning events. The reason, I think, was that ideas were cross-pollinated among different professions: counsellors, educators, and SLPs. Sometimes learning about another person's field triggers even more learning for our own field. For example, I have found my learning around selective mutism (a mental-health-related issue that's of interest to counsellors) to have changed the way I work with these clients.

Sharing Discovering Q2

A	
307	As fluency is a relatively small area of practice and/or interest to most SLPs, I find that I need to look for my own continue education. As a member of the International Fluency Association, I get information about upcoming world conferences that they sponsor. As a past participant in the Stuttering Foundation workshops, I get information about their learning opportunities (and participated again in one in June 2010). Also, I get information from the Canadian Association of People Who Stutter and the National Stuttering Association (USA), where there are workshops and speakers of interest to fluency clinicians.
308	I have joined more email lists and in turn discovered more online courses or non-peer reviewed articles that provide info about events.
309	I always look on BCASLPA, CASLPA and ACTBC. Working in the school district, I receive many fliers in the mail. I have searched on the internet for specific topics. I know our profession is extensive and vaied but one sight for all learning events occuring within Canada would be great.
310	Not at all-I didn't even know they existed with BCASLPA until last week!
311	Through checking BCASLPA websites, and from emails I receive from Therapy BC which have continuing ed opportunities posted
312	Manufacturer's reps are often aware of new learning events and they make recommendations as to which are informative and well-organized.
313	e-mail info from BCASLPA, CASLPA, the Hanen Centre, ACT-BC
314	I look for emails from regular sources that offer workshops, and I also get some information about workshops in the mail. Word-of-mouth from my colleagues still works too! I look for on-line resources sometimes as well.
315	I've heard about them through emails, colleages, and advertisements in the mail.
316	at school district PRO-D
317	Yes I have but I think this is because I live in a larger centre and therefore have access to a number of events both within my community and in Vancouver. I think it also helps that I am one of a number of SLPs so we are able to organize Pro D activites on our own, 'in house'.
318	Email notices and flyers recieved a work. Occasionally find some looking at the upcoming events sections of provincial and State Speech and Language organizations.
319	yes
320	I have discovered new learning events through word of mouth and poster postings at school and my clinical placements. For example, through one placement I learned more about ACT BC and am taking a seminar offered by them this summer.
321	I have looked at the BCASLPA, CASLPA and other speech-language pathology websites for upcoming opportunities. Also try to get onto mailing lists of organizations that offer learning opportunities.
322	fairly successful I think. The internet is great. but I think I don't know about local events very well. For example I missed a conference in Surrey this Feb that I would have loved to have attended. A way to access all the events in one place would be wonderful.
323	Mostly by searching on the internet based on something I'm interested in or somebody mentions. I also use websites like CASLPA or therapybc that list upcoming CE events. I get some mailings to my workplace (school board) too.
324	Through emails and interdisciplinary meetings at work.
325	I hear about learning events through my practicums and through my school in person and through email.
326	Luckily, lots of brochures get sent to my school mail as well as to my school e-mail address. I also search on wepages of places that I know offer learning events such as the Bureau of Education and Research (BER). If there are any I miss, my colleagues often will bring them up at meetings we have.
327	yes
328	Many new events come over my e-mail from other professionals in the community or within my work site.
329	e-mail lists most often, or events passed on from other SLPs. I don't usually check any websites with the goal of finding a new learning event.
330	web ads, professional journal ads
331	therapy BC
332	I have used the internet as most do, but I also look for opportunities that don't fit the usual audiology events, such as local presentations. These focus on such ideas as working with individuals with concomitant issues such as Fetal alcohol and learning disabilities.
333	By sourcing the internet
334	By networking with my colleagues and taking advantage of online courses.

Sharing Discovering Q2

	A
335	not very as i am highly specialized in an area of practice that has few practitioners in it. I always need to travel for continuing ed. While national and provincial conferences are interesting and congenial they don't provide relevant continuing ed for me
336	online search, magazine (the hearing journal), friends
337	Volunteering with BCASLPA/CASLPA on committees and projects Attending staff meetings
338	via e-mail and regular mail from various associations
339	Via e-mail. Via word of mouth.
340	Through postal mailings to work place, BCASLPA website, from Provincial Advisor, affiliation with agencies such as Hanen, word of mouth from colleagues.
341	CASLPA website and googling the names of workshops/presenters I want to attend.
342	websites, e-learning through child development and rehabilitation website (http://www.childdevelopment.ca/Home.aspx), therapybc.ca, telehealth session via Sunny Hill/C & W
343	Mostly on line. Some word of mouth. Some notification via email (great way!)
344	Yes.
345	Medium - once I'm on the email list, I hear about things. I also get information from colleagues.
346	Word of mouth from colleagues mostly (e.g. forwarded emails of upcoming conferences or therapy suppliers, Hanen).
347	mostly through email and topic searching on the web
348	I have not been very successful in discovering new learning events. I go to the typical hearing aid manufacturer talks, the conferences (BCASLPA and CAA), and some UBC clinical faculty learning events. I have not found anything new in the past 7 years.
349	Primarily by searching provincial outreach site such as ACT BC, CASLPA, and doing random google searches. Sometimes also by word of mouth.
350	Through colleagues, through E-mails, bulliton board flyers and searching on websites that will inform me on the area I am looking for
351	Yes. through mailings, journals, websites,etc
352	looking on CASPLA and BCASPLA websites, relying on informal networks with other SLPS
353	email
354	I always google what I'm looking for, and this usually leads to online training. Because my time and funds for continuing ed are limited, this method of seeking learning events gives me opportunities most relevant to my own learning goals that can be completed more efficiently than going to a site and can be done often at my own convenience. Cheaper, faster, easier to schedule/attend, and more relevant to my own learning needs.
355	most successful has been word of mouth. Flyers via email, postings on BCASLPA and more so CASLPA (sorry!) webpage as well in communication letters/emails are helpful.
356	I look on the BCASLPA and CASLPA websites.
357	I receive information about educational events primarily via email.
358	I have been successful in discovering new learning events through my colleagues, our department and professional network.
359	Websites of organizations such as CASLPA and ISAAC. Word of mouth. Google searches for conferences on specific topics. Emails received from colleagues and acquaintances.
360	yes, but we as a department don't always receive the support from upper management to pursue
361	Broadcast emails, Therapy BC website, word of mouth at the office/in my community
362	I have found the association websites and the therapy bc website useful in finding continuing education opportunities.
363	I' m a big email or e newsletter person so that's how I often find out about stuff coming up
364	Relatively successful especially for Autism as Act BC sends many notices.
365	E-mail and mailings
366	Email and word of mouth.
367	I get most of my information about upcoming events by email and to some extent, by word of mouth from colleagues in my district and throughout the Metro Vancouver. I also receive event information pamphlets through the mail.
368	Ones held through BCASLPA - yes - I receive direct email -
369	through my employer or colleges.
370	looking on audiologyonline and manufacturer's notifications
371	Professional e-mail newsletters (ASHA, CASLPA, BCASLPA), online groups (Facebook), and updates from colleagues.

Sharing Discovering Q2

	A
372	Usually via flyer - or word of mouth. Periodically I go on-line to search a topic and find a workshop/conference. I also check annual ones that have been good in the past for example- the SurreySLP Conference.
373	decided to bridge the knowledge to action gap & get going! followed up from conference on abstracts/detailed background information, followed up with colleagues re application of knowledge and asked for mentoring to ensure i did it & was headed in the correct direction with shifting thinking & therapy
374	I search the ASHA website and/ or receive emails from ASHA, CASLPA, and Hanen. I also participate in events in my community.
375	Well I have lots of opportunities and no time to take advantage of them! After 24 years you would think I would be used to being understaffed - never!
376	BCASLPA
377	Mostly through word of mouth, from colleges in my immediate work environment and those in the community, as well as old classmates. Sometimes newsletters and flyers arrive in the mail, but I don't often find they are geared towards what is important for me at the moment.
378	I usually search sites or organizations I know such as ACT. I also get emails for upcoming events.
379	I am on email lists for the big conferences related to my area of speciality. Our professional practice leaders sends out email notices for grand rounds or topics more relevant to the audiology field.
380	Sometimes - unfortunately I find that the cost for many events is prohibitive in attending so its hard to tell if they are going to be good learning opportunities or not. More opportunities for funding from BCASLPA would be great since our funding from my employer is constantly being cut.
381	Internet searches at CASLPA and BCASLPA websites, as well as through publishers and organizations (like SFA).
382	Yes - but I spend considerable time looking!
383	I rely heavily on my professional associations for advertising learning events. I also am alerted to them through UBC, the hearing aid manufacturers and my co-workers
384	I find it fairly easy to find information on pro-d events either through internet searches or emails from local contacts.
385	Yes, the internet is a wonderful tool.
386	Online searches, receiving e mails directly (due to professional connections or attending past events) or via supervisor.
387	Usually I receive email notification through Vibrations, BCASLPA, regional slp, CASLPA communique, Hanen about presentations that might interest me. Email notification is most effective (and preferably not embedded in a publication.....or I might not get to it!).
388	Attending the ASHA convention, and learning on the job.
389	I have a wonderful network of SLP's all over the province. I seem to be on various e-mail distribution lists for Autism, UBC professional courses, attachment networks, infant development networks, AAC networks, etc., etc.
390	Our SLP group regularly shares information about upcoming conferences and workshops. I also check out SLP web sites.
391	Usually word of mouth or when searching for information about a topic online
392	I sign up to receive information from relevant sources electronically. I also hear from my SLP colleagues through our Interior Health network.
393	Mostly by e-mails sent to me (likely many because I'm a BCASLPA member), but also by doing google searches of topics that interest me. On occasion through mail I've received, but that is less common now.
394	From other SLPs
395	Recently I have started to notice and register for online and teleconference opportunities to continue professional development. I am on TherapyBC's listserve and others. This is a more fiscally sound way for me, as a part-time private therapist, to learn more. I also have access to telehealth facilities (through personal connections).
396	Sometimes colleagues or our professional practice counsel forward info. I also do my own research to find out about upcoming training by reputable speakers/organizations.
397	I learn about them through UBC, as Clinical Faculty.
398	Yes - I look online or send emails to companies to find out more information/about future events.
399	joining mailing lists, getting newsletters, networking.

Sharing Discovering Q2

A	
400	I usually look them up online, or somehow they reach my email mailbox. Also, colleagues will fwd information. Linguisystems has a free ceu online program and I know that I can always go to the BCASLPA website to search for learning opportunities.
401	The CASLPA events page
402	Net working, being part of local work, and wider SLP, community. Reading journals, bulletins, online resources and books to maintain up-to- date perspective on current trends and thinking. Being aware of political, policy and local issues. Keeping my 'ear to the ground'. Thus, trying to take advantage of 'bandwagons' and policy changes to our service and students' benefit. By building good teams and relationships around me so that when the opportunity arrives we can use as quickly as possible. By trying to take pressures from "above" and work out how to conform with the ideas, but within an SLP framework of ethics, evidence-based good practice and forward-looking. By trying to reframe service pressures into the drive to do things slightly differently, and hopefully more effectively, with better job satisfaction for all the adult's involved. By remaining excited about what a powerful and knowledgeable profession we can be given the right context. I remain constantly bowled over by how much influence we can have if we keep pushing our practice and do not work in isolation as "the expert". How can we
403	Typically online - courses on sites such as linguisystems. Or perhaps via word of mouth that a nearby institution is holding a learning event (although these are often only open to employees of that institution, which is a real shame). However, discovering them is not the major issue. There seem to be continuing education-type events popping up all the time. The problem is money. I do understand that they need to at least break even, but at a cost of typically \$100+/day they are just too expensive for me to sign up to.
404	Somewhat. It takes creativity when there is no money available. I belong to email lists but often am unable to attend unless I pay out of pocket
405	By being an obsessive compulsive reader of a wide variety of science and learning literature. This takes huge amounts of time and doesn't allow for very much sleep. I find that my professional organizations don't even come close to meeting my professional learning needs. It is delusional to think that the majority of our work and professional issue can be solved by attending a presentation on "caseload management". What we need is a revolution and I don't see any indication that the needed leadership exists.
406	sign up for email newsletters; check out professional association websites regularly
407	Checking a variety of websites and the occassion brochure. Some word of mouth occassionally.
408	email lists, other colleagues, mailed copies of upcoming events, websites
409	I read the BCASLPA emails and look at the events calender.
410	I use our Association websites and Vibrations. Also, through our East Kootenay Association of SLPs and Auds meetings.
411	Word of mouth, school district speech therapists
412	Often through emails
413	I usually look into different speakers I am interested in and see if they are presenting anywhere. As well, bigger conferences are nice because there is always a variety of presentations available. I have also started looking at speechpathology.com webinars because they are current and have a huge variety.
414	Via emails, word-of-mouth, CASLPA/BCASLPA website and Communique.
415	Internet and other professionals
416	Typically by e-mail notifications or forwarded e-mails from colleagues.
417	Our CDC has nine different departments in one building with a strong sense of team-work and information sharing. What I don't gather from direct emails or mail-outs is often shared by team members from other departments.
418	Being on hte mailing list for a variety of places, e.g CASLPA, BCASLPA, local children's hospital rounds, mailing list for private practice group, ACT-BC, etc. Also from information on websites, and contacts with local universities.
419	Primary source through email; secondary, postings at School of Audiology and Speech Sciences
420	computer - using e-learning these days due to limited opportunities for face to face ProDev, travel \$\$\$, and accomodation costs
421	Various professional websites (e.g. CASLPA, Hanen), colleagues and emails from other agencies (e.g., UBC).
422	Through colleagues letting me know
423	On line advertising, mail advertising, faithfully check out pro d section of caslpa's website as I'm open to pro d opportunities in other provinces and usa
424	I did not receive the first part of this survey so this second question in the survey makes no sense on its own.

Sharing Discovering Q2

	A
425	Often receive email (or snail mail) notification of up-coming events. Or colleagues mention something they have seen that they feel might be relevant.
426	I have, but most of the events I find are located in the US.
427	Apraxia kids website ... sends upcoming events via email
428	CASLPA and BCASLPA websites, colleagues, CAA website, BC EHP correspondence, Hearing Journal, CASLPA publication
429	not really
430	I find the best way is through e-mail - I try to join pro-d contact lists for different organizations that offer pro-d that fits with my practice.
431	emails and internet searches
432	yes, they're all over BCASLPA, CASLPA and I get emails usually for ones coming to my area
433	Very succesful, just by googling. I learned about Lidcombe programs in my area, registered for CASLPA, will be LSVT certified via online registration...
434	Working for a school district, we have monthly SLP meetings where any new conferences/workshops that anyone knows about are shared. We all get regular updates about upcoming conferences by email.
435	email notifications about upcoming events work best for me word of mouth
436	Not as successful as I would like to be - mostly word of mouth, therapybc announcements, CASLPA - but feel that I (and my program) do not hear about what's "out there" for learning events.
437	Online resources. Conferences organized by hearing programs and also I am originally from Australia where the professional association organized regular continuing professional development sessions.
438	Primarily through colleagues and their recommendations from events they have attended in the past.
439	fairly successful with internet
440	Have not looked for them, very busy with clinic practice.

Sharing Discovering Knowledge Q3P1

A	
1	What would you find?
2	education information links to resources list of SLP and Auds in Province
3	Resources that are relevant to my workplace and that deal with the issues of this work place-school district
4	- access to various resources i.e. downloadable developmental norms, list of links to e-resources for all specialties like dysphagia, stuttering etc. - free access to ejournals - search tool for job seeking -search tool for pro-d opportunities
5	handouts, tipsheets, resources on different aspects of speech, language and hearing, to use in the job.
6	search engines that could search the literature and professional websites on topics of clinical relevance
7	extensive information about manufacturer's products, on-line support, consumer groups, area for families and children to connect
8	contact lists of SLPs in BC, dated information otherwise
9	Informatino regarding upcoming courses and scholarship opportunities. It would also have information for clients or links to other good websites.
10	Organized website.
11	similiar to our Coquitlam School District SLP "only" website (contacts, upcoming workshops, May is better Speech and Hearing month info)
12	best practice information, position papers on practice issues, links to therapy resources, handouts for clients in multiple languages
13	Information sheets regarding different disorders, worksheet, resource sharing for SLP's.
14	Medical resource. Career information resource. Salary resource. Rules and regulations. Local sites. Educational requirements.
15	Moat recent research.
16	Practice standards, position papers, caseload recommendations, upcoming education events, alerts about government proposals that may affect our profession or clients (positive ones, too!), and easily-understood promotional materials for the media & clients seeking service. How about a directory of all service providers (public & private) in BC (not just the "find an SLP/Audio" list of individual practitioners).
17	e books and other resources, e library for articles latest jouranls, books availabe for loan simialr to what Canucks Autism have in place for families at a minial cost to borrow
18	Public information, such as what a SLP does and how to access an SLP; Member information, such as costs/renewal information/membership benefits/employment opportunities; Relevant links, such as to CASLPA/to therapy tools/to other organizations and centres. Forums (e.g. online chat) where questions can be asked to groups of BC members.
19	I'd find information available on line at the BCASLPA website; I'd find information available at annual conferences.
20	- Files organized by topic and within each documents (handouts, printable activity examples, etc.) that could be saved or printed related to that topic along with journal articles and suggested resources - The option for BCASLPA members to add to these files or print/save materials from these files
21	I am not sure as I have never gone to BCASLPA for information and resources.
22	e-connection to varied journal articles in slp//aud and related fields - as we have
23	a great, easy to use website with resources; continuing ed opportunities; new items and announcements; links to other resources
24	List of CEU opportunities for training
25	-job opportunities -conference listings -the lasted research organized in a user friendly way
26	*upcoming pro-d opportunities *employment listings *tools for advocating for SLP/Aud services -- recruitment and retention, education, reasonable caseload size *ways to contact and be in touch with other SLPs * a forum for questions & answers, sharing of ideas
27	Easy to navigate website with a tab for Pediatric resources and Adult resources. Information about norms, content/form/use of language, brain injury, stroke, dysphagia, etc. Support groups, information on Public Health services and how to obtain them, information on fee-for-services and how to obtain them (ie contact information, referral process, etc) List of private SLPs.
28	information on management tools; links to provincial and national resources: rehab and support sites for various disorders, as well as parent support/educational sites; job postings; info on certification and professional organizations; links to SLP websites such as Caroline Bowen.

Sharing Discovering Knowledge Q3P1

	A
29	Clear categories filled with useful info and article links to back it all up. Treatment strategies- NOT just theory.
30	current research findings and how they are helpful to clinicians info about workshops, courses, jobs, etc.
31	contact info, fact sheets and links, event info, private practise info
32	Information about pro d. Directory of SLPs and Audiologists. Some current articles of interest. News in the field. Job postings.
33	Articles reviewing literature and guiding evidence base practice. Forum on best practice.
34	I would find a list of private SLPs. I'd find job postings.
35	Upcoming Professional Development workshops and e-learning opportunities Mentoring
36	An answer or a link to any question related to SLP & audiology
37	information on upcoming events, jobs and resources that are easily accessible to all
38	links to relevant information; easy to navigate website; newsletter with current events and information
39	Information on upcoming education. Info on speech and audiology in general. Info about resources for professionals. Job opportunities.
40	search engine
41	I would see current events in BC and Canada...and maybe even the US? I would see things that show the importance of SL and Aud to the consumer.
42	description of the professions of S-LP and Audiology; list of registered members; postings of job and education opportunities; code of ethics; EBP website links; S-LP/Audi in the news; checklists for parents and links to appropriate agencies for referral for services.
43	upcoming training journal articles mentoring opportunities
44	Categories for areas or sub-specialities of interest.
45	Information about upcoming conferences all over, not just bcaslpa conferences. And latest research news.
46	List of upcoming continuing education opportunities, workshops, & conferences in & around BC. Message board for members.
47	Professional links to community/provincial programs offering service to children with language and associated difficulties... links to websites by disorder that may be useful resources for SLPs calendar of upcoming professional development opportunities that would be of interest to SLPs working with different age-based populations and disorders blog re technological applications...what is effective?...what to watch out for?...what to avoid?
48	a comprehensive resource/newsletter and research/resource "library"
49	Access to both peer reviewed research as well as summaries of new findings, their implications, and clinical applications; also organized and thorough access to practical materials (materials sharing)
50	Information to improve public awareness and answer questions about speech and language development.
51	Current news in different categories: Media, Research, presentations/conferences/meetings
52	updated research summaries to guide best practice therapy...various topics
53	updates, articles, advertisements, help finding a private SLP/Aud, education opportunities, etc.
54	I am constantly looking for educational opportunities that aren't financially constraining. I would like to find more opportunities for further education at a reduced cost.
55	Private practice contact list to provide pts. and families Public sector contact lists such as the Public Sector adult services SLP FTE and contact lists education opportunities a place to share resources or look for resources for pt. education Job postings
56	handouts for families; pro-d listings for BC, Canada and the US; job postings; resources for sale;
57	A wealth of information in a wide variety of areas related to the profession. Extensive support services.
58	Upcoming CEU events
59	Simple clear directions, easy links to other professional resources.
60	It would be so exciting to have a clinician's resource similar to the "UpToDate" website, which is a collection of current peer-reviewed science (for medical doctors) pertaining to different disorders. I would find it immensely helpful to go to a website and find out some of the current research issues around, say, apraxia. It would also be useful if clinicians could post comments and questions about each issue and answer each other's questions. It would be a way to pool knowledge and take advantage of other clinicians' experiences.
61	Contact information of various professionals (volunteer mentors?), information about networking events or mixers, workshops, related interprofessional events, job postings, career fair notices, volunteer information, etc.

Sharing Discovering Knowledge Q3P1

	A
62	Peer review journals of the research, forums to discuss treatment methods and research. Links of websites for materials and reviews of different items
63	Data, statistics, etc to support service development and advocacy. I am especially interested in school-age information. BC and Canadian SLP contacts (experts/local enthusiasts/innovative providers)
64	Practical, hands-on, information
65	I'm not sure....the internet has site specific resouces available to access information.
66	very specific information about my inquiry.
67	That depends on who I am. As a parent, I would want info on the speech/language problem my child has, what to do to help, how to find online resources, how to find a therapist. As a teacher, I would want to know how to help my student with special needs interact with other students and how to help other students understand his or her unique communication needs. As a professional, I would like to get in touch with colleagues that have similar interests, be informed about other research projects or programs, even pilot ones, find out how to participate, find out where conferences other than those organized by BCASLPA or CASLPA are....
68	I don't know
69	For the general public: A description of the profession and that it is regulated Contact information. Scope of practice. Educational standards. Typical client services. Where SLPs and Auds are employed. Register of private practitioners. Code of ethics. For SLPs - job ads, code of ethics, access to journals, therapy tips, summaries of journal articles, book reviews, discussion of ethical dilemmas, notices of workshops, conferences
70	I went to the present website, and it has everything I was looking for. The only thing missing was my name as an active speech language pathologist, even though I have paid my dues to CASLPA.
71	a list or selection of topics on professional issues (e.g. what do I need to do to practice in BC), new developments (e.g. how is BC's Early Hearing Program doing?) links to other relevant professional and consumer sites (e.g. CASLPA, CHHA, Musicinas CLinics of Canada). Those are simply examples of course.
72	Upcoming events, current news about BCASLPA, College; journal library; Q&A for professionals and public; "what's new" type articles; find a clinician;
73	links to current, reliable information about various topics in our field
74	More information on adult treatment, including caseload recommendations (children and adults), the most recent evidence-based practice recommendations, handouts for patients, tips for navigating the systems as an SLP, the steps to help us advocate for our patients (children and adults), the steps to help us advocate for ourselves, learning opportunities for SLP's working with adults, an SLP research community and enticements to conduct small research studies in our workplace to support evidence-based practice and new treatment procedures as well as provide evidence of the cost-benefit of SLP services for adults and children in BC.
75	Private practice lists. Monthly continuing ed opportunities. Access to professional journals and research.
76	resources, references, latest research links, conference listings, opportunities for volunteering with BCASLPA, job listings, discussion forum
77	- information on upcoming education opportunities; job postings; links to suppliers of SLP and Aud-related materials; information on trends and priorities amongst groups of SLPs and Auds in the province, trends such as how long wait lists and wait times are, how different groups are dealing with this, how much hiring is going on, how are consumers dealing with wait times, what types of disabilities are receiving most services, what type of disabilities are underserved
78	I am a student member currently living in Nova Scotia, though planning on returning to BC. I am not familiar with BCASLPA but I will go to BCASLPA for information particular to BC when I return to BC to work. I hope to find job postings, province-specific info. I should be aware of, etc.
79	Calendar of events with links to registration forms, etc topic headings with links to articles, professional resources
80	links to research articles and discussion groups
81	Easy access to finding fellow professionals. Access to online learning tools that offer CE credits. Links to websites that provide information on specific topics.
82	Quick easy info sheets I can use to provide to parents on a variety of topics, online info videos that I can direct parents and teachers to, info about professional development events
83	Answers to my questions. The information being sought
84	links to articles/information in key areas of professional interest.

Sharing Discovering Knowledge Q3P1

	A
85	Website of SLP disorders in alphabetical order-info. in handouts ready for the public and password protected info. for practising SLPs
86	links to continuing ed workshops in BC and across Canada, printable resources - reference charts, important numbers (eg. to public health units, specialists (ENTs) etc)
87	I have not found the BCASLPA website to be very helpful. It is better now that it has been redone but I still find that it is not organized very intuitively and it does not have very much information on it.
88	Possibly the latest research findings that could be applied in a therapeutic setting. Information about keeping the clinician healthy in a stressful workplace.
89	easy to navigate web site with lists of conferences, materials, books, events, etc. But all should not be treated equally - books and materials should be reviewed in some manner, conferences and events could just be listed with brief descriptions.
90	Wow! This one was a powerful reminder that BCASLPA is a resource I rarely use! I have the CASLPA site bookmarked but not the BCASLPA one. What would I find? I will now go and look.
91	professional development, info on associated services, info on current standards, info on relevant disorders
92	Information about the profession.
93	a well organized website- with a robust "for members only" section
94	A database of free resources. Members Only section that includes a multitude of peer-reviewed journals. An opportunity to contact other professionals by email from the website. A weekly special or tip from a highlighted professional who also belongs to the BCASLPA.
95	Discussions, descriptions, and research of best practice in different areas in our field.
96	link of resources on different communication difficulties, resources for consumers, resources for therapists
97	theory-to-practice information that is easy to access new trends in SLP (best practice) that are being pursued
98	professional development information links to/lists of resources about particular topics (e.g., aphasia, feeding, etc) a place to submit requests for content
99	A well-organized website broken into sections for adults and children and/or practice areas such as child language stuttering, voice, swallowing etc.
100	An events side bar with a calendar feature (similar to SET-BC) would allow for an at a glance look at upcoming workshops. I think that a searchable knowledge base that members could make submissions to would be a good idea.
101	continuing education events, list of colleagues to contact, list of websites for info/materials
102	A more accessible website with information on local events/resources
103	links to journal articles on important topics, updated job postings
104	info on new strategies, people willing to offer expertise/suggestions in areas where I am not as experienced (similar to a "ask us" or "ask an expert" options that I've seen on other websites (non-slp related)), info on upcoming workshops, info on any jobs available
105	Index and links to journal articles; web based materials
106	position papers, research articles, database access, extensive links to other sites/resources, therapy materials, reference guides, chat forum, continuing education opportunities, up to date events in the province, job opportunities, fee guidelines for private practice
107	current news relevant to the professions-e.g. political news-whats happening around the Province etc references for current research & publications Job postings advocacy news professional development opportunities
108	Information easy to find and organized in an easily accessible manner regarding information for all the members of the organization.
109	professional development, job opportunities, colleagues, private practitioners, resources, handouts
110	Links to conferences, resources, job postings, relevant links to the various areas of speech pathology and audiology
111	Job opportunities- both full and part time. Upcoming conferences/ workshops around the province. Reviews of latest editions of tests. Interesting case studies. Bio info on people who are involved with BCASLPA so that connections can be made among members.
112	a list of workshops, in grid form of all the different workshops available in the area and beyond, searchable by location, date, keyword and speaker, with links to an easy registration process.

Sharing Discovering Knowledge Q3P1

	A
113	public and private practice roster information (e.g. fact sheets) on S-LP and audi related disorders, syndromes; speech and language developmental milestones
114	New research in the area of adult dysphagia and communication disorders. Information about upcoming conferences from multiple different organizations. Information on new resources related to dysphagia and communication disorders (e.g. new products, new groups/resources for patients and families in the community and new events for practitioners)
115	A list of online SLP courses to help accumulate Cees. A list of members and their expertise for professional consult purposes. Workshops and Seminars offered in B.C., Washington and Alberta. SLP treatment materials that have been tried and proven.
116	Available jobs, people to talk to about jobs in different types of positions, research articles, books, etc that others have found useful categorized by topic, discussion forums (on line), conferences both local and further afield, a place to connect with other professionals.
117	Jobs, resources for SLPs, lists of developmental speech norms
118	Contact information for BCASLPA - who to call to discuss questions. List of SLPs and contact info. Information regarding: cost (hourly rate range with disclaimer); SLP 'treatable' disorders; definitions of disorders written in lay-persons' language; what 'you' can expect, e.g., assessment (varied length depending on disorder, previous testing, etc. looking at: hearing, vocabulary, speech sounds, sentence construction, oral/facial structures, etc.), treatment options (one-on-one, group, with- and without parent/adult child/careworker, in office, in home, etc.), discharge (brief discussion on possible criteria). References, such as, available books, DVDs, etc. Where to find services, such as, health authorities, hospitals, private, schools, etc. How to identify a fully qualified SLP. What to do/where to go if you are unhappy with service received. How to become an SLP/aud - universities in Canada and the US, end-degree requirement.
119	clear headings for topics of interest: aphasia, dysphagia, etc. Website links to resources like support groups, intense therapy groups, books/articles info on upcoming workshops
120	A list of training opportunities and presentations presented within our province and close by.
121	A well-organized and easy-to-navigate website.
122	seminar information for "hot topics" and "areas of interest": not just for BCASLPA or CASLPA, but also for ASHA, or other agencies offering learning opportunities perhaps a blog or area for open forum between SLP's: "ask the expert or colleague" page on a website. Practical and functional resources in all areas of Speech and Language.
123	Information about upcoming events; contact info for interest groups; links to other learning sites and relevant organization
124	Information that is population specific and a good resource for families.
125	latest seminars and workshops for treating communication problems for speech or hearing professionals available within BC
126	basic information on types of speech/language hearing problems, how to get help, how to access services - public and private list, resources for professional development, career opportunities
127	upcoming events and conferences; checklists for parents/caregivers to complete to help guide them on whether or not to seek out SLP or Audiology services; an online magazine with journal articles, stories, etc.
128	Professional development resources, features of SLP's and A's creating and succeeding out there despite cuts and sad stories. Targeted information, depending on the site that is being worked in. A celebration of our professional results to inspire each other. With the college and all the expense of that it doesn't need to be the policing body
129	Articles, news about BC programs, ads for jobs, notices for continuing education, news about the college, links to suppliers and to other websites (e.g. for apraxia) etc.
130	Large list of links to resources, (including people in BC) organized by topic, with subcategories, that also has a search function. I rarely go on the website to find information/resources
131	a wealth of knowledge...easily assessable at my fingertips
132	Some answers
133	1. a great, easy to access web-site that has links to pertinent information for professionals, 2. as well as office staff that are friendly, easy-to-reach, and knowledgable about the association, and 3. great annual conferences
134	computer access to online SLP journals online places for discussion about complex S-LP cases
135	Information regarding speech and hearing, employment, education events, education packages for patients and SLPs.

Sharing Discovering Knowledge Q3P1

	A
136	A forum of information for speech language pathologists - resources, professional education, advocacy efforts, committees, local groups and organizations of SLP's.
137	I find the CASLPA website useful and do not go to the BCASLPA website often.
138	Information about education opportunities, jobs and the profession.
139	Continuing Ed courses
140	resources for working in private practice - e.g. legal information around how to store files of discharged patients, pros and cons of incorporating, information on what is going on in the field as we are often working solo or with one or two other people, information on upcoming events and pro d
141	Lots of information on online resources for professional development, useful clinical strategies, links to local groups/organizations, distributors/vendors of therapy materials (local, out-of-province), brief definitions of different communication disorders (not just a list of them), perhaps a list of local 'experts' who could mentor others in a specialty area, e.g. auditory processing disorders, apraxia, Down syndrome, feeding/swallowing, etc. (members only). Product reviews (toys, games, therapy resources, etc.)
142	Reliable, visionary resources and references related to relevant professional practice.
143	Best practise in schools info. Journals available for loan. Videos showing typical parent child interactions that promote healthy speech and language dev.
144	one stop shop for information on educational opportunities - events with and without cost (on-line courses)
145	At this point in my career (I am still a student), an up-to-date and comprehensive job board, clear outlines of the profession's objectives, news relating to the profession, and some kind of forum for work-related discussion.
146	information regarding conferences, new approaches for treatment, job opportunities
147	printable therapy materials printable handouts to give to parents, school support personnel employment opportunities workshop information tutorials
148	Links re therapists and their specialties, links re research and grants, events, private and public practice issues, special interest groups, job listings, lots of consumer info about specific SLP issues and where to find more help (i.e. experts), bibliographies for SLPs
149	Info for professionals and consumers. Professionals - info re: careers, workshops, conferences, an "in the news" section, links to articles, websites, online renewal, documents (fee guides, FAQ's)
150	A database of therapy ideas contributed to by members, for members. A list of workshops and conferences happening in BC and other places in North America.
151	A one-stop-online-shop that compiled info and resources from all available legitimate, reliable and current sources (ie. Audiology Online, CAA, Hearing Journal, Ear & Hearing).
152	Clinical interest groups. Mentors. Electronic Health Library access with better access to full text articles.
153	well-labelled and easy to navigate private practice roster (perhaps options of how it is organized -- ie/ be able to look at it by age of population served, type of population served, area serviced, and also alphabetically - making this more accessible to the public is key!
154	Training, jobs, other slps,
155	Learning opportunities
156	Lists of upcoming events, an accurate search tool for professionals in BC
157	In the best of all possible worlds ... it would have access to everything Ingo Titze has written; it would have regular updates on abstracts from the major voice journals on what has been published It would have current information about voice amplifiers - where to get them, comparisons, etc.
158	EASY access/log-in to wikis, journals, job-postings, conference listings, especially sortable by field (i.e. aphasia, language-learning challenges, autism) and links to other organizations so that you could look at their conference listings.
159	continuing education summary, receipt for payment of dues, upcoming events, in the news events re audiology in BC, ways I can help lobby for audiology issues to local governments, links to useful resources for my daily private practice, a listing of audiologists in BC and where they work.
160	Information of contact individuals/websites that may help locate information or resources. Lists of upcoming events
161	links to resources
162	Resources about Autism, as well as various neurological disorders and their best practices.
163	a blog, similar to the one I receive updates from, moderated by Rosalee Shenker, from the Montreal Fluency Centre, very interesting, can open it or not, relevant to my practice. very up to date!

Sharing Discovering Knowledge Q3P1

	A
164	Information regarding local upcoming workshops, up-to-date articles/on-line learning in various speech-language topics, resources (books, articles, etc), private practice list
165	Info on the professions, where to find a practitioner, and events.
166	Lots of information on both current research and clinical practice. Access to online journal articles for independent research. Links to other useful sites. FAQ's. Specifics on requirements for practicing in BC. Continuing education resources. Up to date and extensive job postings in the field.
167	I find it's already easy to navigate!
168	information on membership; continuing education; policy affecting practice; resources of interest to clinicians; information that bridges the relationship from clinician to consumer; advocacy of the profession; promotion of professional ethics
169	-info about job opportunities -info about upcoming workshops maybe organised by category - links to people's personal website for private practice
170	It would not be the first place I would go for information and resources.
171	practical information re: professional development activities
172	user friendly website with links to education opportunities and links to clinical resources
173	Lots and lots of information about every topic.
174	Lists of practitioners by area(s) of practice Listings of professional development activities Place for dialogue with colleagues about practice questions/concerns
175	Most of what it has already (practitioner locator, journal access, continuing ed info). Perhaps also more educational information for the public, such as handouts on specific disorders.
176	information on clinicians, where they practise and what their specialities are
177	- Links and information about speech & language, autism and hearing. - S-LP career links
178	list of upcoming activities (perhaps by month and/or area); links to other country's associations' education webpages; ideas for ways to do professional education from (e.g.) home; maybe something to indicate that a new activity was just added
179	Links to all the best information.
180	As a SLP, I would expect continuing ed. information, updates on research articles, links to therapy and other clinical resources, and updates on BCASLPA interest groups or initiatives. As a parent or family member of someone with a communication disorder, I would expect to find links to accessing services; names of private practitioners by geographic location, age group served, and practice parameters; funding information, such as private grants, such as President's Choice; third party insurance; DVA; ICBC; MCFD funds; Variety, etc. and how to access these funds.
181	A website with a section divided into ages, symptoms and suggestions for assessments, reviews of assessments, ideas for treatment and reviews of those ideas.
182	Information that pertains to the field of Communication Disorders , working conditions of SLPs and issues that pertain to the availability of services for all. (Wait lists, etc) Current issues and affairs as they relate to the field of Communication Disorders.
183	Lots of different resources on various topics
184	Resources clearly organized by topic, available for downloading. Chronological list of upcoming workshops/conferences, etc in the area. Link these to specific advanced competencies.
185	a huge breadth of information at my fingertips by simply doing a search
186	Everything SLP and Aud - links, articles etc
187	current research articles on a variety of topics upcoming continuing ed opportunities including e-seminars
188	Information regarding currently job postings and upcoming events. Message boards for asking questions and having discussions regarding work related topics. Information regarding new advances in the field. Information regarding current issues influencing us in BC.
189	current efficacy studies
190	Access to full text journal articles
191	Clinical information and links to resources, a comprehensive list of continuing education opportunities, & job postings.
192	access to research documents & journals pertaining to profession; links to professional development opportunities; library of tests, therapy tools, DVDs, professional reading that could be borrowed to determine whether individual or department would like to purchase; flyers, info sheets re; specific issues in communication that can be shared with clients/parents.

Sharing Discovering Knowledge Q3P1

	A
193	Resources available in our province, things specific to our field and that we can access close by.
194	Actually I quite like the layout and accessibility of the CASLPA Website. But what I would be looking for would be Pro-D events, links to SLP-related sites and information handouts to share with clients/families.
195	If this questions refers to a BCASLPA website then I would expect to find SLP and Audi private practice listings, links for professional resources, latest treatment techniques and a forum for consumers to use.
196	How to become an SLP or audiologist, How to find an SLP or audiologist, a Members only section to locate colleagues, and links to professional information, conferences, and employment opportunities. A place for the public to learn about SLP's and audiologists and what to look for.
197	most recent articles/research and best practice
198	-continuing education information: particularly geared for those living outside of Vancouver -having the free journals online for members is great! -some brief general information for the general public might be useful...
199	A list of disorders and topics that I could scroll through to find what I need.
200	current info on continuing education workshops current list of slp members working access to archived research articles on slp and related topics lists of current accredited websites for therapy materials lists of current accredited websites for information on various disorders - geared for parents, clients, teachers, practionners, etc. discussions of current issues in the professions of slp and aud. discussions of impact of the new College of SHHPBC lists of current university programs for slp and aud
201	upcoming workshops & conferences, professional interactive message board, links to therapeutic resources/downloads
202	Online professional development webinars, resources & links organized by subject (eg. language development, aphasia, voice, etc.)
203	Database of topics and links to resources
204	An excellent, comprehensive resource detailing community services and programs across the province
205	an up-to-date members list - including private/public practice and location they live work that is easily searchable; up-to-date list of websites of interest for professionals; info about employment opportunities, continuing education opportunities; information about local innovations and programs in clinics around the province
206	easy access to research articles short info blurbs about current topics, with links to research articles, researchers web pages contact info for a BCASLPA librarian (Interior Health has a librarian, and I have found it very helpful to be able to email them with questions)
207	1. An easy search engine to find useful, current research articles. 2. Current job postings 3. Listing of upcoming professional development events
208	easy navigation for families looking for info and services; easy navigation for professionals to current links and resources
209	Position papers on dysphagia, apraxia, and stuttering therapy. Guidelines for waitlist management, a recommended fee schedule for private practitioners, an up-to-date listing of upcoming pro-D in the province.
210	A well organized, searchable database of information. Perhaps things other clinicians have found helpful, ideas for therapy, etc. Maybe lists of articles in different subject areas that could helps us stay current on the evidence base supporting different approaches?
211	user-friendly website comprehensive list of topics
212	job listings, educational opportunities, private practice roster, list of apps that are useful for SLP's, contact info for College, CASLPA, clear outline of fees for each organization and what they provide, chat room, list of resources with description, lending library for standardized assessments (for private practioners)
213	Information on how to find an private SLP or audi services. Info on how to choose a therapist, questions to ask. I know clients use this section regularly.
214	links to many conferences and workshops - not only in BC. elibrary parent resources - printable handouts
215	A comprehensive website that is easy to navigate.
216	information on upcoming professional development, career opportunities, information from around the province on different services available,
217	Best practices information; Handouts for parents; Resources for teachers; information on continuing education opportunities; links to other resources on professional topics

Sharing Discovering Knowledge Q3P1

A	
218	Upcoming events, suggested resources to purchase, free online resources, reviews of products by other professionals, developmental norms, charts, tips, and information pages to print and give to families on various difficulties.
219	a members section with listing of code of ethics, media kits for May is Speech and Hearing Month, media kits for issues in the news
220	1. information on career for those interested in SLP/AUd 2. university program - UBC info on training 3. info for international applicants who want to work in BC 4. Code of ethics/policies for BC SLP/AUd 5. Clinical resources for SLP/AUd, general handouts 6. Newsletter - up to date information, news for members and public, media releases 7. e-library - links to research 8. links to other websites 9. information for parents and consumers 10. information for SLP/AUd students 11. postings of educational opportunities for continuing ed. 12. ways to become involved with the association
221	New information highlighted (links to what's in the news/media, links to new research that is directly clinically relevant), access to workshop/conference information, links for programs in BC for families (eg. stuttering clinics, funding resources),
222	Informational handouts for parents on basic developmental expectations, suggestions (Alberta Health has a great link to what would be useful for me). Links to good websites/blogs (e.g., Caroline Bowen's resources), best practice guidelines summaries.
223	professional practice guidelines, best practices, information packages to educate administrators, teachers, or paraprofessionals on what our scope of practice is and how we can be a valuable asset to a team, list of upcoming CEU opportunities
224	upcoming events, numbers for executive, lists of new resources reviewed, pithy opinion pieces, advocacy information
225	Comprehensive links to online resources; online continuing ed; best practice guidelines; online chat
226	Partnership with other associations (to get continuing education credits (online courses), conferences (not only local ones), rewards (miles, etc)/discounts in establishments or services (hotels, BCAA, restaurants, etc)
227	Audiovisual recordings of past conference presentations.
228	e-learning modules (inc for CSHHPBC advanced competency topics), slides from conference workshops upcoming education opportunities (inc for CSHHPBC advanced competency topics) links to relevant websites with reviews of the quality of each links resources discussion boards on topics member area/contacts information sheets on: slp/aud topics, disorders, public information etc evidence based practice /updates on research
229	Current listings
230	Greater conference attendance, interesting lecture topics, and current hearing aid technology displays by manufacturers.
231	a good search engine
232	job postings, event calenders, information sharing page, recent articles,
233	links to private roster, links to local (and Pacific Northwest) conference opportunities; links to relevant websites (professional links)
234	networking possibilities, onfo on workshops and conferences, search bar for particular diagnosis and resources, papers etc relating to it
235	Links to the websites of other organizations in the province. Links to funding sources for families. Useful resources for both therapy and for parent education.
236	Information about upcoming educational events in the province and in the neighbouring provinces and States. Access to on-line resources (UBC Library; health unit web resources; journal articles and webinars)
237	Lots of videos and resources for professional development; job postings; private practice postings; members discussions/forums
238	I would find separate information for audiologists and speech language pathologists, and then info for both groups. The information would include online content as well as conferences, discussions, courses and related topic information. Information regarding other organizations information would also be included. Information regarding applicable topics would be included, common questions would be answered.
239	Everything I need to keep up to date on recent research, get CEE's, find a job, and learn about guidelines for my profession.

Sharing Discovering Knowledge Q3P1

	A
240	Recent writings and news from local slps and auds. research articles job postings names of local professionals
241	-Up to date information on a greater variety of conferences -More organized list of private practitioners- where it is easier to search for practitioners in a given area (e.g. could search for all in Coquitlam and Port Coquitlam at the same time.
242	-Calendar of events/ courses offered by various organizations (not just BCASLPA) -links to free and paid resources
243	lots of new things (i just looked!) - access to journals, websites with resources, e.g. C. Bowen, SET-BC etc.
244	Pro-D opportunities
245	Conference information
246	Clear headings/tabs identifying where I can locate anything pertaining to speech and audiology. This would include therapy resources, new and useful research summaries, various continuing education opportunities local and elsewhere, funding information for clients, useful links, discussion forums.
247	Conferences in the area; websites for relevant speech/language resources; question/answer section for members to connect; improved advertising/access for private practitioners.
248	summaries of the latest research in the field
249	Information like; most common disabilities and information about them, continuing education, upcoming events, how to get the certification, careers, what SLP's do.
250	A website with: downloadable professional materials and resources (such as those found on the SET-BC website), current information about professional development activities in ALL regions of the province, chat forums, links to research studies, reviews of research studies (similar to Dr. Judith Johnson's previous "Language Intervention Digest", and resource recommendations and reviews.
251	conference info, therapy techniques and ideas, assessment overviews, online learning modules, chat page on topics of interest,
252	Information on upcoming continuing education opportunities in BC, Canada, and internationally. Job postings. Parent-friendly info sheets on various topics in speech and language. Contact info for all slps in a organized 'menu' of listings of which specialists would be available, what each specialist does and how to contact them
253	abstracts of research/ journal articles, connections to reviews of new books re: topics applicable to SLP, lists of workshops/ presentations in the province - multidisciplinary, not solely SLP
254	relevant information
255	Not sure about the question. I am answering this assuming we mean the website.. . Ideally I would like one place to go that I could type in a topic and all the conferences and resources in the world would just pop up with reviews (like an app store but a "info app" and then we could have e.g. "the top ten most attended conferences "and " top ten "free" info sources" and top ten in other categories).
256	Current best practice info and continuing education workshops
257	private practice list continuing education opportunities job opportunities
258	journal articles, Discussion boards, training opportunities,
259	To name a few, therapy updates and ideas, continuing ed info, great resources list, benefits and perks for members
260	resources (books, online, articles) parent handouts (1 page) therapy share ideas Clinician exchange materials ready to go, reviews on new materials ideas,
261	Information about BCASLPA, job opportunities, training opportunities, useful resources
262	professional learning possibilities new resources - listed for different age groups, populations and work settings private practitioners - for potentials clients to be able to find links to other websites that would be useful
263	I would find: parent handouts on speech/language development/delay, information on when and how to get help and strategies they can be using at home. I would also find information on the latest research in the field, proven techniques, appropriate websites for therapy materials. Also, therapy materials, ready made. News on what is happening with the various committees, such as the School Affairs Committee. Perhaps an easier way to send messages/questions out to other SLPs and have them respond. Information on the College and what issues are being discussed there.
264	Easy access to upcoming events, useful professional links (maybe updated regularly), maybe sharing pages?
265	

Sharing Discovering Knowledge Q3P1

A	
266	professional info. career ad, contineous education opportunities, chat room
267	fact sheets and web links to more information for consumers; a way for professionals to communicate with each other about clients, treatment, materials, service delivery models.
268	easy links to "careers", "resources" and "training opportunities"
269	Information about conferences, finding a private speech practitioner or audiologist.
270	-a forum for professionals with various discussion topics -regular research to practice type reviews of the literature contributed from professionals/academics in appropriate areas - similar to Judith Johnston's articles in Language intervention digest -youtube channel with webcasts from experts about different topics -direct link to online
271	Scientific articles; summary of literature, contributions for provincial experts
272	Easily accessible list of people in private practice; workshops/pro-d list of interest to members that is kept up to date; updated list of projects undertaken by BCASLPA council and committees; easily accessible position papers on variety of topics;
273	cont ed courses, job info, current events page, international development projects providing volunteer opportunities/ideas for members, cont ed \$ support
274	Events/ Private practice listing/ resources for families/clients
275	A page devoted to websites which provide information on issue we deal with regularly. Perhaps a top 10 selection. A "guru" who can help with consults
276	up-to-date journals, links to useful resource websites, listings of upcoming pro-d opportunities in BC and nearby areas (Alberta, Washington state, etc.), member reviews of products and issues that are currently in the media (e.g. stuttering because of the King's Speech movie, review of iPad and other devices that parents are interested in, etc.)
277	A link to resources for clients, families, and S-LPs, a link to a list of private practitioners, information about upcoming educational events
278	i don't know, possibly job opportunities and notices about upcoming conferences and workshops.
279	A more comprehensive list of upcoming workshops, webinars, seminars, and courses available for Pro-D. Links to useful resources that have been vetted by some SLP. Eg. apps for autism, etc.
280	members' contact info ethics and bylaws general fact sheets (e.g. developmental norms) to use with clients (and for them to access) links to websites for specific disorder articles and info? links to journal archives?
281	-list of current workshops (description, date, and fee clearly displayed) -access to journals and/or databases so that we may impliment evidence based pratice -discussion board that members may post questions and/or information. This would be actively updated by a moderator...discussion boards are tricky as they are quick to become outdated without being updated by a moderator.
282	Web links for things like best practices
283	Concise, yet clear and informative summaries of important and relevant issues. Demographic information. Business information.
284	Up-to-date job postings, resources to refer parents/partners of clients to, resources for SLPs, information about professional development opportunities in BC.
285	Quick online access to up to date evidence based resources in Speech-language pathology.
286	Lists/links to S-LP websites, Access to an online library, Handouts for parents of school aged children, (like Super Duper or Linguisystems but Canadian and non-commercial), A dictionary of S-LP terms to copy and put in reports, an S-LP chat group (listserve?) where all the e-mails come to your e-mail address so you can read what you want but don't have to go on a website to check them - belong to Caroline Bowen's and really enjoy reading the e-mails but it is only focused on speech sound disorders) and a "Sharing Section" like the "Speaking of Speech" website with downloadable materials.
287	Would like to find SLP job posting for the province and across Canada. Also would like to know about international opportunities. i.e. Operation Smile, etc.
288	List of links to websites that are pertinent for SLPs such as links to other organizations websites, links to information (i.e. the private practice handbooks). Information on issues pertinent to SLPs such as ethical issues, basics of running private practice or running your clinical practice (private or not). Perhaps a members forum/listserve/support group to ask questions in a live format or not.
289	I would hope to find job postings in BC, as well as, workshops and conferences that are being offered in the province.

Sharing Discovering Knowledge Q3P1

	A
290	provincial and nation-wide links to resources for SLP, articles on SLP topics for clients/families, access to professional publications, etc.
291	Conference dates and details (at least for Western Canada) on a variety of topics, access to journals, an online discussion area where professionals could post questions and comment on other's questions, a list of websites where you can access therapy materials and ideas, a list of useful technology resources (e.g. apps) and a place for members to comment and possibly rate them
292	Up to date links for information.
293	Current research, information on a specific topic
294	I would find materials that would be useful in my practice. I would love to find a site in BCASLPA with a number of reporting forms, including assessment report forms in pdf which I could adapt for my own use, or a report writing program that could be downloaded.
295	without checking the web site I don't know
296	The most recent information about events, articles and research in BC
297	A website that is easy to navigate through and a medical/educational search engine that is easy to use.
298	updates on upcoming conferences and inservices around the province..by area would be great! "tried and true" resources for therapy and assessment organized by age and subject. updates on changes to profession job opportunities in province organized by area of the province.
299	I think the website now is quite good - lots of great links and access to e-health library. One thing I find a bit confusing is the way to go about finding a private SLP - it just says "Find a Speech or Hearing Professional" - doesn't distinguish between private vs public SLP services. I think it would be easier for parents if it said "Find a private SLP or Audiologist". Also, it might be nice to be able to access referral forms for different agencies (that offer SLP and Audiology services) around the province.
300	links to websites that have descriptions about what you will find there printable handouts for families
301	Who BCASLPA is, Carrers in the field, infor about speech,languageand hearing difficulties.
302	Contact for other professionals in Canada, contact of like organizations around the world, patient counselling tools, forms, etc., calendar of events in Aud and Speech north america wide
303	List of courses available by areas and topics of CEs. Be nice to have reviews of tests, toys, activities others have tried.
304	participation is important, ways to help their child, info on specific areas of treatment: speech sounds, language understanding, early language use, later language use, etc.) Information on current research and implication for evidence-based practice. Information on recommended service levels (is it known how many SLP or Audi FTEs are recommended based on population numbers, school enrollment or hospital programs?)
305	website: a more comprehensive list of Canadian and international continuing ed courses for SLP's, brain research conferences, school-age/education conferences, etc., and places to order continuing ed DVD's. Also, links to good informational articles. More like the ASHA website.
306	resources or links to various websites of SLP stuff.
307	online access to professional resources (journals, goal bank), employment opportunities, and a listing of upcoming professional development
308	A well-organized, user-friendly website with links to key professional development sites/affiliates for webinars and video training opportunities (I am rural/remote). A toll-free phone # with knowledgeable, pleasant BCASLPA representatives who answer and respond to queries in a timely manner. Also with easy-to-print up-to-date offerings for parent/teacher information on speech/language/hearing topics. And with easy links to professional/medical literature literature, journals and med/health search engines.
309	Reliable resources for therapy use or perhaps links (e.g. good developmental online checklists to provide to parents), place to do research (really like the links with the online sites), data base of all provincial SLPs, access to professional development (e.g. links to things like speechpathology.com)
310	An extensive and informative website or a helpful reception by phone
311	-Recent research articles -Varied audiology topics
312	Updated lists and links to the following: Research paper Upcoming professional development Employment oppertunities Organizations involving SLP (organizations which employ SLPs) Private Practice List Research oppertunities Events Calendar Research Grants Available Guidelines re:fee structures
313	information and charts and handouts on every topic of interest to SLPs and Audiologists

Sharing Discovering Knowledge Q3P1

	A
314	local, national, and international information on a wide variety of topics - including beginning through advanced.
315	Journals, forums, recommended resources, reviews of resources, contact information of colleagues, professional development resources
316	News about continuing education events, handouts for consumers, links to other related organizations, membership directory
317	a clear website with easy to find paths and links to other related websites
318	Position papers on current practices, technologies, etc. relative to SLP practice; news related to the field; links to training and learning opportunities; a question forum; contact information/directory for VIP in the college and field.
319	sections for access to current research, current continuing ed, updates on legalities and government policies
320	speech and language topics
321	Access to journals, audiology related guidelines/document on various topics,
322	On website: Conferences - information organized by profession and population (paeds. and adults) and prioritized by date of conference (most recent at top of list). Detailed conference description (when, where, purpose, intended audience, etc.). EBPractice: organized by profession and type of area/speciality. Links to current journal articles that have been approved by an EBP team.
323	fact sheets, private therapists, links to other websites
324	journal articles, links to helpful online resources, information on local resources
325	frequently updated PDFs or links to articles / press release / original information in other formats categorized under tabs
326	Clearly organized information about professionals, speech and language disorders, hearing issues and information for parents and professionals
327	Lists of community agencies (maybe SLP and others as well??) Handouts - i.e. resources for families and community partners Message board for special interest groups
328	one hour on-line links to pro-d lectures; a list of pro-d events offered around the province or on-line; news from the college
329	I'd like to see all related conferences listed and described
330	A library.
331	I think I would find information on BCASLPA's Mission Statement, History, Contact Information, Articles on Speech, Language, and Hearing for reading or referencing, and updated information on current events and programs in the calendar.
332	highlights of information available by topic (ie: new research preschoolers /aphasia/swallowing etc.) and, from other like bodies (ie australian speech & hearing assoc.) with links at end of summary to full journal/source and/or full critical review
333	handouts that are useful to give out to families, private practice list that actually works and is easy for users to update, passwords are not so crazy to remember in the members-only section, summaries of best practices/reading lists by topic
334	a current list of information for upcoming pro-d events in BC and the rest of Canada a current list of popular assessment and intervention resources
335	Professional news and updates, a clinical blog, links to resources, strong professional advocacy.
336	A place that would provide a lot of information on the "Dos and Don'ts" of private practice.
337	I would click on the website and be confident that I can access many of the resources I need from there
338	resources for audiologists, contact details, details for upcoming conferences, organized continuing education activities, professional resources.
339	An area with links to treatment info such as Caroline Bowans site
340	A current, to the minute resource for all things related to our profession in BC. Regularly updated job-postings, continuing education.
341	- Contact information for other clinicians - Information about Audiology and SLP as a profession - Basic information about hearing loss and speech pathologies - Contact information for relevant support organizations for hearing loss and speech pathologies (e.g. CHHA,
342	Detailed information on professional development A list of places that offer SLP services, to help new SLPs to the province to find jobs A job postings board that looks like employers use it as one of their first options

Sharing Discovering Knowledge Q3P1

A	
343	Information about communication disorders, resources for public and professionals (information), news of upcoming professional development events, media coverage, how to find a SLP or Aud, opportunities to network with other SLPs/Auds, guidelines and position statements on various topics, job postings, etc.
344	information I can use as a professional
345	links to on-line resources and information, education opportunities, a question and answer section for therapists to share information
346	friendly, knowledgeable staff; well developed web site with tons of links to important and useful information
347	Information regarding workshops in BC and across the country, latest up to date information on the various areas of SLP and where to find further information, information on resources and where to find them.
348	A "one-stop shopping" place. We could go to ONE organization to be registered and certified, have a private practice roster, get insurance, have professional development, and have consumer protection.
349	Up-to-date links to useful websites Full text journal articles about SLP and audiology topics Contact information for people who have experience in specific areas Current job postings Printable handouts for parents and other professionals Current best practice information for different areas in SLP and audiology Continuing education opportunities (on-line courses, etc) Discussion forums where professionals can ask and answer questions
350	up-dated info on continuing education opportunities and new evidence-based practice info, quick & easy therapy ideas
351	The most recent research regarding best practice; SLP staff to population ratios; parent handouts and community resources; information regarding all provincial training opportunities
352	A complete listing of upcoming courses and job opportunities in various places
353	Clinically relevant resources for assessment and treatment, and links to academic and research articles that are related to these for evidence-based practice
354	An easy to access website with links to all education opportunities, professional journals, career postings
355	All conferences and related conferences for western provinces and western states listed
356	Comprehensive best practice information or links to good sources. Greater networking of BC SLPS, more info on professional development, information on funding sources and other client support.
357	If this were the first place I went I would want it to be a one-stop shop. I would want updates on all areas related to my practice. That means I would want info on changes with the CSHHPBC -even just a heads up about a change, and then a link to their page for more info (even though that's not your area), I would want information on conferences/education, current events related to Speech Pathology etc. A lot of this is present on the new site now.
358	A list of professional development opportunities, a list of links to SLP/Aud websites, a forum for people to submit too seperated by topics of interest.
359	Resources on-line as opposed to links to other sites I like current research that pertains to our field but cannot afford to subscribe to the numerous journals...maybe current relevant articles from the fields of education, ot, pediatrics...
360	information on services provided (for the public) list of RSLP's , including phone numbers info for public on " what is an RSLP, what do we do? " etc. information on normal speech and language developement info on " When to be concerned" info on continuing ed. opportunities job postings articles and information posted by members information about online resources info about committees and their work
361	An extensive video library of past conferences, membership lists and contacts, a list of people and or resources you can consult for rare clinical disorders.
362	Information on best practice for all areas of speech-language pathology and an online forum for members.
363	listings of conferences; links to websites; lists of important organizations, etc.
364	Easily spotted tabs for - education opportunities - private therapy listing, easily searchable, no dead links - clear discussion of difference between BCASLPA/College (not a video)
365	A description of what BCASLPA is, a list of what it has done for the members, members login, A link to events/workshops, career opportunities link, link to CASLPA, link to information of how to apply for area funds etc., list of area reps so members know who to call
366	A list where members can add interesting articles/resources on certain topics related to SLP. A list of upcoming PD events in North America. Links to free online PD and resources.
367	information and resources for SLPs and education for families and clients information for practicing privately information to keep professionally updated

Sharing Discovering Knowledge Q3P1

	A
368	summaries of the most up to date research on different topics, ie apraxia, so I can trust I am getting good info. also more support for May MOnth - I like the idea of taking a topic and making a bulletin board and handouts etc for parents on the topic of the year.
369	A calendar that listed upcoming professional development events and other events pertinent to SLPs/Auds would be easier to read than just a listing the events.
370	An easy-to-access, organized collection of up-to-date articles, links, postings, contacts, and information, for example about institutions and upcoming events.
371	-articles on topics related to Speech Language Pathology issues connecting clinical practice to research - resources you can borrow or online copies of books and videos
372	Sorry, I am not sure what this means - Do you mean what do I find or what I would like to find? I would like to find a much more comprehensive and up to date list of conferences and workshops. Speech web site links are okay but these are readily available elsewhere
373	A bank of information.
374	listing of inservice for all of B.C., job postings, treatment and assessment resource guide
375	current best practice guidelines, job opportunities, resources
376	Job postings, educational opportunities, practical information about private practice, a flexible private practitioners list that doesn't always list people A-Z. My last name starts with Y!
377	Access to therapy ideas and resources, information re: where to direct clients/patients, active current discussion, current research (FULL articles)
378	A place for clinicians to share clinical issues/problems, issues with testing, fitting hearing aids etc - where people can exchange ideas and help each other to improve clinical skills and help new clinicians as they embark on new careers often in sole charge environments. Access to information (journals, listings of BCASLPA but also other related industry conferences) Updates on issues affecting our careers, the industry, changes in government policies Employment opportunities
379	Information on courses being held, special interest groups, publications available, job postings
380	A great website with current research information for SLPs.
381	Information on services Audiologist and Speech Language Pathologist provide. Where clients can find those services.
382	Information about provincial services for children with various diagnoses (e.g. Autism, ADHD, SLI, APD), including links to websites with more info about provincial service providers.
383	Information about employment opportunities, professional development, and how to locate slps in the province. If directing a member of the public to the website, I want them to find out what we do, and that we have an organization that has been in place a long time to support its members.
384	news and events, conference info, career postings, resources,
385	treatment efficacy/best practice information for specific communication disorders evidence informed practice information
386	A list of professionals
387	An easy website.
388	The latest research regarding best practice in our field. All the stuff that is currently provided by CASLPA and/or ASHA and/or the Royal College in U.K.
389	Local education events, practice guidelines, private listings, links to relevant programs (CAYA, funding sources, ANCDs, etc.), patient-friendly handouts to print off, a Facebook page sending infrequent but important updates, journal articles or a list of new tx-related articles, contact info for all the public SLPs with topic-discussion groups and information sharing, profiles of SLPs in the province doing new and exciting things
390	streamlined website which allows easy access to info, other websites pertaining to field
391	employment info
392	Website links for reputable, easy to use websites.
393	Job postings, continuing education events, newsletters
394	I would hope to find a calendar of events for upcoming workshops in BC, Canada and potentially Western USA. I would also hope to have access to normatives and handouts that could be provided to parents as a resource in addition to services that I provide as an SLP.

Sharing Discovering Knowledge Q3P1

	A
395	educational opportunities, open positions throughout the province, any bursaries available for continuing education, directory of members, a "Welcome to BC" for new arrivals, easy links to other provinces and CASLPA
396	Fact sheets for various disorder types Current research highlighted per disorder type
397	A website with contacts and resources
398	A list of jobs for realated fields without going to another link. A list of courses that you can take with course content, length, dates/times, contact person and cost. Keep information to the point for quick reads (not a lot of time to read, etc for most professionals).
399	a lending library of resources
400	lists of members, where they work, contact information. Updates on educational opportunities Position statements A photo of the staff in Vancouver and a photo of the office
401	it would be the best of all the various places i now go, my practice is acute tertiary audiology, we work on interdisciplinary teams but don't fit hearing aids.
402	Categorized lists of experts grouped locally, nationally, and provincially.
403	what is currently on the web site
404	documents, private practice directory

Sharing Discovering Knowledge Q3P2

A	
1	What would it look like?
2	Articles, checklists, review of assessments, review of different AAC devices
3	well organized, user friendly?
4	weblinks to resources on the website, handouts, tipsheets, recorded sessions, success story videos, how to videos for members. links to articles, printables.
5	streamlined, simple look
6	web-based
7	I honestly haven't been on the website in a while
8	It would be very user friendly.
9	Homepage with key highlights with some quick links, but also a tab for all conferences/talks coming up in the field, job postings, and one or more for more technical information.
10	easy to use
11	a website with clear drop-down menus organized under topics of relevance
12	Computer based databases for quick activity ideas and materials
13	Easy access and layout.
14	Newest and most innovative approaches in all areas of communication disorders.
15	Um, something that will look beautiful on the iPad I'm going to win?
16	easily available be on line accessible , have a great system for searching, and minimal cost
17	Broad headers that direct you to more specific information; Pictures of SLPs and public; Maps
18	Websites information would have lists of upcoming learning opportunities with accompanying links to providers; conferences would offer interesting workshops with top notch speakers, and opportunities to network with peers.
19	Clearly organized files in alphabetical order based on topic (e.g. AAC, Fluency, etc.)
20	I have no idea.
21	see above
22	a user friendly website
23	WEll, it would be a list that had university, multi-province classes, seminars and other professional development options
24	clear; organized; concise
25	*easy to navigate *not too "busy" looking *links to useful websites
26	User friendly, easy to navigate website with tabs for different topics (Pediatrics, Adults, etc) and tabs within different pages for easy to access information
27	not too dense--my eyes are getting old. A few pictures, and some good colour coding. Up-to-date graphics, etc.
28	a website- I like your website now.
29	organized according to category on website
30	Clear and well laid out.
31	
32	Online resources by filed of practice, online forum.
33	It would have symbols across the right top side of the page: "about us", "speech", "hearing", "membership", "careers", "contact us".
34	A Professional Association that acts on behalf of SLP's and Aud's here in BC re issues (BC Gov't policies, various Unions and agreements) One stop shopping spot for ProDev
35	1. a comprehensive and well organized website (with a method to contact over the phone/email regarding questions not answered by going to the website). The website should include tutorials for the individuals may not be familiar and comfortable w/ I.T. methods #2 A physical address with the same materials/resources on the website. However, since a significant portion of the membership may not be able to go to a physical address, the emphasis should be on contacting BCASLPA via I.T. (including webcam/skype) methods. 2.
36	well laid out, not too overwhelming
37	e-news; website
38	Very user friendly and easy to read and use.
39	"Yammer" might be an appropriate venue as you can tag key words for doing searches.
40	User friendly and professional. Easy to navigate.
41	Organized--separate for members, for consumers, with appropriate links/resources/checklists, etc. based on this. More specific pictures of the work we do rather than generic pictures of individuals.

Sharing Discovering Knowledge Q3P2

	A
42	training: summary of training month by month both in BC, Canada, Washington State article: journal abstracts from recent CASLPA and ASHA journals, plus access to other journals
43	ASHA's website.
44	It would just have different sections with conferences, research, private practitioners.
45	Links to registrations for workshops, etc.
46	links calendars
47	like that of ASHA- based on specific topics put into readable/practical documents, discussions and subjects, and based on current research and best practice.
48	A catalogue of resources Links to articles and article summaries
49	Handouts; resource links.
50	Highlights and summaries with more information and older news revealed as I drill down. Calendar display with local events?
51	ongoing literature review, summarized in a manner that provides enough information for the reader to determine what if any further investigation needs to be done
52	newsletter.
53	Possibly more online educational opportunities and ways to connect with other professionals.
54	as above
55	webpage with good indexes that take me to my answers
56	Incredible web site linked to great resources and experienced professionals
57	Seperate lists for SLP, Aud
58	Not sure what it would look like- it would be easy to navigate.
59	A website like http://www.uptodate.com , maybe with a clinician's login. The clinician could search by disorder and find (1) a summary of peer-reviewed research (maybe compiled by current UBC students?), (2) Links to important resources (e.g. position papers), and (3) Credible websites that we can refer clients to.
60	Simple, informative, professional.
61	Drop down menus for each area that we provide services for with research, assessment options, treatment options, and forum to discuss cases
62	Prevalence/incidence - international, Canada, and BC. Types of disorders and need. Current levels of provision and unmet need. Links to service models both international, Canada and BC to enable research for appropriate and innovative (school-based) service development/advocacy. The effect of SLP - testimonials, evidence. Contact links and info - BC, Canadian and international names with stated areas of interest and/or specialism who would help local SLPs advocate, design and deliver appropriate modern services.
63	I would love an online data base....perhaps organized by disorder...that has background information on the disorder, links to current research in the area...and most importantly, a variety of treatment techniques/resources
64	I would need some options as to what I could use....just haven't thought of using BCASLPA to seek work related supports.
65	a searchable electronic format
66	Like a blog, easy to navigate, personable, frequently updated...
67	I don't know
68	Website, electronic newsletter, organize educational opportunities, advocacy for the professions
69	I think the look of the present website is just fine.
70	easy-to read, not too visually busy
71	Clear, easy to read website, section for members, separate section for Auds and SLPs; ongoing information about the conference (past and current); survey on who'd we like to see at conferences and location preferences...
72	don't know
73	It would have way more information. It would have forums for all of these different subjects listed above. It would be easy to navigate and constantly evolving to include more information.
74	Specific to the profession as well as related areas.
75	a well organized website
76	- a well-designed website with links to pages that can also be displayed as printable pages
77	Easy-to-use format. Easy for professionals currently working in BC to find relevant info. and also for students planning on working in BC.

Sharing Discovering Knowledge Q3P2

	A
78	like an online information centre. You could select items by topic/age group/geographic location.
79	easy to navigate online; easy to access from anywhere with username and password
80	It would be a powerful, interactive, easy to navigate website.
81	Web based
82	Well presented and easy to find
83	possibly a similar set up to the ASHA website - areas within our scope of practice being give folders within specific key areas
84	Similar to ASHAs website
85	lots of links, lots of free printables
86	Same answer as above.
87	Straight forward articles, video/audio CDs for computer to watch/listen to.
88	nothing fancy = but designed to be easy to understand how it is organized
89	I don't know because it is so long since I have checked. Hopefully, when I do so when I finish this survey, I shall be pleasantly surprised and consult it more often.
90	all info would be easily outlined, there would exist a search function, appropriate links to other info
91	Professional and parent friendly.
92	it would have the ability to post "case study" questions for peer input
93	Modern, interactive, bright, not overwhelming.
94	It would be practical and clinically based information. That is, not obscure research that is of no consequence to most practioners
95	?
96	email updates sent to on a regular basis
97	simple design - too many words/boxes are hard to read... get a good designer for the site!
98	Clean, clear, bright and modern. With a coloup[le of nice landscape pictures.
99	It would be great to have some 'successful' membership stories.
100	easy to navigate, user friendly
101	more artistic & modern
102	Articles in PDF format for printing or saving
103	website with links to above
104	alphabetical listings
105	the new website is much better, but doesn't always work properly
106	Easy to navigate clear public and member only areas up to date supportive of the professions
107	It would be easy to access, easy to read, and manouver around.
108	clearly organized and easily accessible
109	It would be easy to read and easy to navigate
110	Colourful and organized. Logical.
111	See above.
112	search engine style
113	It would be separated into topics -Research/article updates -Events/info for clinicians -Events for patients and their families -Continuing education opportunities -updates related to professional practice (protocols, guidelines, new assessment and treatment ideas) -a section to have a forum related to everyday practice and to post pdf documents in order to share resources
114	A website would be fine.
115	mostly on line but well organized
116	an easy to use website
117	Professional, colourful, and user friendly. Tabs for topics: list of SLPs/Auds, References (books...), Services (assessment, treatment, ...), Cost (provide realistic hourly rate range and explain variability), Disorders, Treatment options, what's expected of you: parent, client, teacher, care provider, etc. Pop-ups providing detailed information and directing user to section with further details. Links to other sources, if possible, such as universities, libraries, college, etc.
118	a professional and easy to browse website
119	An easy to read, organized by date list
120	The new site is much improved, so some positive change has already occurred.

Sharing Discovering Knowledge Q3P2

A	
121	Use technology but keep it simple too...not all of us are the best at blogging, tweeting, etc. etc. I don't know really.
122	It would be easy to navigate with tabs for different kinds of information. It would be simple and uncluttered.
123	Easy to access.
124	perhaps BCASPLA could offer on-line courses and chatrooms to bring speech and hearing professionals together more
125	different areas for the public and members
126	inviting, informative but not too cluttered.
127	friendly, simple and dynamic...when there are photos they should include photos of all ages of SLP's not just the young (30's) working with seniors and preschool children. What about the school age clients? middle aged therapists? audiologists
128	I've always liked the way it looked - in paper and now online.
129	simple, clean design that is easy to navigate and easy to read. I like the new design of the homepage!
130	categorized in a user friendly manner
131	User friendly
132	see above
133	Easy to find S-LP journal access on web pages
134	It would be categorized with sub headings.
135	a more comprehensive and useful web presence
136	more like the CASLPA website
137	The current website looks great.
138	Topic, Dates, location and price
139	flyers, handouts, email broadcasts
140	User friendly website with easy to read text (current site looks good), easy to navigate for consumers as well as professionals. A members only forum to discuss various clinical issues (could be done in conjunction with CASLPA). SKYPE meetings?? (maybe this is already happening)
141	A complex, user-friendly, web resource.
142	On line library
143	As simple as possible, designed more for S-LPs and Audiologists than for a casual visitor from the public.
144	website format
145	organized into categories quick and easy access
146	Similar to now but expanded
147	Web-based, easy to navigate, "clean and uncluttered". The current website is on it's way.
148	Well organized and simple.
149	Website with one area that was a resource to briefly summarize what is new in our industry and a separate area for doing advanced searches.
150	It wouldn't have to look much different, but there would be little pockets of common interest, so members could approach a group for information or to contribute
151	simple, clean, colorful, information for families section, information for clinicians section.
152	Clear links, big letters, updated often
153	It would be located on the Home page.
154	Simple layout
155	- everything downloadable
156	If you look at Brainstreams.ca they have links to other brain injury conferences in the vicinity. Also, if you look at Dr. Ingrid Friesen's Memory Clinic website, she has a Twitter feed of recently published articles on aging and memory function, etc.
157	a section designated for audiology topics and events only, no need to wade through SLP stuff. The only time I wish to know about SLP stuff is when it pertains to my daily practices...never so far since 1995! (But I'm open to any suggestions if I've been missing something)
158	Resource page with topics of interest in the specific field, but also in general terms with allied professional resources
159	different sections like professional vs. therapy resources

Sharing Discovering Knowledge Q3P2

	A
160	Best Practices (this needs to be soundly based with resersearch from some of the best places such as the Mayo Clinic etc)program for all of the various issues that we deal with.
161	could be various topics, ie pediatrics, swallowing, school age, private practice, adults etc.
162	Not sure if you mean the website but I guess it would have to be organized for easy access. Haven't been on the website for a while because most of the online learning I get from SLP online and most of the workshop information I get from Apraxia kids
163	I think it really looks good now.
164	Easy to navigate.
165	looks good already!
166	It would look like the way it does now...I think BCASLPA is a great organization and does all of the above well.
167	well organised. good divisions for SLPs, Auds, specializations...children/adults/various topics, etc.
168	simply organized
169	user friendly website.
170	Maybe a website with links to on-line courses, other websites that offer professional development.
171	Website with links to various areas
172	Downloadable PDF handouts for the public.
173	a list
174	The website is well laid out and easy to navigate, but the links to the online journal library have not worked for me.
175	perhaps more streamlined than CASLPA's page
176	Easy to navigate.
177	There would be a membership list of SLP's and audiologists in public and private practice, with their preferred areas of practice or employer, and contact information. There would be education and resource links for practitioners and families
178	Such a website.
179	Similar to the BC Teachers Federation Website etc.
180	Google!
181	USER-FRIENDLY! The BCASLPA website and documents are currently not very easy to navigate.
182	easy access to information without time consuming barriers
183	Like an online library!
184	a website that is easy to navigate
185	Visually appealing - not cluttered, easy to access and find information
186	magazine
187	A search engine that is easily accessible
188	An organized, user-friendly website.
189	online catalogue, library, links
190	I am not very computer savvy but I imagine it would have a computer link . A way to connect with other slps in order to build on our knowledge and share ideas.
191	I prefer drop-down menus to new windows opening. A search engine within the site. And there would be no dead links.
192	I am unsure what to say here - but a well-organized, up to date and easily navigated website is always appreciated.
193	Colourful, lively, and include photos of a range of ages of people.
194	easy to use, relevant information provided to clinicians in each area of work
195	Nothing fancy.
196	Drop down menus A-F, G-M etc.
197	website some real people available by phone to direct you to resources and answer questions
198	similar to a social networking site
199	Clear, simple, organized. Different information sections for the public and health care professionals.
200	Search window

Sharing Discovering Knowledge Q3P2

	A
201	- arranged by disorder/disability eg. ASD, FASD, developmental assessments, learning disability, fluency etc - within the disorder/disability, information regarding services and programs, per geographical region - within the disorder/disability, a service description for the program (i.e. age range served, criteria for program, goal of program, info about the type of program [assessment/intervention], contact name and number for coordinator of the program
202	a website
203	a BCASLPA members section with a clearly organized research area, tips on using the database, sections for different populations
204	- User friendly
205	simple but attractive website that works easily with PC, Mac and Linux operating systems
206	A user-friendly website with a members only section.
207	I use the SLPeeps resource share google-doc that CASLPA supports quite a bit. Something like that where everyone can upload things they have found useful, or add books and materials to lists of resources would be great.
208	a list of alphabetically listed topics with links to useful websites or publications
209	Easy to navigate - very clear Bright and "happy", rather than business like and formal
210	a well organized website
211	easy to navigate list of resources/links
212	Categories, subcategories, links to pertinent sites relating to my search or inquiry.
213	a good website would likely suffice
214	a library of resources on a wide variety of topics related to communication development and disorders across the life span.
215	It would have links to the above headings and related links under these headings.
216	better listing for private practice, e.g. subdivide by locatiion, by caseload, expertise
217	Tabs for general areas easy to navigate site
218	easily readable/accessible website, pamphlets for families, great conference
219	I find the handouts on CASLPA/ASHA not very family friendly. It would be great to have some resources available that are "ready to print."
220	A profession that works with the BCTF, BCGEU, HEU etc. and lobbies government
221	Not too long; on-line?
222	Don't know...
223	Simple, easy to navigate website with a search tool in the website (generic one that takes key words, not only the "find a professional")
224	On-line videos or DVDs to borrow or buy.
225	easy to navigate menus well-labelled so quick to find
226	Well organized intuitive interface
227	It would look like the CAA onference.
228	Clean - not cluttered
229	website with discussion boards for different topics
230	easy to navigate
231	simple, organized
232	a useful website and a lending library to loan/trial tests and materials
233	Clean looking, not too much info on a page. Be inspired by Google's start page. Modern, sparse looking.
234	There would be links to other sites with the information, as well as online resources that were available through BCASLPA.
235	Simple, well organized and inviting.
236	I like it the way it is, both the website and the journal
237	Easy to read and logically organized so that one could search by disorder or age category
238	links to other things
239	An email letting me know that something new is up
240	The list of presenters and w/s schedules
241	Tabs possibly along the side of the page that would link you to a title page for that area with further tabs, information, links.
242	Organized; visuals; not too much navigating for quick information.

Sharing Discovering Knowledge Q3P2

	A
243	a newspaper feel with a quick review by a certified SLP
244	Large, obvious tabs at the top of the page.
245	a well-designed website
246	just a typical web page with drop down tabs
247	A well-organized and user-friendly website.
248	it would be more user friendly, more graphics, less language
249	well-organized lists of resources/information by topic and cross-referenced
250	bright, easily accessible information
251	Like an app- or itune store!
252	Easy to use website
253	easy to navigate
254	not sure what this question means
255	Visually easy to navigate
256	materials articles all organized by disorder clinician exchange (there was a journal many years back that was awesome) I belong to speaking of speech. com and they have a great therapy share area, ideas and updates on current communication and therapy apps
257	Easy to navigate and find what you're looking for
258	I like the categories listed at the top and then you can select and scroll down to what you are interested in.
259	Therapy materials could be professionally made materials that BCASLPA has permission to use and/or SLP made materials such as are found at speakingofspeech.com. Easy to navigate, clearly stated information.
260	Easy to read, quick link icons.
261	Have some interest groups, lobby efforts, professional issues, discussion forum
262	friendly, visual, professional, caring
263	simple, functional, user friendly
264	N/A
265	-easy to access - the current website looks great but should have a different look and feel once you log in.
266	Magazine format
267	Well organized website that is kept up to date; fairly accessible council members; probably an ED hired by BCASLPA
268	I do like the set up as it is now
269	see above
270	Easy to navigate website with good user interface.
271	User friendly, not too cluttered
272	i don't understand this question
273	I like the new website.
274	home page with public vs. members links within members area, user friendly links and a search by keyword area
275	Clean interface with a professional colour schema and webs design.
276	Web based - easy click - not overloaded with information
277	Easy to search.
278	Clear, easy to use drop-down menus.
279	We would be able to type in a keyword (eg. disease, treatment technique etc.) and we would have access to full text ressources related to the topic of interest.
280	Similar to now with a public and a members only section.
281	web page link
282	It would be visually easy to find what you are looking for. I think the website now is beautiful but the information on the front page is old (searched today and it was from the end of March) and it looks more like it is for clients rather than SLPs.
283	Somewhat like the ASHA website.
284	user-friendly access
285	Online with it broken down into each section so the information you're looking for is easy to find (e.g. 1.Workshops/Conferences 2.Online Courses 3.Online Journals 4.Online Discussion Area 5.Online Therapy Ideas 6.Technology 7.Etc.

Sharing Discovering Knowledge Q3P2

A	
286	The site look pretty good right now
287	articles, research studies
288	I'm not sure.
289	I don't know
290	The website would be user friendly not only for professionals in our field but also for those entering the site for a variety of reasons.
291	Have easy to access search engines that give us the entire article. Plus an area where SLPs can go to find ideas of new therapy/assessment techniques.
292	job oportunites section professional development section therapy section assessment section maybe a blog style Q&A section that us professionals can ask/answer each others questions as they come up.
293	I think the website looks great the way it is!
294	A well organised and easy to navigate website
295	A calendar of workshops available in BC
296	largely a website based info system
297	Perhaps licks to web sites.
298	Concise.
299	easily accessible- one click for professionals (recognize our e-mail?). Straight-forward user friendly interface
300	Kinda like an SLP search engine.
301	similar to Therapy BC website but be solely SLP/Aud related
302	Positive, pleasant, simple, accessible, well-organized.
303	Really accessible, positive-really picking up on the social media stuff-get some young SLPs involved to support the "place"-make it grow for the future, interactive-not sure if the logo is meaningful to people as it does appear to represent two ears but it really looks like a butterfly
304	?
305	-website -journal/magazine...similar to CASLPA
306	Website lists and links - online resources
307	organized by date and topic e.g. courses on swallowing would be listed under that topic and also under the month that the training is occurring libarby of links to other websites, blogs, etc that are useful
308	easily accessed - email, webpage contain all necessary info - price, location, information contained etc
309	Easy access with more focus on profession than public.
310	A well organized web-siste where we don't have to click too many times to find what we are looking for. It would have a good and effective search engine.
311	an easy to navigate website
312	Very little advertisement, easily accessible, one login point for all "members only" information
313	colorful, easy to access
314	alphabetically arranged list of topics followed by current research articles
315	As it does now, but with meatier content
316	Free conference notification submissions to encourage people to use the site.
317	love the new website - easy to navigate, much much better than the old one! would be helpful to send members a link with a description of what's available online now - i only just discovered some of the links on my own.
318	website, conferences
319	the current website format is pretty good. The resources for professionals should go in the "Professionals" section and resources for public should go in the "Public" section
320	Clear organization, pictures of children and SLPs/Auds working together.
321	It would be simple so that things would be easy to find.
322	see above
323	Conferences listed with links to registration
324	It is connected to the internet and we can have access to it from home or work.
325	It would be very a visually appealing and interactive website offering its members lots of information on the screen.
326	one page "poster" & ability to customize page so your topics are first/only subjects, along with assoc. news, etc.
327	similar to current website, except working

Sharing Discovering Knowledge Q3P2

	A
328	organized and easy to navigate through
329	It will be an online website with occasional email messages sent to alert of news.
330	It would be in the form of a website or a wiki.
331	Easy to navigate lots of links updated information and lists
332	Don't know
333	Drop down menus from the area of interest- eg. articulation or elective mutism etc. Would need to be blocked for memebtrs only -so parents would need a parents section.
334	A user-friendly web-site with a type of newsy blog that would encourage frequent checking. The blog could bring attention to College updates, current research, working group projects, events, major union messages, new web-sites/links etc. that would make the BCASLPA site highly relevant to professionals in this province.
335	Contact information would have to be organized in a searchable online database. Information about the professions could be available both in HTML and PDF. The information should also not exceed one page, if possible.
336	Like the current site (love the new layout) but more details, especially for the job section
337	easy to find what you want - clear labels, visually engaging, obvious links for public (those with communication disorders need written language to be clear with lots of visual supports/graphics).
338	clear and concisely laid out web site
339	divided by topic, education opportunities by region
340	new info 'delivered' with membership renewal notices to alert to it maybe with link to the new info
341	Written information, articles, journal, lists of resources...
342	The one organization would have different offices that would meet the needs of the various provinces. I would want something similar to ASHA.
343	A well-organized, user-friendly website Snail mailed bulletins with updates and new resources from BCASLPA
344	links to websites, journal articles, summaries of journal articles - a one-stop-shop!
345	a website with links
346	A calendar for the upcoming courses and a list of job opportunities organized according to area offered in
347	Organized by topic/disorder
348	A dynamic website
349	not sure
350	Functional, easy to find.
351	It would look like my MSN home page.
352	Similar to what it is now.
353	a virtual filing cabinet just like the ones beside our desk with info files and therapy material files
354	short articles, point form information, etc.
355	It would be accessible online so that location is not an issue. There would be blogs, and sites where you can ask questions and get answers
356	A website with links to where to find the most current information. The forum would be organized by topic for members to post questions and answers to eachother.
357	much as the website does at present
358	No flashing graphics, clear font, appealing photos
359	There would be graphics/photos, not too busy It would be very intuitive to use
360	Divided into Adult/Pediatric and sub-divided into disorders.
361	well organized and easy to navigate website so you can access quickly and easily what you require
362	short research summaries and practical applications.
363	Links to agencies of interest - pediadic therapists (Jason Gordon), Sunnyhill, BC Early Hearing Program, Sunnyhill, BC Children's, cleft palate clinics etc.
364	It would be large (large font, that is), simple and uncluttered. It would be user-friendly, even for members who may be a little older and not quite so immersed in or familiar with all things electronic.
365	Online searching bank
366	Pretty much as it does now only with more information re learning opportunities
367	It would contain current links to information that were relevant to BC, as well as, links to areas of practice, including assessment and therapy. It would act as a 'filter' of the internet so that the sites listed could be counted upon as being reliable and ones we could refer parents to.

Sharing Discovering Knowledge Q3P2

	A
368	comprehensive website
369	website with tabs for different subjects
370	Well organized, upbeat and easy to navigate.
371	Not sure
372	I like the current website - I think it is quite easy to maneuver through, a clinican discussion board may be useful
373	All the above
374	Links for members that include: - a place to chat online with other SLPs -best materials as rated my members - best practice findings relating to amount of service and results
375	Website that is simple and well laid out so that the most important information is easily accessible. Video's and pictures would be nice as well.
376	I think the emphasis would be on info specific to the province. There are many other sources for journal articles etc.
377	BCASLPA would be accessible both by email and phone
378	well organized lists and links
379	Lists and links to guidelines and systematic reviews
380	a web page
381	Easy access. Right now I have trouble finding people and information on it. Up-to date information to download or pass on to others. More detailed information or links (# of staff, contact info) about SLPs and AUDs at various sites (listings by hospitals, school districts, health units, private practice).
382	Easy to find and access, well organized, intuitive.
383	well-organized, easy to navigate - similar to ASHA site
384	as above
385	limited
386	Organized by practice areas.
387	Short, concise, but informative and the latest information
388	It would be straight forward and easy to use. i would hope that the website would be accessible to both professionals and to parents.
389	Welcoming and VERY EASY to navigate through
390	Fact sheets would be very parent/caregiver friendly and in-tune with lower literacy levels Research would be easy to access and already categorized per disorder
391	a home page with links to people and resources
392	Please see answer in first box.
393	very accessible online
394	On the website, neatly organized. Lots of photos of colleagues, doing work around the province
395	individually organized by me, links to all my favorite places to go for various types of information.
396	For example, if I wanted to look into feeding for school-aged children, there would be a list of articles, a list of provincial associations/experts/contact people, a list of federal associations/experts/contact people, a list of international associations/experts/contact people.
397	what is currently on the web site
398	text, pictures

Sharing Discovering Knowledge Q3P3

A	
1	What is the one smallest thing that BCASLPA could do now that would have the greatest impact in moving us forward as an organization?
2	i think one step that has been made already is the website. this is a huge step.
3	Being relevant to the majority of SLPs in this province-having a bigger impact of school based SLPs without dropping the hospital, health unit and private SLP part
4	ADVOCACY for our professionals in BC (i.e. re BC SLP earnings that are still lowest in the country, large SLP caseloads etc.). BCASLPA needs to start advocating for our profession!
5	explore online sharing tools for professionals to share experiences and information
6	negotiate with the provincial govt to obtain continuing education funding for all BCASLPA members (BCMA has got this for doctors!)
7	update website with more links
8	use it to network with better with SLPs across the province; by population serviced, regions serviced, etc
9	Advocate for our services through an advertising campaign.
10	Can't think of a small thing... A big thing is campaigning for higher wages that is better in line with other provinces.
11	I like this survey idea. Thanks for doing this.
12	I don't know
13	support our day to day work through being a resource.
14	Easy accessibility.
15	APPS for IPADS
16	Define itself as a support & promoter of SLPs and Audios. We have the College to protect the public. We need BCASLPA to support practitioners.
17	offer on line continuing education
18	Become more specific to BC (e.g. emailing BC job opportunities to BCASLPA members, having contacts that BC members could telephone/email/Skype if any questions).
19	Allow us to belong to BCASLPA without having to belong to CASLPA at the same time - lower fees.
20	Promote awareness of SLPs and push for pay at least equivalent to other provinces if not better based on the fact that we have the highest cost of living.
21	Lobby government to create incentives for SLP education, recruitment and retention.
22	find some way to help lesser minds grasp the relevance of paying money to be exceptionally professionally connected and the value and obligation of giving back to one's profession
23	maybe a social networking link for immediate input and feedback from members?
24	Consolidate members as a voting block to make our profession more eligible for work opportunities in the public sector
25	better networking; listing registered SLPs by area so that we can find other professionals in our area.
26	*advocate for SLPs or provide materials for SLPs to advocate for themselves. At present it's kind of hard to come up with what BCASLPA does off the top of my head. I kind of start humming the "What Have You Done For Me Lately" song in my head when I think of BCASLPA.
27	Advertise support groups so SLPs and Audiologists for easier access to information
28	Have a column that features very brief contributions by members that highlight one successful thing they are doing. maybe 2 or 3 per publication.
29	Provide resources. Inform re: conferences with ACCURATE descriptions. Conferences for professionals that give strategies, not for parents.
30	you are doing a good job-sending out info by email is helpful as I forget to check the website sometimes
31	connect with new grads
32	providing everyone with a list of benefits for being a member of BCASLPA - we pay a lot of money a year in memberships so we need to know exactly why you are important.
33	become involved as an advocate or lobby for promotion of the profession
34	Increasing public awareness
35	Educate physicians about our services and when to refer.
36	This! Thanks
37	Lowering the fee. At present it's hard to justify the cost of belonging to the College, CASLPA, & BCASLPA. Fees to belong to the US national organization, state licensing board's, and state speech association are a fraction of the cost compared to Canada/BC.

Sharing Discovering Knowledge Q3P3

A	
38	Speak up politically
39	don't know
40	provide more continuing education
41	lobby insurance companies for higher limits on 3rd party billing
42	Continued public relations. (but I also think that you've already done a great job by getting us journal access)
43	To build a sense of contribution, collaboration and pride in the work we do. A starting place could be to invite all members to submit a brief statement on how they made a difference in someone's life or on something that they learned/changed them because of the work they do--make a collage of these stories that can be framed or displayed as a daily reminder of the importance of our professions. Wordle might also be a fun way to explore a creative way to highlight common themes.
44	Advocacy for SLPs. Public awareness, lobbying insurance companies to increase amount allowable for SLP services.
45	Perhaps, more public presence and marketing on behalf of its members.
46	I find that finding a private practitioner on the website is more difficult now. This might need to be changed to make it easier to find one.
47	?
48	perhaps a blog
49	may not be of highest priority, but advanced planning for the AGM would've been helpful. We were on time constraints yet had people pondering casually over whether or not they might like to be their areas rep. with what appeared as little, casual, or no professional thought or considerations, and on the assurances that it would require minimal effort or commitments on their part. We should be striving for highly professional, dedicated, serious representation, particularly given the fees we are required to pay. Compare this to ASHA- very highly coordinated and regarded, and at far less cost. Some of this prep and planning could've occurred in advance of the AGM. eg: putting out the tender to specific individuals within specific regions..rather than as an "after thought".
50	Public outreach
51	Service announcements to improve understanding of the role/scope of practice of SLP's and audiologists.
52	Provide a guided tour of site/interactive media to get more involvement and participation from members.
53	not sure
54	I don't know!
55	Provide more value for it's members.
56	a conference with highly recognized speakers
57	offer excellent pro-d that would encourage the professionals from the farthest corners of BC to attend (the upcoming BCASLPA conference has such a great line up of speakers that I can't wait to register!)
58	Finding a way to convince members to retain their BCASLPA membership even though they have to pay a significant fee to the College.
59	Consumer awareness
60	One thing- though it is not small- is to have more interactive conferences- that is less lecture style and more participant interaction with the instructor and with each other in small focus group discussions. Other professions have moved forward in their style of conference and I feel like we are stuck in the "lecture; format that is mostly taking in information and does not encourage critical thinking and problem solving. Take a lesson from teacher conferences- much more participant interaction.
61	Encourage networking among SLPs!! Do it in ways that people will buy into... like Facebook, informal coffee gatherings, etc.
62	This is just an idea but posting international short-term job postings, volunteering opportunities (including volunteering abroad or in BC).
63	a forum to discuss what people what like to see and for resources
64	Advocacy resource - information for SLPs to give to managers. As a small step - links to websites with information even if not BC.
65	Being relatively new to the province, I would love it if you could send out a message explaining clearly and succinctly the role of BCASLPA compared to that of CASLPA or the BC College (e.g. BCASLPA does X, the college does Y, CASLPA does Z).
66	Again, am not sure what to say...particularly now that the College is functioning as the regulating institution.
67	continue to do these surveys with more focus on audiology

Sharing Discovering Knowledge Q3P3

A	
68	Help us access studies in other journals or publications the way we were able to when we were students.
69	not sure
70	Send out electronic notification of educational opportunities and links to online journals so that one doesn't have to bother with passwords etc, i.e. make it a quick, easy process to access a journal
71	continue to provide professional development in locations other than the lower mainland.
72	continue your good relationships with BC-CSHHP, CASLPA, UBC, and keep membership informed of such.
73	Push the message, via email or newsletters, about why it's important to have a professional association for Auds & SLPs.
74	reduce fees
75	advocate for our professionals working with adults or provide more information for the public about SLP's working with adults.
76	Provide support to slp's and aud in all work areas in educating the province as to what we do and why.
77	a better website
78	- set up an online forum for comment and discussion amongst service-providers in the province, an example is My Free Forum with phpBB
79	I don't know anything about BCASLPA but the smallest thing BCASLPA could do for me would be an email for students on this mailing list outlining what BCASLPA does that CASLPA does not. I'm originally from BC but have been in NS for a long time and feel disconnected from the province I plan on returning to in just 2 years!
80	better advertise what BCASLPA is up to. Demonstrate the purpose in being a member of BCASLPA. Many members wonder why join?, why stay? what am I paying my annual \$\$ for? Show us.
81	advocating more strongly for the profession and its members
82	BCASLPA is an association for professionals. It should strive to be the 'go-to' website for resources and networking.
83	Rather than trying to have a large conference each year, consider hosting variety of speakers through the year; I'd prefer to go to asha and spend my money there for a bug conference where I feel I get much more value on my dollar
84	Become more visible, vocal and better at advocating for services for the communicatively and hearing impaired
85	continue to consider how to provide inservices that are reasonable in cost or a subsidy for members to apply for to attend conventions. Most employers do not provide full financial support to cover convention costs. With requirements to maintain continuing education, this could become a hardship for some members, particularly newer graduates who may have student loans that become due.
86	Advertise in local media re. the importance and value of our professions.
87	provide more continuing education throughout the year
88	Develop a more thorough website with more resources and information. It would also be great to have more job postings from school districts on the website.
89	What needs to be done?
90	this survey is a good idea. maybe another survey of chairs of committees over the past 5 years - ask re: their best accomplishment and what the conditions were that made it possible. the right people? the inspiration? level of energy? perseverance ?
91	Lobby for some way to assist more SLPs working in education to consider serving as clinical supervisors. Being itinerant with a large caseload puts such organizational and logistical strains on the clinician, that it is truly hard to give a student intern the time they need. For example, if you are only in a school half a day a week, you need to spend recess and/or lunch connecting with teachers or SEAs not de-briefing with your student as to how the morning sessions have gone.
92	be clearer in what is being done to advocate for our profession
93	To organize more international conferences.
94	Continue advocating with government to promote our professions- and give a voice to those who don't have one.
95	Providing greater access to peer reviewed journals for members.
96	Lobbying the government to increase the number of training spots for new SLP's
97	?

Sharing Discovering Knowledge Q3P3

A	
98	creating an interface between the associations and the college so that practitioners don't have to do double the amount of paperwork (i.e. submitting CEEs). changing the format of the annual conferences to allow for learning that spans a couple of days on one topic for breadth and depth of learning. as well, having interest group sessions (school age, preschool, adult rehab, etc) where topics that are specific to that group can be discussed.
99	campaign for more professional development money as a standard for workplaces
100	Produce a public relations oriented website with a forum that was open to contributions from BCASLPA members and members of the public where SLP's could advertise their services, make employment connections and provide advice to members of the public and representatives of organizations interested in SLP services.
101	I think that setting up the membership section with a way to "contact" members could work as a forum to easily seek for members' advice.
102	advocate for more funding so the population would be served
103	Greater accessibility and offering more educational or availability to resources (journals etc)
104	don't know - sorry!
105	regular updates on new items on the web-site
106	Providing something with greater 'perceived value' to the membership. Perhaps better information on new developments in research and practice as well as impacts on the profession of funding & policy changes. I understand the difference between bcaslpa and the college, but don't necessarily feel like my bcaslpa membership is worth the extra cost. I value the E Health library and the private practice register.
107	Include members in decision making-and take on the role to advocate for the profession as a whole not leave this solely to the Unions
108	Advocating for all members of the organization including Supportive Personnel.
109	don't know
110	Allow members to join for less time, for example if they are only in the province for a few months have a pro-rated fee rather than requiring them to join for the entire 12 months.
111	Start making connections among the members, e.g. at the conference, make reservations for random attendees who all sign up and meet each other at dinner. This was great fun at the ASHA conference in Seattle a hundred years ago. We met two SLP's from Panama who were a hoot! Great fun!
112	Redo the website, the website is terrible, either my web browser is screwing it up or it's just not working well, I don't like the way the private roster works right now. It's very buggy and hard to navigate. FIX IT!!
113	more relevant topics/speakers for S-LPs who work with adults at BCASLPA conference
114	Allow more adult speakers at the BCASLPA conference to entice adult clinicians to attend
115	Lower the fees
116	the access to the library is a wonderful thing. I think a way to link more professionals together would be helpful
117	help new SLPs to find jobs... the lower mainland is saturated and school boards are cutting back on positions
118	Link members to sources of info: universities, the college, books, videos, etc.; and promote new SLPs by linking interested young people with a buddy.
119	are you on Twitter???
120	Bring more awareness of these opportunities in one place.
121	Experiment with other forms of educational experiences. Traditional conference formats are dull and unengaging. Focus on helping us all become better at teaching each other as there is sooooo much knowledge we can share and have fun doing it!!!
122	I don't know. Consider all regions of BC in the planning of conferences. Create a community amongst SLP's of BC. How this looks or how to do this I don't really know.
123	Continue to ask for feedback on issues that are important to membership, like you are doing here.
124	Give SLPs more information on what services you offer.
125	focus on the common ground that speech and hearing professionals share
126	provide lower cost, high quality pro-d either directly or electronically members have to feel that there are direct benefits
127	help promote our profession to the public, perhaps with articles in the local newspapers about speech and language issues or just to promote May is Speech and Hearing Awareness Month
128	send the passwords needed for all members to use the protected part of the site, without having to request it personally

Sharing Discovering Knowledge Q3P3

A	
129	Make it more personal: Find out about and encourage those who have areas of specialty to share and give small presentations (conferences or travelling between school districts). Post more photos of those people and members who get together at conferences, etc. Encourage networking.
130	Have a place where individuals who are willing to be mentors in specific areas post their names so that others can "pick their brains," so to speak. This would be helpful for SLPs who do not work with a lot of other SLPs.
131	perhaps adding a open forum for discussion, where you could go to voice concerns, questions, and/or points of interest to be shared by others
132	Support with continuing education
133	find a way to somehow reach out to the SLPs and audiologists in the province who are not currently members, so they will want to join
134	Advocate for better fees with the college or merge BCASLPA's role with CASLPA's BC area representation.
135	Having a user friendly website with key information.
136	Advocate for increased awareness of the importance of our professions within the health community - pediatricans, PT's, OT's, nursing professionals, etc. so that speech and hearing would get the emphasis and it deserves in publicly funded agencies.
137	Please work more closely with CASLPA and the College so that members don't have to submit multiple copies of conti nuing education documentation.
138	Dare I say it . . . reduce membership fees and/or advocate to have College fees reduced. I think you'll keep more members that way.
139	Public awareness
140	advocate for increased rates with private insurance companies, at home program, Autism Funding Unit, WCB - \$80/hour is really under payment
141	Webcasts so that rural areas have easier access to professional development; also benefits those with tight budgets
142	Get aware of the current realities and demands in the workplace especially the workplace that employs the majority of professionals....the school system. The mis-applied US model was irrelevant 30 yrs ago and it is beyond useless now, however, in practice is still the dominant model. This puts our profession and role in education at risk of becoming extinct ...soon.
143	Subscribe to some journals
144	As I am not yet working, I'm not aware of issues that need to be dealt with.
145	easy to access home page,
146	not sure at the moment
147	You are doing it! Asking the members what they want and trying to respond to it. It's important to be dynamic.
148	Any one of the above ideas
149	Improved communication. Quick and short updates.
150	advocate for the profession as a whole
151	make the private practice roster more user-friendly and accessible
152	Sponsor a charity event
153	Have some political clout.
154	Uptdate the member lists and the search database for better accuracy.
155	What you are doing with this survey is such a great idea! Your questions are terrific and i appreciate your sensitive involvement of the members. The next step ... I'm afraid i don't have any brilliant ideas but I'm sure whoever thought up this one will.
156	Improve the website to have more links and EASIER ACCESS. I'm on PC and I couldn't access the members only section today. I like the CASLPA site Name and Member number for log-in. Even if you tell people how to figure out their log-in they won't have to wait for a M, T or W when Janet is in the office to log on.
157	tell me what you do for me that other agencies like the new College, CAA, CASLPA do not so I understand the difference please!
158	not sure
159	what you're doing with the survey is helpful
160	I believe begin to work on the above mentioned protocol.
161	advocacy/publicity for our professions

Sharing Discovering Knowledge Q3P3

A	
162	Not sure ... the most challenging part of being in private practice for me is affording all the memberships (College, CASLPA, BCASLPA) and trying to get to the workshops that i am interested in...most being in the states. I have been disappointed with the BCASLPA conferences lately and have looked for more specific training elsewhere. Sorry, not sure if this answers the question in any way!!
163	Communicating more with BCMA, making doctors more aware of what we do and how to get them and their patients to see the value in our services.
164	Advocate for SLPs in the medical field and their importance/contribution to the acute medicine and rehab team. Also, advocating for our role in swallowing in these settings.
165	it would be neat to see some links under the members section regarding how to use our new technologies (i-pads, etc..)to facilitate speech and language with different client populations
166	coomunication...the smallest AND the biggest thing
167	to be honest i'm just a member of these organisations but don't really feel like i use them much or go to them for much. i guess the only time i go to calspa or bcaslpa is when i'm looking for a job. that is very helpful! I think the biggest annoyance lately has been this new college. It is very expensive and mandatory and I feel like we get nothing out of it - they are not friendly at all, and they don't even give you a break when you're on maternity leave. this really probably has nothing to do with bcaslpa, except that I think it makes people question paying for all these organisations as it all adds up. If I had to choose one I'd choose BCASLPA/CASLPA, but we don't have that choice.
168	Join with the college, so we only have one provincial agency to deal with and less fees to pay.
169	?
170	unsure
171	sorry, don't know.
172	Keep staging the high calibre of annual conference and try to cover 1 to 2 areas of practice each time
173	Advocacy- it starts with the individual.
174	more promotion
175	Find a way to reduce or further combine fees so that BC S-LPs aren't paying so much every year. Professional fees for S-LPs are NOT COMMENSURATE with wages and do not compare to other similar organizations where employees make more but pay less.
176	offer members a personal benefit to membership - professional education is a great reason!
177	Organize pro-D not just for beginning SLP's, but also include those in specialized areas. Not limited to conference, but other times as well.
178	improve the website
179	user-friendly, useful resource sharing online place
180	A newsletter that provides up to date coverage around the status of the profession and working conditions, etc.
181	More awareness of what you do as an organization.
182	Link us with educational opportunities to keep us up to date in our practice.
183	increase access to web-based learning opportunities so all members can affordably access learning opportunities in a setting and time that suits them
184	oh that is a tough one - advertise us!
185	connect new grads / new-ish clinicians with mentors
186	Unsure about the "smallest" thing, but the biggest thing to make members feel that there is a reason for us to have membership - particularly because the CASLPA and BCASLPA memberships have to be renewed together and there is no choice to not be a member of BCASLPA. Since the start of the College, I have heard a number of people discuss whether a membership in BCASLPA is needed/worth it.
187	promoting awareness of sudden onset adult neurological speech impairments and need for speech assessment and intervention
188	A conference specific to those professionals that work in schools.
189	Advocate for increased wages, at least equal to that of other rehab professions.
190	public information/education re: the professions or SLP & AUD. OR being a resource for the professionals (info / advocacy).
191	Remove the mandatory connection between yourselves and CASLPA so slps join you because they want to be part of a local organization.
192	How about some BCASLPA merchandise? (pens, totes, travel mugs)

Sharing Discovering Knowledge Q3P3

A	
193	Build and maintain close ties with the new College, helping to streamline resources for all members.
194	Help inform members about the roles of the College, association and national association.
195	providing easy access to best practice and up-to-date research that can be applied clinically
196	I'm not sure, but anything that raises awareness among the general public with regards to what we do is important.
197	Get early intervention services for children with autism in BC, especially Victoria.
198	expand website
199	provide networking opportunities, could be live or online, for members to create stronger professional community
200	Put the link to resources in the top right section of the homepage.
201	Organize informal audiology meetings for more interaction between audiologists
202	a comprehensive list of community resources for SLPs to access across the province
203	keep up the great work; can't think of anything
204	this is not small, but could BCASLPA drop the membership fee. With the college fees and CASLPA, it is difficult to justify all the memberships. If BCASLPA had an AWESOME research and information system, I would be less inclined to worry about spending more on fees (because this would be an invaluable service to an evidence based practice)
205	See above. I'm not sure about a "small" thing.
206	focus on BC resources for both audiology and speech/language pathology. what is unique to BC
207	Keeping website current and up-to-date.
208	Maybe some sort of online forum for professionals around the province to share ideas and support one another?
209	an article in the Vancouver Sun to introduce the organization and our professions
210	?? This was a great idea asking for only very small pieces of feedback at a time, with a prize as incentive.
211	more easily accessible parent resources (e.g.: "talk box" from parentlinkalberta.ca is one example that is very useful/well organised)
212	not sure. more community involvement? e.g. health and wellness fairs.
213	reduce the fees
214	Gather information from a variety of resources (health regions, CDCs, MCFD affiliates, private SLPs, Ministry of Education, Children's hospital) and try to organize the information from these various resources into a format that is easily accessible to members.
215	Have any of the above added to the site!
216	have a subdivision for those working with adults. annual conference is too focused on children's issues
217	posting up to date continuing education opportunities and offer e-mail notices to members who sign up. Look at Therapy BC website as an example.
218	I think these surveys are perfect as they are short and easy to complete and will give a good idea of what BCASLPA members are looking for out of BCASLPA. I think our profile continues to be important and this survey gives members a chance to let BCASLPA know what the gaps are perceived as. BCASLPA needs to continue to be present for members with newflashes, etc. that let members know what BCASLPA is up to (or what is happening in our province/country that's affecting our profession/jobs).
219	I like what CASLPA has done with using technology-e.g., twitter to help get interesting/relevant information to me so that I don't have to do as much work to keep up with what is going on/available "out there."
220	Ensure that standards regarding caseload size are adhered to by employers.
221	Reduce fees since the college is eating up a chunk now
222	Develop website to be a one-stop, comprehensive source for info, resources, mentoring, professional guidelines, networking, links to related areas or sites of interest-- if done in very organized, comprehensive way then bcaspa could become an invaluable organization.
223	Make its name stronger and more widely known to the population by being present in community events (health fairs, etc), for example.
224	Create and circulate a statement of what BCASLPA has to offer and how it is different from CASLPA in what it can offer.
225	Consider college requirements for SLPs/AUDs/Support personnel (liaise with CSHHPBC) in then developing the BCASLPA website as a more valuable resource for information resources and continuing education
226	Publicity

Sharing Discovering Knowledge Q3P3

A	
227	Expand the website to look more like the CASLPA website. Right now if I needed to access resources I would go to the CASLPA website because it is more comprehensive.
228	creating better mentorship opportunities
229	Not sure -- perhaps get more relevant speakers at conferences. I know funding is an issue though.
230	bridging the gap between professionals and para-professionals
231	be relevant
232	improve website and online presence, maybe through social media
233	I think there needs to be more emphasis put on the value of audiologists as well as speech pathologists. We present what we do, but I don't think we advocate with the public enough for them to demand more options both publicly or privately.
234	on-line chat groups to discuss clinical issues
235	Do something different than caslpa does and tell the members why it's important to belong to a provincial organization.
236	-Lower membership fees so that members are more likely to maintain their membership status.
237	How about putting workshops and lectures on-line (video + handouts + a quiz so that we can count our credits)?
238	have a great conference that would bring us fewer small talks and more intensive learning experiences
239	Focusing on online chat discussion
240	Can't think of one.
241	Provide access to various downloadable therapy resources
242	More advocacy for our profession in communities.
243	Increase public awareness of our profession to put us in a better position to demand an increase in wages across the province and forgive student loans.
244	Link SLPs up with current research in the field
245	I'm drawing a blank.....but I think it will have to be something that will maintain members.....especially now that people are being forced to pay for the college.
246	?
247	Give brief updates, not long newsletters, of what BCASLPA is up to and what they plan to do
248	I am not sure - I see that the continued dedication to education and advocacy will have the greatest impact, but the manner in which to most efficiently and effectively educate the public and policy makers, to thus advocate for those with communication and swallowing difficulties/ services for these folks, is not clear to me.
249	good professional development
250	Ensure our website is the best it can be.
251	See above
252	offer online educational opportunities keep up-to-date website links of professional resources
253	easier access. I can't log in to the site and it doesn't recognize any of my email addresses and suggests I contact CASLPA for information
254	Attract a larger array of job postings. They exist but not on BCASLPA website.
255	Having a help area. Often people are in remote areas and have nobody to ask for help, a post a question area would be awesome to get feedback or ideas for difficult clients and issues.
256	Providing more support for new graduates
257	We need access to ongoing pro-D opportunities - speakers, online seminars, whatever it might be, especially now that we have an association and college that we are collecting CEE's for.
258	Let the membership know what issues you are dealing with (with the government, the college, CASLPA, etc.).
259	I think what you are doing now is the right thing, polling the members.
260	Doing such kind of activities to engage our members.
261	find a way to support sole charge therapists working in isolated communities
262	I'd like to see more advocacy for fair wages (nationally) and education for the public about our role
263	Bring in better speakers and more variety of speakers for annual conferences.
264	-more self-organized forums for professional learning
265	Advocacy
266	consider hiring an executive director (not a small thing but maybe someone part time?)
267	more conferences
268	Education

Sharing Discovering Knowledge Q3P3

A	
269	Promoting the professions within the province and giving professionals position statement documents that would allow for better standardization of practice.
270	Publicly advocate for the rights and abilities of people with communication disorders, educate the public
271	Hmmm, make it very clear to members how it compares to the college and to CASLPA -- and why BCASLPA is needed beyond the other two.
272	Develop an interface where we can all share new and exciting resources (iPad, iTouch)
273	have a "search" by keyword possibility continue to provide continuing education opportunities (both online and annual conference) advocate provincially for the profession and for positions
274	I'm going to list two. Better public education about the role of S-LPs. Engagement with BCASLPA members.
275	Collect statistics on what is going on in the province with SLP services
276	Promote the organization to the public. Ads or spokesmen. Talk radio discussions about hearing? Go cheap but effective.
277	more job postings
278	I am guilty of not being fully aware of what the organisation currently offers. I think that would be the starting point for me in order to suggest changes or improvements. I am sure that this information is already available, I just have to take the time to become familiar with it.
279	Continue along the same lines of reaching out to the members and listening to their feedback. Thank you!
280	Remind me where I read the BCASLPA news letter again???
281	Increase public awareness of SLPs and BCASLPA specifically.
282	Promoting a website.
283	work collaboratively with the College to make it a member-friendly organization and not such a difficult process for the SLP to access (i.e., recent last minute changes to Advanced Competency requirements for MBSs AFTER the deadline for original application was already passed! Very frustrating for them to make last-minute changes. Would appreciate BCASLPA advocating and working closely with the College.
284	Focus on technology
285	I would love to see regional events held, although I know that distance can be a big barrier.
286	Make dues for part timers reduced at the college; so more people would join!
287	I'm not sure.
288	I wish I Had a simple answer because it probably is "just one small step"
289	I can't pinpoint a small thing BCASLPA could do now. A big issue at present is the mandatory (and expensive) membership in the College of Speech and Hearing Health Professionals of BC. I have heard many of the SLPs bewail the expense of 3 memberships to pay if they are also members of CASLPA. This should be an area of discussion.
290	provide a website that is useful for clinicians - have therapy ideas, assessment ideas, service provider list, provincial slp clinics, etc. etc.
291	automatic email out when site updates occur...for those that sign up for this...maybe within the different subsections of the site. (ie, those job hunting getting the email for updates to the job opportunities section, or those using the blog emails when the blog site is updated, etc)
292	I think the reduced rates for professional liability insurance is huge, as well as free membership for students - to encourage as many students as possible to join and volunteer.
293	Working on being relevant to daily SLP practice.
294	Literature review, workshop opportunities, updates on trends happening in BC
295	a website with all calendar info for events relating to the profession (conferences, education, special weeks), plus registry of auds and slps in Canada
296	Not sure. I honestly don't use it much expect to find lists of private Slps when I need to refer.
297	Be a strong voice for the professional. Why are we important?
298	reduce membership rates.
299	members need to feel like they are getting something for their money that they can't get elsewhere. It must be unique to BCASLPA.
300	I like this idea of surveys - helps members feel like they are listened to, helps keep keep the organization current and relevant, and helps reassure us that BCASLPA works for it's members (versus the College)
301	Continue to plan excellent professional development events that are responsive to member requests/surveys. I wish fees could be lower ... as a private practice SLP I find the College, CASLPA/BCASLPA fees, all combined, a financial challenge.

Sharing Discovering Knowledge Q3P3

A	
302	Send us an email link to provide really good information on accessible, cheap professional development. Have an "office" manager that has really strong communication disorders background information so the person can do quick research to send out/post on facebook links to pro-d.
303	Allow more submissions, Q & A, advertising in the newsletter from the members...would foster more user friendly participation
304	-public education of what we do as a profession -sponsor educational sessions
305	I'm not sure on this one...
306	I think these surveys are a great idea and useful to find out how to move forward as an organization
307	I don't find I get much from BCASLPA in comparison to other larger organizations. I know BCASLPA does lots for the profession, but I would personally like to see more for me
308	Become relevant to your members. Give them something they cannot live without (e.g. free or low conference registration (\$100) if you are a full member! We have had people in our organization just pay for the college as BCASLPA is not needed. Every one wants cheap but good pro-d due to budgets so provide this and perhaps more people will register with BCASLPA.
309	I'm not sure, but it is nice to see BCASLPA engaging with it's membership in this way to try to find out.
310	have a clear path on the web-page for the public to find qualified professionals in Audiology and Speech
311	I don't know.
312	help us promote the profession by providing us with the tools to be professionals
313	better PR in the community
314	Guidelines/documents and promote our profession (audiology)
315	Add EBP section and detailed conference section to website.
316	increase community/professional awareness of organization
317	set up a way for SLPs to connect with each other within our regions
318	increase your profile among BC Auds / SLPs and among the public
319	Getting tired of doing surveys- I know they are useful, but there is survey fatigue.
320	Start a newsletter
321	offering professional development in the field
322	Put this kind of info on their website
323	To define and produce the audiology version of Pharmaceutical Care.
324	Perhaps, making the public more aware of who we are/what we do as Speech-Language & Hearing Professionals in healthcare, the school system, community clinics. Many individuals are still not aware of our services as Clinicians.
325	this is a good start & perhaps we need a 1 year contract with a professional pr firm to "brand" our professional college image/web interface
326	give us advocacy tools and encouragement, make the website work.
327	I think this survey is a good start.
328	Reduce membership fee. I know this is a ridiculous suggestion, however I think the main reason for dropping membership is going to be the enormous cost of being a member as well as paying college dues. Maybe the solution is an option of BCASLPA membership without a CASLPA membership.
329	Provide mandatory mentoring for new graduates.
330	Update members with information, collaborate with the college reduce fees
331	Not sure at this time. maybe more social gatherings so we can meet or visit with one another.
332	I feel that there is a lot of reinventing the wheel going on in BC in different Health Authorities or lots of discussions about similar issues.... It would be great to have a chart comparing different regions on different issues in different settings so there is an awareness and a unifying theme to professionals in British Columbia. Wait-lists, referral systems, Kindergarten cut-off dates, prioritizing, where Assessments (ie. for autism happen... in the community, at Sunnyhill, other?) etc.
333	To help move BCASLPA forward as an organization, it must clearly define it's role in contrast to the new College so that clinicians understand the need to support BCASLPA.
334	I'm not sure. Typically I would say greater publicity, but I have already seen ads in e.g. buses.
335	Increase our professional profiles at the government level and with employers (Ministry of Health, MCFD, Edu)
336	I think we are on the right track already...
337	coordinate networking with other therapists
338	organize a conference involving a popular, well known presenter in a central BC location

Sharing Discovering Knowledge Q3P3

A	
339	Making sure there are links on the website to any other related websites an SLP may want to access.
340	The fees of the three organizations that we must be a part of (BCASLPA, CASLPA, and the College) are WAY too much. I really wish that they could be combined and FEES REDUCED.
341	Offer a better rate for BCASLPA members attending the BCASLPA conference.
342	get the audiologists involved
343	Provide information regarding provincial training
344	Decrease dues as we're paying a lot for the College
345	More job postings, I would visit the site every day!
346	Reduce fees
347	lower fees as to not reduce the number of people who register
348	Take out the word "smallest" in this question. Honestly, it's very telling.
349	Increasing public awareness of our services.
350	I think BCASLPA is doing a great job in moving us forward and these surveys are an innovative way of doing that.
351	advocate slp's role and importance on the team of a child with autism - maybe an electronic brochure? media advertisement? mailout to parents?
352	more funding for committee work. I am on the autism workign group committee and we are doing a lot of work with almost no funding.
353	Create a vision statement
354	The forum could also have a topic to use to brainstorm these sorts of ideas as a group. I'm sorry, but I can't think of "the one smallest thing" only big things, such as hire an advocate to get our professions the recognition they deserve and to help us build a case to politicians and the powers-that-be that there need to be more services and that *any* wait for services is unacceptable, especially where children are concerned.
355	continue to fund professional development and foster get-togethers of SLP's for info sharing
356	Liase with with College in order to minimize repeated requirements for information (e.g., different CEE forms)
357	make it easier to find the information on area funds make it easier to find out BCASLPA sponsored events
358	Focus on free online resources for members
359	easier navigation and better website design
360	I felt connected when I knew who my rep and the chair were. Now I don't. Personal contact with the rep and getting together occasionally for social would be good.
361	A small thing would be sending our newsletters to MLAs, the Minister of Health, Children and Families, heads of Health authorities etc. to help raise our profile at a government level.
362	Maybe email a brief, simple, but valuable newsletter (equivalent of one page) to all members each Monday? Entertaining and inspiring, something to look forward to at the beginning of each work week.
363	start a bank of journals and make them easily accessible to member
364	Increase ties with University speech and language programs - this is a big gap in our provincial and national organisations
365	Expand the webcasts from the BCASLPA conference.
366	tell us what you DO have - I'm not used to looking to BCASLPA for information and am likely missing a lot of what you are doing!
367	get rid of their provinical fee, members should only have to pay for CASLPA fees (should include BCASLPA)
368	Clearly define the benefits of membership as opposed to the required membership in the College. There is confusion about that at the moment.
369	Increase public presence (my bias, but particularly with respect to ADULT communication)
370	Outline for all SLPs and Audiologists the difference between what the college's role is and what BCASLPA/CASLPA are for. I think many people do not clearly understand the differences between these bodies. Greater membership will provide funds and more minds will provide more ideas and volunteer opportunities to make changes and impact both clinicians and impacted communities
371	Make a facebook page so all news could be posted there
372	Revamp newsletter so that it is quick to go through and interesting. Maybe include quick updates and summarize research findings in bullet form.
373	Provide information at highschool career fairs to promote our professions.
374	Providing an organized overview of SLP services available in the province.

Sharing Discovering Knowledge Q3P3

A	
375	Support for members -particularly in the health care setting with wages and scope of practise. SLPs continue to leave in high numbers to work in private practise and schools due to the discrepancy between wages and the expectations in the workplace -high level of responsibility for more complex clients.
376	Use of technology to communicate (like the updated BCASLPA site...keep updating...love the format).
377	increase advocacy of the professions to the public and employers
378	informing/lobbying government of the value of our service
379	Improve the website. This is the first contact some people are making to us and it needs to be a good impression.
380	Be a lobby group for increased recognition of our professions and the work we do by the public, decision-makers and politicians (not so small!!). Over recent years our wages and working conditions have fallen behind those of comparable professions, e.g. PT/OT, Psychologists. Because we are small professions we need a particularly big voice in order to be heard.
381	more education events
382	find a way for members to afford to be able to belong to all 3 organizations: CASLPA, BCASLPA, the College. otherwise we are going to lose members.
383	speaking out for the profession
384	Make a strong connection with government reps to advocate on behalf of our clients.
385	Reduce membership fees, and package with caslpa or college to recruit more members
386	Provide more support for professionals by sharing upcoming events with it's members as well as being a resource for parents/clients to find out more about their concerns and where they can find referrals to services that our professions provide.
387	Advertise throughout the province, jointly with other associations.
388	Advocate for our profession at the government level for more positions and some equality with our wages with our neighboring province to allow some leverage with retention and recruitment
389	another get together on the island! or a one page newsletter
390	Don't send things twice, three times, e.g.: announcing upcoming events, etc, professionals have limited time, takes space in email.
391	lowering annual fees
392	Put a personal face on the organization to remind us we are just "we", all working together to further the work that we are so proud of
393	I'm not really sure, its a very fiscally difficult time for members, i'd have to say somehow saving me money.
394	Have an easily accessible way to learn how to use the online resources/library currently available.
395	increased information for parents and doctors so children are seen as early as possible
396	have a complete provincial directory, so if we need to contact a person in a particular area of the province we know who is there and with what areas of expertise.

Enthusiastic Energetic Belonging Q1P1

A	
1	Think about a time when you were energized to connect with your colleagues. What was it that energized you? - Open-Ended Response
2	The opportunity to learn new information and therapy techniques.
3	Staffing and management support for near full scope SLP practice in acute hospital and rehab
4	The enthusiasm and acceptance of my colleagues. The desire to help one another do the best we can for our clients.
5	shared interests, interesting people, fun activity
6	Having the time to actually connect with them to share thoughts and ideas.
7	The team spirit
8	a shared vision as to what we wanted from the connection and where we were all going together.
9	discussion groups regarding the trends and opportunities in the audiology profession
10	common interest
11	An opportunity to learn form more experienced professionals and explore a new topic together.
12	I am energized to connect with colleagues when I have a problem to solve - for example, a challenging client who I want to discuss, or difficulty managing case-loads, etc.
13	New approaches and technologies available and questions about these, so sharing of ideas and experiences could occur around these approaches and technologies.
14	their passion and committment, also sense of humor
15	All of us learning something new together.
16	I am doing a clinical placement and I get energized to ask my colleagues to share experiences or get opinions on different things.
17	We decided to get together to discuss and trade materials, strategies and ideas for working with various clients. It was great to have a collaborative group to work with!
18	Typically at a conference when the speaker had something new and exciting to share
19	similar interests - and so conversations about those interests, namely work
20	SLP monthly Pro-d meetings with professionals from UBC presenting their latest research projects.
21	Attending conferences where I can get the chance to learn new things to add to my practice and discuss current practice issues with colleagues.
22	learning workshops set up by our organization - we had great leaders urging us to work cooperatively towards a commonn goal
23	I am lucky to work in an environment where relationships are fostered even during the hiring process. We all take care of each other and work together. We have formal and informal ways to connect with each other and the S-LP department overlaps with all other departments so there are endless opportunities.
24	when a new component of our program was introduced and we pulled together for networking. Everyone was excited and were bringing fresh ideas to the table. Alot of sharing.
25	I had important research to share with them and new skills to teach them.
26	When I was inspired by a recent workshop--and wanted to pass some info on. (eg. Amy Wetherby on early intervention for autism).
27	Sharing experiences and resources
28	Being passionate about common goals and interests fosters sharing of experiences and knowledge. This commonality of spirit and experience enables the development of collegial friendships.
29	I am most energized to connect with my colleagues when I believe that my colleagues have a contagious interest in maximizing the skills and background we as SLPs can offer to the school system. Success for students in school requires, to a huge extent, proficiency with language. SLPs are the most valuable of all professionals in the system about language, and when SLPs are entirely open to new and different ways of practice which address these huge needs, the potential to make a difference in kids' lives is almost limitless. The challenges of numbers is enormous, so SLPs who take on the challenge must see themselves as 'trainers' and 'coaches' of others, and get out of the box in terms of thinking the goals can be achieved with one-to-one approaches.
30	opportunity to share information
31	Need to share information about therapy etc.
32	We were surrounded by other professionals at an FASD conference and feeling ignored. We took some findings from a psychologist and incorporated them into our practice.
33	Having the time opportunity and willingness to make a plan and try it out
34	After social thinking conferences

Enthusiastic Energetic Belonging Q1P1

A	
35	working together to set up a conference/workshop for northern SLPs. the opportunity to share our unique experience with travel, weather, distances, isolation from lower mainland resources and the strategies that we are all using to keep current and innovative in our practice.
36	Seeking new information alongside the camaraderie of interacting with people who speak the same 'language'.
37	opportunity for further contact, learning, and support
38	Enthusiasm, humour, passion for the work and and delight in sharing and encouragement
39	learning new skills together in a way that was fun and very meaningful and practical
40	ability to brainstorm together, share ideas. Also was energized when I viewed colleagues as a source for referrals, not just competition
41	to solve a problem that we could all have input on
42	a specific workshop was being offered that was very specialized and intensive. We had to travel to attend. All of us became quite close during our time together. Energized by a common interest and exciting new material.
43	mutual interest
44	passion about the topic
45	Enthusiasm of the organizer that could be maintained by the group provided the impetus to move the project forward in a similar way
46	discussing an important relevant topic/issue that was pertinent to all of our practices
47	Being able to catch up with colleagues and finding out what types of work they were doing, populations served and finding out what other colleagues were up to in the process. It's always interesting to find out "what's new" in your colleague's personal and professional lives.
48	The location as it made it easy for people to come and the topics for discussion that enticed people to attend.
49	talking about AAC case studies, learning from colleagues
50	A monthly meeting for Audiologists and Speech Pathologists at a local venue to talk about BCASLPA concerns and connect with colleagues. It was brief and not over-organized but effective.
51	having news/information to share and wanting to share it with others in the profession who would understand it
52	A pressing common issue for which we needed to mobilize quickly.
53	Discussing clients with coworkers one-to-one or during group meetings.
54	an opportunity to share a success with people who would understand what I was talking about
55	a topic of discussion that was relevant to my personal practice, good people to talk with
56	It was nice to connect with colleagues from the past and see what they were up to. It's nice to hear about what other slps are doing in the field.
57	working together to offer a CASLPA conference
58	A common need for action. (There's nothing like a threat to make you gather the posse.)
59	When I had heard a new idea from a workshop and, especially, when I had heard that people in our specific area of the field were using this idea in their daily practice.
60	Learning about a new intervention for autism that made sense, based on my clinical experience.
61	Talking about either successes or failures with our clients. Either one prompted energized discussions that were rewarding and confirming for professions.
62	Working jointly on a project, such as a service review or workshop presentation or new therapy program.
63	They had the same passion that I do about our profession. They were kind and open to new suggestions.
64	A community activity that we volunteered for with speech health unit and therapy slp's
65	Our common interest in a topic ie) swallowing
66	It was a small group, we were talking face-to-face and we were talking about experiences we've had that that we really liked and would like to do more of.
67	Need to information share about complicated patients
68	Interest in sharing information or getting input on some type of new training or about a unique client.
69	when there is an opportunity to share openly frontline day to day issues and problem solve re: clients without fear of comparison /judgement Time to connect
70	intellectual exchange, discussion of possibilities, novel teaming
71	Needing to share information
72	Our mutual interest in making positive changes to the way speech services are delivered.
73	Participating in an event that brought awareness to the importance of SLP work.
74	Discussion about findings in practise that really worked. For example, I know I've mentioned this before. the r& r training was the most exciting training I took in years. To know how to coach parents and help children with autism so that they communicate more like normal children makes me feel as though I'm a worthy clinician.

Enthusiastic Energetic Belonging Q1P1

A	
75	A specific audiology topic which was of interest at the time. Usually to gain more information.
76	Co-therapy and observing student progress.
77	The opportunity to learn what they were doing about challenges such as caseload management.
78	The chance to touch base with colleagues I haven't seen for a while. Get the opportunity to catch up with them and to collaborate with them on difficult cases. I work in a rural setting so any opportunity to connect with colleagues is always exciting and welcomed.
79	Interesting new developments in the field, possibility to talk about research
80	I am always energized to connect with my colleagues. I rarely see another Speech Pathologist and when I do we always connect on some level.
81	We were asked to do a group presentation. I was motivated to do the best presentation we could and that meant working well with our team. I also wanted to impress our boss so that we would be asked to get more involved in the
82	new information; fun activity
83	a full day conference/retreat
84	Similar interests with regards to how to help a child improve their communication skills.
85	May Month. A real pull to talk about the profession and get tips about how to incorporate May Month ideas (to increase awareness) into my practice
86	Being able to easily share ideas with intelligent women.
87	The ability to collaborate and discuss various cases
88	An interesting opportunity with lots of support and collaboration.
89	Sometimes it is the topic that is being discussed and sometimes it is just the opportunity to get to know people better.
90	I like my colleagues and enjoy the comraderie of intelligent women with whom I share common challenges and
91	interesting topic
92	A clear, achievable, measureable common goal with colleagues who demonstrated the same interest and resolve to achieve said goal.
93	Being able to share ideas and try new things when I go back to my clinical caseload.
94	food & long enough to mingle!
95	Knowing that the conference would be smaller in size, that I would know many of the attendees and that I would have some time to connect with people that were friends as well as colleagues.
96	Probably a TOPIC that I found interesting and a group of PEOPLE that I enjoy working with.
97	Problem solving around a complex client.
98	An excellent fascilitator, doing a good job, asking meaningful questions and not using "icebreakers", "role plays" and other Hanen antics...
99	Employer supporting a workplace retreat supported by an enthusiastic facilitator
100	A motivating and interesting learning opportunity
101	When we were working on a meaningful project that was going to provide a useable product.
102	Learning about something new - common area of interest.
103	I found the opportunity to collaborate with my colleagues resulted in a much more exciting result. Each brought a unique piece to the project we were working on.
104	The provincial convention.
105	organizing a project together - working towards common goal
106	The opportunity to interact with professionals who saw things through the same lens as I did.
107	To look for a job or to ask a professional question
108	networking, common clinical caseload problem solving - eg discussing therapy and assessment techniques
109	We have regular staff meetings called "shop talk" - these are always a great opportunity to share ideas and collaborate on unusual cases. Today's meeting included a discussion of possible iPad apps that we could develop for use in Audiology. Giving ourselves the time to brainstorm about innovations in testing, etc. is energizing.
110	Working together on common goal. Having the resources and skills. Seeing the child then show what they could do and how the parents responded.
111	I recently did a Hanen course and I was very energised to connect with colleagues. I think this was mostly because everyone on the course had about the same amount of experience as me (6 months to 2 years). So we were all having/had recently had very similar experiences. It was great to bond over these experiences. It was also wonderful to learn about how their clinics were different from mine etc to learn new things as well.
112	The companionship and rapport we shared for best practices!
113	The opportunity to network as well as spend time with others who have similar interests and are fun to be around!

Enthusiastic Energetic Belonging Q1P1

A	
114	My definition of colleagues is broader than SLP colleagues. Not a single professional perspective can support positive practices for all individuals....so in developing a program with a community living agency that supports children who are home schooled...within the community for a day program has energized me.
115	When there was a challenging case that involved many disciplines. It was great to know how much everyone cares about the student and make a plan to work together to support the student appropriately.
116	I had just begun my first job as an SLP in northern B.C. I felt secluded. As a result, I started a 'networking' conference call with other new grads of the north. I think the thing that motivated me most was to be 'connected' to the pulse of our profession. What are new ideas? What are similar struggles? Useful resources?
117	attempting to solve a problem that involved having to think creatively to handle change in the workplace. Some of the energy came from the younger colleagues who had a fresh set of eyes for the problem. The "senior"/experienced colleagues could look at some of the issues in terms of pro/con from the historical perspective. Working together
118	Just this past week because I'm new to my job.
119	New, inspiring ideas.
120	Something that felt like a pressing issue everyone wanted to tackle (APD) and learn more about.
121	That's almost everyday! I work in a school district that allows all Student Support Services employees to have offices in one place. Multi-disciplinary assessments, team meetings and professional development opportunities are frequent. I am able to book meetings, or engage in discussions with school psychologists, physiotherapist, deaf-blind interventionists, counselors, reading specialists and other SLP's on a regular basis. I enjoy working in this approach, especially when the child's needs are complex and multidisciplinary programs are the best for the child.
122	Wanting to get information/support from them.
123	To share information and gather information.
124	Having a common goal that we wanted to accomplish. Teamwork was necessary to succeed. It took some time for everyone to get on board, but when they did, the feeling of moving toward accomplishment was energizing.
125	A conference or a client we had in common
126	When we were discussing/sharing information about topics that were relevant or interesting to me.
127	The last time we had a speaker provide us with continuing education - at the end of each day we were all very excited to talk about what we had learned and how we could apply it to practice.
128	We connected face-to-face to share resources. It was a full day event, with lunch, lots of round table discussions. Nice atmosphere. We had all set the time aside to come together and catch up.
129	discussing interesting client cases
130	Either some new and exciting project to be involved in, or being provided with work time in order to do it.
131	The venue - it was a social event; i.e. wine and appetizers.
132	Lunch and Learns, four times a year, for all of the SLPs working in the community who belonged to the provincial association. We learned from each other and it was a lovely, predictable setting with good food.
133	I don't think there is a "what" for me beyond having the time and opportunity to connect w/ colleagues. I consistently feel energized about our profession when I do get a chance to connect.
134	a weekend retreat of clinical sharing-combination of social connection opportunities and networking with relevant front line information
135	The need to get together with other SLP's to connect with people who have the same challenges of caseload management, service delivery in school settings and therapy techniques. We often feel isolated as we travel from school to school, never quite fitting in as part of the school community. Others do not necessarily share the same interests and challenges as we do and its good to feel supported and connected to others in our own profession.
136	A common goal and passion for the work. I am always impressed by the great ideas SLPs have. They are homogeneous in their passion for their professional, their keen intellect and their energy to collaborate with
137	at a conference...having the opportunity to discuss the information we'd learned over lunch was great.
138	working with a student who had complex problems
139	There were some colleagues I hadn't seen for a long time that were working in different/new settings and had a lot of great ideas to share.
140	completion of a goal that would benefit our clients
141	We were combined in an effort to stand up for our profession. We were advocating for ourselves.
142	Discussion that focused on evidence based practice; new discoveries. I enjoy discussing topics of shared interest.
143	I fell this way regularly when I attend SET-B.C. workshops that introduce new ideas or technology.
144	Finding common ground in perspectives, problem-solving common challenges together ... and sharing ideas about the potential applications for newly-learned skills and tools.
145	Having a connection and similar focus.

Enthusiastic Energetic Belonging Q1P1

A	
146	Found some good data to share!
147	bcaslp. It was great to have all sorts of different workshops to go to and see colleagues I hadn't seen in ages.
148	a specific project that I was interested or invested in
149	Case studies. Putting our heads together to find a solution; exchanging ideas, therapy solutions. Also, the use of new technology, such as iPad in therapy.
150	desire for positive change, desire for new info/perspective on a shared client, a new perspective on my colleagues outside of narrow definition of who we are as therapists
151	time to be together, meeting together and talking about shared goals and plans
152	Working towards a clear and common goal that we all supported. Equal engagement from all members.
153	an exciting new topic
154	An interesting Pro D during the work day, with a facilitator that left some time for practicing and discussion (and
155	I liked being able to hear what they had been doing and connect on what was happening in their workplace. Also connecting as what new strategies were they trying. Opportunities to share.
156	Rounds. Sharing interesting cases.
157	The idea of meeting new people with a common background and the potential for sharing information.
158	A common purpose/goal which required a team effort/approach
159	Getting ideas from each other, learning about something new from a colleague.
160	Working on a project together. Sharing skills and ideas.
161	Many of the colleagues were ones who I knew but hadn't seen in awhile; others were ones who I had an indirect connection with (for example, they worked in a position I had once held or vice versa). So I felt a significant connection to many of them.
162	discuss a case; something about which I felt passionate (both positively or negatively); knowledge that they would listen and care, need to debrief or to seek input or to share something great :)
163	Presenting new information to them that they had not heard about before.
164	Hadn't had a chance to participate in professional development for quite some time due to lack of funding from my employer and I work on my own in a clinic, so when I finally did get together with colleagues, I was very motivated and interested in connecting with them. I guess it would be the rarity of the situation that provided the energy.
165	Being able to network and bounce ideas off of others who work with the same clientele as myself.
166	The time was the first time I was fully funded to attend an out-of-province conference in the province I graduated in six months prior. I was energized with the prospect of seeing friends and learning about their new jobs and lives. With the generous funding, I was also energized with the feeling of professional respect for my new S-LP position and it felt like a valued position then. How was I to know that three decades later that it would also be the last out-of-town conference for which I would be fully funded? That has left me with a very different feeling.
167	Just finished the SAC teleconference. I loved that other people cared about the same things as me and had good
168	Interesting topic; chance to connect with colleagues (I work part-time and don't always get the chance to connect w/ SLP workmates)
169	common significant objectives
170	Every time I return to the SLP office from one of my schools, I feel energized to connect with my colleagues. It seems after a day of working with children there is something that I want to share with my colleagues or something I want to ask them. Basically, I feel energized to share my experiences with people who understand or who "get" the
171	It was a negative experience with a client that prompted me to reach out to connect with my colleagues in private practice and 'debrief' the situation and problem solve.
172	Brain-storming around particular cases. It was fun to hear other people's take on the information.
173	A conference session that I presented to educational assistants with whom I work.
174	enthusiasm, variety of experiences, sense of collaboration, sharing knowledge
175	Wanting to learn more and brainstorm with others.
176	A shared interest. Please connect all of these surveys so we just have to do this one time. It's very annoying to do this one question at a time.
177	To share knowledge which I learned at a workshop.
178	At national and provincial conferences. It is always great to see people that I have worked with in the past and reconnect and hear what is happening in their lives personally and professionally. What energizes me is great
179	getting out and doing something different from the routine of work
180	I'm usually excited to connect with colleagues after I've been to a really good workshop. I also like to get together with other SLPs to discuss difficult clients and to brainstorm solutions.
181	a common issue

Enthusiastic Energetic Belonging Q1P1

A	
182	Great personalities and common interests.
183	Excitement over a new possibility.
184	Learning something new, looking at a new way of doing our job and having good leadership to help support change.
185	I am never energized merely to connect. Connection is for me always a means to an end. (see below)
186	An exciting topic - either a very interesting clinical case or a good workshop.
187	I'm part of a loosely, informally associated group of SLPs in private practice. The infrequent times that we get together are social events during which some business is discussed. It is a great opportunity to share ideas and do clinical problem-solving, as well as to give each other tips on running the practice. This contact gave me a greater perspective on my clients and helped to reduce that feeling of isolation that is part of self-employment. We all bemoan the infrequency in which we meet. We always look forward to the next get-together. This type of meeting had generally a more significant and immediate impact on my clinical practice than the more formal private practice group, which many of us do not attend due to the distance/schedules.
188	I meet with the private practice interest group almost every month and the motivation for that is seeing people I enjoy being with and have something in common, making a positive contribution to private practice (which I really believe in) and keeping up with common professional interests.
189	Enthusiasm for a particular topic/activity. Areas that were personally relevant and interesting.
190	I thought I could contribute to the professions by volunteering to be on the provincial council. I enjoyed it and learned a great deal. Others also inspired me with their enthusiasm.
191	It was a multidisciplinary team and we all shared a common goal, passion for what we do and had fun with each other at the same time.
192	The knowledge that we were all willing to implement whatever ideas we could come up with and that we were supported by supervisors.
193	Connecting with colleagues around specific children.
194	working on a project and knowing afterward there is the 2nd meeting at the pub
195	CASLPA and BCASLPA conferences within specific workshop topics Regular case studies, clinical sharing with SD SLP department Workshops specific to SLP
196	Communication, sharing information and an experience together, learning something new, and support/encouragement to apply these new ideas/skills into your practise .
197	Having a project that moved us forward as a team. I like it when we have a constructive, forward-thinking project to collaborate on.
198	creative projects and discussions of case studies - I like to the energy of a group getting together to create and/or discuss something
199	positive, enthusiastic discussion with open minds.
200	A great venue and relevant educational topic.
201	As part of a group of private practice therapists-planning , organizing and sharing in education as peers-colleagues sharing specialist skills and teaching within our group - peer mentoring and developing reflective practice skills. as a
202	Feeling that I was managing my caseload well made me feel like connecting with my colleagues. Having the opportunity to connect in a social setting or in a less structured environment at work (i.e. setting a set amount of time
203	I was new to the profession, and new to my job and professional community. There appeared to be a lot of misunderstanding in the community about the role of the school based SLPs and this was a having a negative effect on our relationship with our colleagues and our patients. We organized a communication building meeting focused on improving the understanding of the different community SLP positions and how they were connected.
204	talking about specific cases, what they used to assess, identify and treat.
205	New knowledge, collegial atmosphere, group dynamics, shared purpose, getting work completed
206	Meeting at conferences (when you're feeling enthusiastic - or not! - about the topic/speaker) and swapping ideas. Or contacting a colleague to discuss a particular patient/scenario that is challenging.
207	The enthusiasm of all of the participants was absolutely electric. The shared focus and excitement in the project and the fact that every member pulled their weight equally was so motivating and rewarding at the same time.
208	When we had time to either learn new things together or time to discuss common issues. Most often in workshop situation where the same topic was covered over more than one day.
209	I enjoyed being on BCASLPA council as PR rep...we had a lot of good ideas and it was fun to get together and plan
210	the experiences they had that I could use with my own caseload
211	I think it is always good to network with colleagues to see what is going on in other regions of the province. It is good to brainstorm and get new ideas.

Enthusiastic Energetic Belonging Q1P1

A	
212	1. Working in isolation in northern B.C. and having a keen desire to share clinical knowledge and skills. 2. Having an extrovert and enthusiastic older member in Victoria who annually hosted a fun social event at her home which everyone attended (I was a "newbie" then).
213	I was recently energized to connect with two colleagues as we met to share our experiences and strategies of balancing our professional development and raising a young family. As we are at various stages of establishing a private practice in different communities but having all worked together in the recent past (publically), we were energized by sharing what we learned about business practice and decisions that had positive impacts on our personal and family life, as well as the opportunity to share our individual areas of interest when connections with
214	Sharing new learning.
215	snacks? just kidding...an energetic presenter, a topic that was new and exciting.
216	Shared situation - new SLP grads working in a rural location
217	Their knowledge, their commitment, their passion.
218	New therapy intervention for schools (r and r autism)
219	Usually when i need to ask for advise for a case i'm having difficulties with
220	day to day discussion of our case loads is very energising (I really mean it)
221	a shared project that was out of the regular routine
222	A specific therapeutic gain or skill.
223	a flow of ideas and problem solving that was geared at a mutual goal
224	interesting debate and conversation. bringing together new and old ideas and creating collective synthesis
225	Professional development conference.
226	The opportunity to share information and work experiences, to support one another through difficult situations, to be with people who understand who you are and what you do as S-LPs.
227	Knowing that networking can really open up areas of thought
228	A difficult case
229	Working on a case together and having them ask questions about our role with that specific client. Basically, engaging in a nice inter-professional interaction.
230	A seminar about a topic I was interested in. Or a fun, non-work related activity.
231	standardization of MBS, upgrading ECU residents to thinner fluids
232	When learning new information that we could relate to our caseload. Common bond, work related or not.
233	It was the fact that we got together under one roof to discuss our various programs.
234	Working on a special project together
235	Shared topic of interest and time between/after presentation of material to talk to colleagues about the material in relaxed setting.
236	Seeking help, advice, information related to a particular client.
237	New material, new possibilities for improving practices
238	The most energized connection with colleagues is often over a good dinner with good drinks.
239	A common focus and purpose
240	discussing and or problem solving ways of doing therapy for a variety of speech and language topics
241	My inexperience in the field (being a student still) made the BCASLPA meeting at Harrison Hot Springs a good chance to immerse myself in the work that other people were doing, and to hear what their challenges were.
242	Connecting about changes service delivery models in order to reach more students with limited resources. What energized me was a group of people coming together with a positive view to solving problems and moving forward.
243	Passion/interest in a topic. The synergy created when sharing.
244	A client issue that was perplexing or complex that I wanted to get a second opinion about.
245	Because it had been a long time since I was able to attend any SLP specific Pro D event and the topic was specific for my school population.
246	There was a lot of discussion about a shared topic that interested everyone.
247	Being able to talk to them and networking with them about clients and cases.
248	COncference
249	A shared experience at a great conference
250	Following a conference. Feeling empowered by new knowledge or a renewed interest in an area of the field.
251	The shared focus and interest to further develop our skills
252	Common purpose, the ability to share ideas with others and the hope of creating change as a group, positive feedback from people.
253	It was an opportunity to team teach the 'sound of the week' with a kindergarten teacher that energized me.

Enthusiastic Energetic Belonging Q1P1

A	
254	After not seeing the two other S-LPs that I work with for a while, it was energizing to come back and information share about the students that we were working with individually and problem-solve programme strategies and that
255	Having new material to work with (iPads). Getting together to discuss how to use the new technology.
256	Discussions of children on the same caseload - it was nice to share similar experiences and problem solve together to find creative solutions.
257	The chance to collaborate, get new ideas...that and to reveiw a particularly 'tricky' kid
258	When we were focussed on solving a problem together. For example, we did not have a department head for a period of time, and had to come together to figure out real solutions. We trusted each other and respected each
259	the personal connection,
260	Scope of practice issues
261	A common goal or project to complete Useful/ practical information sharing that makes a difference in how one approaches a client or problem
262	feeling a sense of belonging working with a shared committment towards a common goal
263	Working together to write proposals to local hospitals and VIHA advocating for adult SLP services in our community.
264	2 different types of event; 1. professional discussion about exciting therapy research/ideas. 2. response to management decisions/ideas
265	common interest/goal, something I believed to be important
266	I felt a deep connection with them because we had a similar (professional) history, similar work place needs and similar goals for our clients and our personal professional development.
267	I'm energized to connect with colleagues when I have a need that they can fulfill, like when I need to confer on a case. Also when a colleague needs help and I know I can help her.
268	Sharing positive experiences.
269	Common goal and purpose, being a member of a team
270	Connecting with colleagues when the situation is presented positively (even if the topic is challenging). Postive energy comes from like-minded people working together in a productive manner - being respectful, flexible, giving of ideas, a "safe" environment where taking risks is welcomed.
271	The excitement over seeing positive changes in a childs behaviors/communication skills
272	Commonly-held motivation to improve practice
273	shared common interest and motivation, mutual professional respect
274	Working for a School District, the district specialists/therapists have worked together to brainstorm activity plans for specific high-needs students. This was energizing because we were all working together, and could see how all the small pieces fit together in a big picture.
275	Long time no see colleagues, trying to find out what they were up to nowadays (facebook)
276	The opportunity to collaborate for a common goal
277	Regional inservice for CDBC and other relevant presentations, we could drive to it, it was relevant and there were some like-minded SLPs presenting and/or attending (ie school districts doing innovative service delivery)
278	learned something new at a conference that I wanted to share
279	Starting R&R in our district has renewed our energies for the students with autism. The fact that we can see progress, meet in a consultative fashion and talk about successes and challenges on a regular basis, has energized me. We are sharing a common goal and seeing exciting results.
280	when we had a common vision in a common project, where there was an open and genuine exchange of ideas
281	good collaborative problem-solving and discussion on topics that are relevant and interesting to how we do our work
282	Attending a workshop, or planning and working on projects with colleagues is usually energizing.
283	Being with like-minded people who shared the same goals
284	a topic of interest that was debatable with a variety of research and opinions
285	At a conference or afterward. Always happy to share new information as this can offer new perspective for work.
286	It was on a topic that I was very interested in, and the colleagues shared that interest. They were also fun, energetic people to be with, and the workshop or pro-d session was in a nice venue, and usually food was involved
287	possible research project
288	just an opportunity to discuss current matters in a relaxed environment
289	A common focus and the energy of the others in the group.
290	Interesting topics, collaborative colleagues, an employer that was flexible and encouraging of continuing education to give us time to do so.
291	Going to education events together.
292	The opportunity to work as part of a team and share skills and knowledge

Enthusiastic Energetic Belonging Q1P1

A	
293	Learning about various service delivery models
294	Sharing a common purpose, feeling I could make a difference
295	-the setting -the ability to interact through a social, non-work related activity
296	A conference setting that involved group activities during the session.
297	a common goal
298	Being in a learning environment with other audiologists (conference.)
299	Meetings with a clear purpose.
300	Learning about the use of ultrasound in articulation therapy...we supported each other in this learning seeing children together for a schort time allowing us to think, ask questions and problem solve together
301	common beliefs about the therapy approach and the child's growth.
302	The fact that I had an opportunity to meet face to face with colleagues for discussion on relevant topics.
303	Discussing topics relevant to my areas of practice (adult therapy- brain injury and accent reduction)
304	Dinner, after hours gathering and discussion on new initiatives and goals for agency's SLP program. It was a great connection time. Got "pumped" with the ideas to build up the SLP profile within our organization.
305	An interesting case. A workshop or conference just attended
306	Having anytime with my colleagues to talk about things they are working on, how to solve an issue I am encountering or just finding out we are encountering the same difficulties.
307	When it felt like I was getting together again with friends in a safe and comfortable setting.
308	After a recent conference on Executive Functioning we were all eager to get together to discuss how we were going to put what we learned into practice. We were energized by the real life implications of targeting executive functioning skills and the amount of students we see every day with these kinds of deficits.
309	Feeling connected to others and a sense of belonging.
310	the idea that someone else might have the same questions and not feel inadequate about asking it
311	new learning for finding the answers to a question I had about clinical practice.
312	The recent Surrey Speech and Language Conference with Judy Willis was excellent. Her way of explaining the brain chemistry/learning connection was terrific. Having a new way of thinking about my students and my teaching (therapy) is very energizing
313	good discussion, information/skills/tools that I could take away and use directly in the clinic
314	Common goals, interests in specific areas of practice and goals
315	It is hard for me to reach out to connect with others. i think that when I have it has been as a result of a known common interest about a subject. For example, meeting someone at a workshop. Then contacting them later. I guess it is hard to beleive that I have something to offer others. But when I do connect it is most always very
316	Knowing that I had a compatible view of our profession and similar ideas about concerns and needs for the future.
317	New information presented at a conference- I am the only SLP in my town so anytime I have other SLPs around to talk to I get pretty excited!
318	A common purpose.
319	in a non-workplace setting (e.g. conference) where we were able to brainstorm and share in an informal way (on a specific topic)
320	We were working together as a team on mutually agreed goals and were making progress.
321	Exciting learning opportunities. Sense of feeling pride in my profession. Food, drink and socializing. Happy vibes.
322	I am always energized to connect with colleagues. I work with parents, teachers, assistants but not other SLPs and so any chance to share experiences, cases, materials etc is always helpful for me.
323	a new resource
324	learning a new clinical skill , eg Prompt, brainstorming case studies, sharing new ideas for intervention
325	BC Early Hearing Program
326	discovery of a new therapy resource/material/game etc or new ax material - wanting to share ideas with colleagues
327	Holiday spirit (Christmas party)
328	difficult to solve clinical questions and intellectual sharing
329	The coming together at a convention or even a social gathering really helps the comraderie
330	a good speaker
331	After I had attended a great workshop the renewed my passion and gave me new preservatives and ideas that I wanted to share with my colleagues.

Enthusiastic Energetic Belonging Q1P1

A	
332	Within our school district, we have access to grant money for special projects; we can use the money to fund dinner meetings as well as provide release time for school personnel. Although we do not get release time as SLPs within the district, having funding to release teachers and SEAs gives us some flexibility in offering professional development to those colleagues. Teaming with other SLPs helps rev ALL of us up and keeps us excited about our
333	I like to socialize and have dinner with my local colleagues or get together to work on a project which is meaningful to us all but something that one person alone does not have the expertise to accomplish.
334	locale close to home; topics relevant to a wide spectrum of service delivery (not just schools)
335	A project that I was personally interested in and was directly linked to service provision for clients on my caseload.
336	A learning opportunity. Whether it was a formal workshop/conference, or an opportunity to discuss a tricky case or share clinical activity ideas it was the opportunity to learn that motivated me.
337	Being around really successful Speech Pathologists, who have been practicing for a long time. When I see how much they have learned and how much they enjoy what they are doing it really gets me excited about being a Speech
338	positive feedback and relevant topics
339	Breaking new ground! Moving forward in developing or learning new and more effective assessment or therapy
340	- in general, SLP's are bright, articulate, socially-engaged people, so connecting with my colleagues usually results in laughter, a positive outlook on issues and interesting, well-informed ideas on how to approach clinical problems
341	AFter a workshop (to pass along information) or when I needed assistance to solve a problem....
342	It is whenever we are taking on a new challenge - putting together an inservice, planning a fun event for our students. Usually it is whenever we get to work together as colleagues (You get rather isolated working in schools).
343	I am energized to connect with my colleagues when I encounter a client that presents difficulties that I have not come across before. I am a new clinician and I value my colleagues experience.
344	Having the understanding of other professionals in a less formal setting where open sharing was encouraged.
345	When I need to stir up business
346	Usually a conference visiting with many SLP's i see once a year. When the topic is of high intetest and the speaker good the energy flows!
347	Usually at workshops during lunch time. We were able to sit down, talk, and relax. As well, our SLP department has monthly lunch/breakfast meetings. Maybe it was the food that energized me...:)
348	Common purpose, sense of fun.
349	attendance at a CASLPA or BCASLPA conference
350	Working on an exciting joint project together
351	A recent conference, wanting to share the information and ideas
352	Having the opportunity to share new information and ideas with each other. In addition, having the opportunities for discussion amongst colleagues about current practice.
353	working together towards a common goal
354	Support and recognition from my employer to do this.
355	A specific topic or project-something new and innovative
356	Common goal of improving services for families and learning from each other.
357	Starting a new program or learning something new; follow-up on a common patient
358	the generous collegiality of my fellow SLP's
359	Sharing of new resources and practices.
360	Plan to relax and spend time together.

Enthusiastic Energetic Belonging Q1P2

A	
1	Now think about a time when you enthusiastically participated in a group of non-colleagues. What was it that motivated you to do so? - Open-Ended Response
2	Similar interests.
3	Staffing levels allowed co-operative problem solving and patient care. Local Strong SLP program supported state of the art SLP adult acute hospital and rehab training and practice
4	Their energy and enthusiasm and common interests and concerns
5	shared interests, interesting people, fun activity
6	Feeling that my participation helped the group acheive its goals. That I could bring some special skills to the group.
7	I wanted to be with other people doing the same activity as I did.
8	same thing - a shared interest (outside of our professional scope)
9	non-colleagues who are passionate about what they do - there are many similarities to delivering exceptional consumer experiences regardless of te profession
10	being able to help look at a problem from a different angle, e.g. psy-ed assessment results and interpretation
11	A chance to learn form other allied health professionals. to have a more informed view of other professional roles and how I might benefit my clients/patients with such understanding and cooperation.
12	I was motivated to help, to feel I was part of a community where my efforts would be appreciated in as much as it took the load off someone else.
13	Working towards a common goal or activity, each bringing their own experience and background.
14	same as above, also opportunity to learn some completely new skills and make new contacts/friends.
15	I was travelling on my own and trying a brand new activity for me. It was great to have the experience of more
16	The opportunity to learn from others and to keep up to date on current practices. Sharing knowledge is very
17	In order to try something new. It was also a great experience although I was a little more hesitant at first!
18	To achieve a common goal
19	similar interests - and conversations around those interests, which are other than work
20	Energy healing from Naturopathic Physician. I registered for the Energy healing workshop and found out about Craniosacral therapy workshops for SLPs to adress autism, LD, etc.
21	Need for teambuilding in various differenct areas that I work in.
22	the most frequent group would be members of our congregation at church - just motivated to fellowship together working toward outreach and mission.
23	Probably the social opportunities afforded by that kind of participation,
24	My passion for what we were dealing with.
25	Shared interests and common goals. Also, friendship can play a huge role.
26	I am not sure what this question means--are we talking about folks that are not work related at all--if so it would be around a shared recreational experience, such as boating. If you mean other folks that I work with that are not SLP people (eg. teachers, administrators, etc)--it would be around the ready set learn and welcome to kindergarten parent events that I do with my schools, Motivation is around talking with others about child
27	To learn about what SLPs in other areas are doing
28	There were common goals or interests involved, whether they were family, school or university friends.
29	The biggest motivator for me to participate with non-colleagues, who have usually been teachers or administrators, is their willingness to shed their previous notions about what SLPs do (e.g. articulation therapy for lisps, and sounds) and see that SLPs hold the keys to understanding language, the language-to-literacy continuum, and how they have the power to faciliate language learning in their classrooms.
30	mutual goals
31	Networking.
32	Many, if not all, children with developmental disabilities require a multidisciplinary approach in helping the children in all areas of their lives.
33	Feeling that I had something to offer
34	a special occasion
35	attending SMART workshops with teachers in our district. speaking a common language and discovering how our roles and working together enhances the outcomes for our population.
36	Laughter ~ pure and simple.
37	sharing an activity that i enjoy; motivated by opportunity to share something i love
38	Fun, humor, sense of caring and joint liking for each other. Feeling that you were appreciated and sense of trust

Enthusiastic Energetic Belonging Q1P2

A	
39	Again it was a learning situation. I chose this workshop because it was meaningful to my work. It was wonderful to meet people of other backgrounds and professions, and we had a common focus in a fun way.
40	Sharing information about what I do....and having them realize the depth of SLP practice.
41	solving a common problem, learning from each other
42	I participated in the board and committee work of the LD Association- joined a team of people with different backgrounds and expertise. I was motivated by the opportunity to use my personal and professional skills in an interdisciplinary team for a good cause.
43	mutual interest
44	passion about the topic
45	Topic very close to my interests
46	Trying to improve morale in our department (mixed discipline department), fun team building activities and personality/learning style discussions
47	To learn about their professions, what issues they face and to learn about what is similar and different between our professions. To share in similar success and learn from common mistakes.
48	The topic for discussion.
49	was invited by a friend
50	Getting together over a topic of interest, or touring a local facility that has some innovative idea for say seniors or
51	participating in a common interest
52	Gosh. . .too many to write down but generally again over common interests and/or when a "guru/mentor/expert " of said topic came to town.
53	A sense of shared purpose.
54	enthusiasm over a shared interest
55	good people to talk to
56	They loved their jobs, were paid well for what they did, they received feedback automatically.
57	Working together to develop an interprofessional collaboration program
58	Being able to join a group of people from different backgrounds who shared a common passion and needed an excuse to put that passion to good use. (Raised ridiculous amounts of money for university student awards during
59	A common interest in a specific form of entertainment.
60	Having a common interest, purpose and vision about the direction of an organization that I volunteer a lot of time
61	A commonality of interests - a desire to accomplish a goal
62	Friendship, common activity (e.g. book club, bike ride, run) interest.
63	I am enthusiastic about participating with people from all walks of life just as long as they are open minded, honest
64	dinner club, book club
65	Our common interest in young children and development
66	We were sharing in small and large groups about our experiences with exercises designed to help create breakthroughs in our lives. What we were sharing was very enlightening and helpful to improving my life.
67	A fun and exciting activity of mutual interest
68	A common interest in a specific area of speech-language pathology (we formed an interest group).
69	Shared passion e.g. -making art/ enjoying music
70	A shared common interest.
71	A need to brainstorm a solution to a problem
72	I think the social aspect motivated me and the chance to learn more. Also, mutual interests in the topic were
73	Friendship and common interests with common goals.
74	Shared interests, laughter, a sense of belonging and being respected.
75	Interaction with others, something to learn and or share
76	Learning something new.
77	A mutual goal.
78	The social aspect of it. Having the opportunity to connect with them when you're not running around looking after kids and everything else related to running a household.
79	Personal interest
80	Similar interest in helping young people.
81	Some friends organized a baby shower for a friend. I was motivated to make her happy and for everyone to have
82	fun activity
83	the topic of discussion

Enthusiastic Energetic Belonging Q1P2

A	
84	A similar interest with that group--running, swimming, read the same novel as in a book club.
85	Learning about something new. Being able to advertise my profession to increase awareness.
86	A common link. People who are equally as enthusiastic about a similar topic.
87	It was fun and entertaining
88	Same as above.
89	Getting to know people better.
90	The encouragement of my family and my general interest in personal growth.
91	common interests
92	Same as above in addition to working with others who I feel will also invest similarly in terms of energy, quality, and commitment to a project.
93	Common interests, fun people, interesting activity.
94	food & shared topic
95	We had a shared interest. The topic appealed to cross-disciplines but we served the same population group and worked as a community to address the issue.
96	Friendship with them and an activity that we all like.
97	Working together to make a garden in my co-op.
98	Again an excellent facilitator and a genuine, meaningful interaction.
99	Positive health outcomes from being involved
100	Common concern for the children in our area
101	A common interest that we were all passionate about.
102	Fun, fitness, enjoyment
103	In this case, I found that having a 'shared vision' allowed for all of us to thoroughly enjoy the event.
104	Good music, good food.
105	participating in a fund-raising, fun event - involved physical activity and non-work related
106	The opportunity to interact with a group of professionals whose lens was not exactly the same as mine.
107	Have a common goal
108	common interests, sense of belonging,
109	If I think I can help consumers better manage their hearing problems by giving them a few hours of my time, I'm
110	Working on an individual goal of fitness with my bootcamp group. Getting the support to keep going with something I wouldn't have been able to done on my own.
111	I am enthusiastic to participate in a group with non-colleagues if it is on a topic I am interested in and it is people that have similar interests and values to myself.
112	I think maybe meeting people in a social setting...
113	They were fun people who were also excited to be working together!
114	The above..I work closely with teachers, behavioral consultants, occupational therapist, administration, supervisors and child care staff to support children and young adults in the community.
115	the connection with others, sharing of ideas and enjoying time together.
116	Sport/Outdoor activities. The main motivators were common interest and building community.
117	wellness, interest in the subject, learning something new that might have been out of my comfort range
118	Wanting to participate in a community event.
119	a common goal.
120	The motivation came from a shared joy, pride and sense of accomplishment of what we were doing (even if it was only putting on a dinner for ourselves)
121	I believe it was when I am learning about or discussing various leadership skills or talking passionately about the changes that are arising in " 21st century education". "Thinking out of the box" educational systems, project based education, self-directed or personalized education systems. Many discussions are happening about this topic
122	Similar interests.
123	To advocate our profession.
124	Working with parents to help their children achieve their speech and language goals. I was motivated by the need to keep students improving through more practice time than I could personally offer them.
125	Questions about dual diagnosis - multidisciplinary team meetings/ICMs
126	Again, when it was on an interesting topic that I wanted to learn more about (e.g. disorder, client...)
127	Working towards a shared goal.
128	We have a common goal. It fit into my schedule. It benefited my overall well being.

Enthusiastic Energetic Belonging Q1P2

A	
129	old stories with old friends
130	It being something that I was interested in, or would be good for (e.g. an exercise group)
131	The activity - getting recertified for kayaking - it was fun to spend the evening in the pool with a group of people interested in the same activity, and supporting my skill development.
132	Shared interests but differing perspectives in a welcoming atmosphere.
133	Simply the opportunity to "pick someone's mind".
134	We were specifically invited and "voluntold" to present/participate
135	During the winter my family and I are part of a volunteer interpreter program called Eagle Watch in our Brackendale community. We meet people from all over the world and help them to understand about the eagles in particular and the ecosystem in general. I enjoy meeting others, sharing their joy in seeing the eagles and the opportunity to talk about important environmental issues. Motivations: fun, connectedness with family and tourists,
136	Again, we had a common goal. We recognized that each discipline had something to offer to the problem at hand and that by pooling our knowledge and resources, we would be more effective in achieving the goal.
137	at a dinner party...having a theme or reason to get together (it was an annual easter egg hunt for the kids in 3 families) was motivating.
138	participating in a surprise for a friend
139	They were excited about the ideas I was sharing that were relevant to their students. Being itinerant, It was very nice to feel like a part of the team in the school.
140	completion of a goal that would benefit others
141	It was in an activity that I enjoyed and we were working together to prepare for a large activity.
142	Discussion of different perspectives on a shared problem (e.g., early hearing program intervention, autism)
143	The opportunity to collaborate to achieve a common goal valued by all participants.
144	Sharing common ground in perspectives, once again, in the importance of doing meaningful and relevant work together towards a shared goal.
145	Sharing my ideas and being heard. Working in a small group and then sharing the groups' ideas with the larger
146	Like interests or passions
147	common interest such as dysphagia clinic
148	sane
149	Hearing their point of view and figuring out how their unique take on things could be applied to our profession. Seeing things from a different angle. Having an 'aha' moment.
150	fun!
151	relaxed atmosphere, encouragement of speaker/moderator
152	An opportunity for new learning and to develop new relationships.
153	
154	A common interest... and the possibility to learn from those in the group that had varying areas of specialty and
155	just having the ability to connect with friends and talk about what has been going on in our lives. Catching up
156	When I had the opportunity to learn something new.
157	Having a common interest (e.g. learning a language).
158	Again, a sense of purpose with a task/activity which was mutually enjoyable to be a part of...doing something together made it better than going it alone....the sum experience was definitely stronger than our individual parts.
159	I can't think of anything
160	Same.
161	In this case I was really looking forward to learning something major and new together, that held a lot of promise for improving our practices/professions. It was like a "common denominator" for professionals in a multidisciplinary
162	same as above, only not about a client
163	The same as above.
164	Shared interests and similar beliefs provided motivation to meet and get together - to share stories and experiences and to learn from other people I respected.
165	I was very motivated to meet with various healthcare professionals who share a similar interest of mine (swallowing/feeding therapy).
166	Most recently, that would be a few weeks ago when we invited friends over for dinner. I was motivated by
167	Shared interest - horses.
168	Fun friends, lighthearted time, common interests, shared history
169	common significant objectives

Enthusiastic Energetic Belonging Q1P2

A	
170	I am not sure I understand the question....I enthusiastically participate in yoga (with non-colleagues) because I love
171	My husband's 40th birthday party
172	Sharing ideas around a client, with other motivated and knowlegable team members.
173	Common interests and planning new experiences.
174	Fun, common interests and goals
175	Wanting to socially connect with others.
176	Fun event or a good cause.
177	Gaining knowledge From a teacher's perspective
178	Connecting with other golfers for tournaments is always fun. What is motivating is sharing a passion to play (regardless of how you play).
179	similar interests, fun activity
180	I'm not sure if I understand this question. I am always excited to get together with a group of friends so that I can connect on a personal level.
181	a common issue
182	Great personalities and common interests (but not speec-related!)
183	Fun. Desire to get to know each other. Common goal.
184	Learning something new, Pro-D opportunities for teachers so that I knew what they were talking about.
185	there was a problem to be solved that I cared aboutt.
186	I can't really think of anything. Perhaps shared interests?
187	The key motivation was the opportunity to meet new people and have fun, while experiencing something that was enriching, informative and matched my personal or social values.
188	Again, getting together with people I have things in common with.
189	Small group; dynamic leader; positive environment.
190	A special occasion and good food!
191	A common passion and a thirst for knowledge.
192	The energy and drive of those around me.
193	connecting with each other with common interests, humour, fun, music
194	commitment to the church committee
195	POPARD 3 day workshop for school based team (classroom teacher, learning resource teacher, SLP, OT) with focus on strategies for working with students with ASD and with specific brainstorming around shared student. Meetings for principals, LRTs, itinerant staff (counsellors, SLPs, OT, PT, etc) with group brainstorm / sharing around specific mutual concerns. RDI training - group brainstorm with other participants (parents, teachers, behaviour consultants) Workshops relating to language and learning/math/literacy with classroom teachers.
196	Shared interests and experiences together, fun and support from friends to pursue the activity..
197	Again, it's nice to have a shared focus--bookclub, neighbourhood greening project, etc.
198	to find creative solutions to help serve the needs of a student
199	sharing something that brought us joy (music)
200	Again, a great venue and conversation. Good food is always a bonus :)
201	Common interest and purpose-a group of parents organized and ran a Summer Ball to raise funds to put a Smart Board into every classroom in the school-we raised thousands and reached our goal .
202	The social aspect motivated me to participate. If social discussion is encouraged then I tend to become more
203	I was motivated to participate in a district committee focused on building school based resources and skills because I was hopeful it would benefit students with specific language impairments and communication needs who don't qualify for support through the ministry of education and who typically don't receive SLP support based on
204	The topic.
205	Having fun, shared interest, being with people I liked
206	Wanting to work towards a common goal with a sense of urgency, and motivation to do the best you can to prove yourself/yourselfes.
207	A shared vision for the purpose of improving things for our children. A project that again was huge, required a lot of excited volunteers that were willing to sacrifice time and energy, and knowing that we would all benenefit from the finished product. Having people trust in your judgement so that you could make quick decisions when necessary but also provide constructive feedback when required.
208	Common interests and great leadership.

Enthusiastic Energetic Belonging Q1P2

A	
209	A group of teachers, administrators and myself got together to discuss 21st Century learning and how that would look in our school district. I felt that my role as SLP brought a lot to the discussion and that our knowledge about communication skills and interpersonal skills is valued.
210	to glean their wisdom
211	Food, social opportunities! As well as a chance to network.
212	A keen interest and passion for the subject matter.
213	A focus group organized by two family counsellors who specialize in special needs children, in the development stages of their private practice. I was motivate by this opportunity to learn more about services for children with mental heath issues and their families, and to contribute my understanding of child/families support needs based on the common population we work with as this is a specialized area with limited resources available currently.
214	Common interest. No competition. Support each other.
215	common interests, having a final project to take home, feeling physically good after a yoga session
216	Shared interest and enthusiasm
217	Scocialization, recreation, leisure, humour, fun
218	Hockey game! PS I thought of a great answer for last weeks survays- the question was something "what is the smallest thing that BCASLPA can do...". I would LOVE BCASLPA to somehow get permission to get Journal articles from the ASHA website/database. ASHA always has so many good articles that are free for their members
219	Again usually to solve a problem
220	Common interests
221	fun and constructive goal
222	It was fun and not competitive.
223	to gain fresh ideas and perspectives
224	common goal, something of particular interest being done with people i love and respect, often involves humour and some way of serving others.
225	Share knowledge and expertise.
226	Friendship, love, support, understanding, fun, acceptance.
227	The satisfaction of knowing that I was able to contribute ideas and help in a project.
228	Friendship/family
229	The need for awareness about our profession.
230	Shared interests.
231	standardization of MBS
232	Common goal, or just to socialize and get to know new people
233	My committment to my professions.
234	the fun element while brainstorming with a common purpose in an pleasant environment away from home and
235	Again it was a topic of high interest to me that I wanted to learn more about.
236	Improving service delivery or system wide practices Knowing that our group could make something better than what already existed.
237	Potential to connect, meet new people, have new experiences.
238	If by non-colleagues, you mean friends, then it's the bond and friendship that bring out enthusiasm. If it's non-colleague, non-friend folk, then you need an low-key, simple activity for people to get to know each other to build a bond before being able to be enthusiastic.
239	Community enhancement
240	adding speech and language solutions to broader scope concerns with that student (e.g classroom participation, reading/writing abilities, behavioural concerns, etc)
241	My desire to eat a delicious supper motivated me to participate enthusiastically in the grilling of sausages and hamburger patties at a large gathering of friends and family. The motivation was the the corporate (and within that,
242	I once had a home business in which I met with a group of people every three months. The group celebrated the sucesses of each group member. This engerized me to keep working towards a set goal. In this case to reach a
243	Same as above.
244	Social engagement.
245	When I met with a group of parents about how to support speech therapy at home. I was happy to be seeing so many parents on board with the program and this increased my optimism that their children were going to see
246	We had the same interests.

Enthusiastic Energetic Belonging Q1P2

A	
247	Having a fun role (pouring beer) that took a minimal amount of time but still gave me a chance to go see shows (Fringe festival volunteer). Theatre was right up my alley and loved the opportunity to mingle with everyone, even actors. Another time I just really loved the subject of the speaker and it was interesting to absorb the materials in
248	Wine club
249	A shared goal - like competing together in a race
250	Sharing knowledge with other staff members in an interdisciplinary inservice in order to provide the best patient
251	Interesting topics of discussion and how to better develop plans to bring more efficient service to our clients.
252	Common goal, clearly articulated. Light-hearted approach, humour and fun encouraged. Feeling like I was making friends in the group and that my input was valuable.
253	It was the energy of a fitness class and the motivation to get fit!
254	What motivated me was working with a particular student and feeling like my services would be so much more meaningful if they were coordinated with the plans of the other professionals that the student was working with. It is very empowering to work as a team to address the needs of a student.
255	having fun learning a new skill. I recently took a sign language class and it was fun to learn why everyone else was also interested in sign. The others in the class had ideas of how I could use the skill and it was fun to hear from different perspective (classroom teacher, parents etc)
256	Again, shared enjoyment of similar interests.
257	Fun! Good food, some r and r!
258	Again, I think it was when we were focussed on a common goal. We may have had different points of view and slightly differing values, but we all wanted to reach a common goal.
259	invitation, feeling welcomed and encouraged to share.
260	Patient care
261	fun and camaraderie
262	understanding the value and role of meaningful consultation
263	Being asked to teach a group of OTs about the role of the SLP serving patients with tracheostomies. The OT group recognized who the appropriate professional was and I was keen to help them understand how complicated
264	Enthusiasm for personal growth and life management through personal connection to Buddhism as guiding system of beliefs and practices. Full acceptance by others and all interested in each other as individuals. All trying to grow as people and able to help each other through exploring ideas and laughter. Contributing positively to society through learning new ways of operating. Contributing positively to local community through offering a meditation
265	fun activity, something active, laughter, food
266	They were fun to be with and we enjoyed similar activities whihc offered stress relief.
267	Common interest, personal gain.
268	Sharing common interests.
269	Being connected by common clientelle
270	Like-minded people working towards a common goal (which could just be something fun! ie Book Club) in a fun,
271	Brainstorming with others in a team setting to provide the best treatment possible.
272	Interest in the topic at hand
273	the educational management of my own child mutual respect and true collaboration were key to the productivity of
274	I have been motivated to play music with others. I was motivated by my love of music and the positive feedback I received from the group.
275	People that had something in common (eg: occupation) and were open to a friendly talk in a non-threatening ("casual") event, such as a walk/picnic/brunch
276	The activity or the group of people
277	School district NID day, ongoing work with school staff teams--part of job, I am motivated to provide the best service to students which means you work as part of the team
278	to get to know people and share my knowledge
279	Knowing that we all had similar stories to tell and we were not alone in our experiences, helped energize me.
280	fun among congenial people
281	good company and shared interests
282	In the public school system, it is good to be included in planning programs for students, or collaborating on service
283	We shared a common philosophy; were all motivated to be there for the same cause
284	my own interest

Enthusiastic Energetic Belonging Q1P2

A	
285	Again the chance to either offer or receive information that may directly or indirectly affect my job. Also I appreciate the opportunity to educate others about my role.
286	Same as above, except for non-colleagues involved.
287	something different and fun
288	just a good environment to converse, music, food, drinks, but a purpose as well
289	Again it was a common focus.
290	Collaborative people, participation and respect from all parties.
291	Apart from lunch? I'd also say interdisciplinary educational activities.
292	Common interest
293	Educating others about language facilitation strategies
294	Shared interests, common goals
295	-during a lunch at a hearing aid seminar. I think that it's motivating to mee non-colleagues when you are aware that they work in the same line of work but with a different population or different setting. You can always learn
296	Team meetings at hospital that I work with. Client-centred care/approach
297	a common goal
298	The opportunity to share life stories and knowing I would be around humourous, positive people that would leave me feeling re-energized.
299	Shared interest
300	Working with colleagues to bing visual communication strategies into the district...they were able to see the relevance of these strategies and were able to make changes for students almost immediately in terms of the student's comprehension and expressive communication
301	passion for singing that we had in common.
302	I guess that would be meeting with a group of parents. This was motivating because the parents were interested and trusted my professional input.
303	For conferences: the breadth of topics being discussed- related to and supporting my areas of practice. For other: working toward a common goal, raising money for an important goal/research (e.g. 5 k walk to raise money for a
304	A common interest revolving around fundraising for a disease brought us together. Again the energy to increase awareness and make the event a huge success created the enthusiasm. Also participating with my husband was a
305	Similar interests
306	for others at my workplace I seek them out often to find out about a kid or a specific topic.
307	When people were interested in supporting each other and creating something new.
308	A social connection with the people
309	We were all very passionate about the same thing - gardening!
310	like interest
311	opportunity for social inteaction with people who have other interests beside professional (specifically SLP)
312	I recently gave 2 full-days of workshops training EA's and teachers to use Kurzweil 3000 with their students. It is very motivating to see them excited about the possibilities and power of the program. I love being able to share with them the benefits of Kurzweil for accommodating specific learning challenges.
313	common interest or common goals
314	Common goals, specific activites that go best with cooperation
315	From a desire to connect, help and learn. Again there was a common interest that we shared that motivated the connection. The positive energy of an existing group can be attractive as well.
316	The opportunity to share my knowledge and contribute to the awareness of communication issues of others is always a great experience.
317	Learning experiences that were relevant to a student in one of my schools- the teacher, TA and I were eager to discuss the applications because we all had slightly different knowledge of how it would affect this particular
318	A common interest.
319	not sure how to answer this question - who are non-colleagues? If this group consisted of other professionals and paraprofessionals, then I was motivated to participate because we had a common problem that we were all trying to solve (e.g. changing our intake process)
320	We were working together on mutually agreed goals in a respectful and inclusive manner
321	Food, drink and socializing. FUN. Some learning.
322	I enjoy participating with people with disabilities for social activities. It connects me with these people as people and not as referrals, where I can meet them as they are without needing to assess, analyse or be the expert. This is

Enthusiastic Energetic Belonging Q1P2

A	
323	a new resource
324	outdoor , physical activity eg (hiking trip)
325	Passion for what I do
326	sharing common interests and updates in your personal life
327	wanting to learn
328	inter-professional communications on relevant topics
329	usually an event: birthday celebration, or even a simple Sunday dinner with friends and their families on a rainy
330	interesting topic that was relevant to my caseload
331	I was invited to participate in a parent-child group by some colleagues and it really invigorated me to connect with the public on a more large scale basis.
332	Friendships and laughter
333	Opportunity to socialize, organize or work on a common goal
334	Universal topics such as ethics and multiculturalism
335	A desire to try something new and to learn about something that I wouldn't have had the opportunity to do so
336	Socializing or working towards a common goal.
337	Being in a supportive environment when there's no fear of failing
338	alcohol. (just kidding!!!) was a common interest for a short-term activity/project that had a designated leader with specific goals and responsibilities, and dynamic people who shared the deligated responsibilities based on their individual and mutual talents. -high level of organization, lots of room for creativity,
339	Sharing of information of mutual benefit. Working with Colleges that were able to share information from related disciplines that enriching and enhancing across the disciplines.
340	- a common interest with affirming, enthusiastic people; working together to tackle a challenging task for a
341	Workshopinterest in the content.
342	I really enjoy providing SLP inservices for my teaching colleagues, but the most fun we have is in extracurricular activities (golfing, bowling, etc).
343	Talking with teachers and collaborating on behavioural management.
344	Shared goals reached through learning new things. Having the opportunity to teach others about my profession.
345	Relaxation, fun and connecting
346	A passion or good friendships
347	Again, at a workshop with multiple professionals. We also had a common client so this was neat to put names to
348	Common purpose, sense of fun.
349	I felt like I had something worthwhile to contribute in an area of interest. I was surrounded by others with the same drive, similar interests, and something worthwhile to contribute where the group was more effective than an
350	a joint / intriguing project
351	We had a similar view and interest
352	Sharing information about the SLP profession with another profession. To see how others were motivated to learn about SLP's and Audiologists was empowering and made me very enthusiastic to be a part of the discussion.
353	Again, working towards a specific, attainable and common goal, sharing information or learning about things that I am passionate about.
354	Fun, laughter, time to do so, personal growth
355	Personal motivation to "make a difference" and to participate in something with a lot of positive energy (e.g. volunteering for the Olympics)
356	Probably more focussed on my own learning goals and self centred outcomes.
357	A group of non-colleagues? Like friends? An event, celebration, food & booze....
358	spiritual needs
359	Learning about something that although from a different field, related to my practice e.g. sensory issues.
360	Common interest and invitation to be "at the table".

Extraordinary Creative Professional Purpose Q2P1

A	
1	Describe a time when you stepped outside of your comfort zone.
2	Open-Ended Response
3	When I started in a new position that involved more public speaking.
4	Stepping forward with the union to work to improve SLP working conditions in an adult acute care hospital
5	When I took over an AAC job from a well known and highly respected AAC SLP
6	Is this regarding my profession? I think the times professionally I have stepped outside my comfort zone, they have not been by choice. This has occurred when I have worked with families who are challenging.
7	some anxiety, lots of hope and excitement because i was trying something different and something i hoped to grow from.
8	I had always felt nervous about presenting to large groups, but two times for work I presented to 35 and 17 people respectively.
9	Going back to college as a mature student.
10	trying to determine new marketing initiatives - from the consumers perspective
11	organizing a pro-d and speaking in front of a crowd of teacher and SEAs
12	Starting a new position in a less familiar area of SLP.
13	I took a job in a setting and area of practice that I found intimidating.
14	to follow through on an education event and move across that knowledge to action gap
15	Any time I give a workshop, I am out of my comfort zone.
16	volunteering for a committee on promoting the role of audiologists over hearing instrument practitioners
17	Sometimes when teaching or in public speaking.
18	Volunteered to help organize a camp for students to attend in the summer.
19	trying new things-new areas in my field
20	In my work setting this would be when I first used endoscopy with a patient - trying to figure out what I was doing all with an ENT watching and teaching me
21	I can't think of a specific example
22	Currently I am volunteering to do activities for my children's schools (such as being on the preschool parent's board as a fundraiser) which is completely foreign and somewhat uncomfortable for me.
23	presenting at a conference
24	working with a new population and/or trying something different and new in therapy
25	Becoming a parent!
26	I experienced a medical trauma and it gave me a perspective on what other people may have been going through in their lives.
27	Starting a new position in the ICU where there was previously no S-LP coverage.
28	directing choir
29	trying to get some connections with BCASLPA SA committee and therapybc to share resources
30	it was a time, when it wasn't a decision I made, but rather a decision made for me. My oldest son was diagnosed with a profound hearing loss. It forced me to look at life from a whole different direction. As I watched people around me moving towards a direction I didn't think I could take, it forced me to face the hand we were dealt as a family, and work at getting our family going in the direction that was right for us. Realizing my son, didn't have the limitations that society was imposing on him because of his hearing loss. (this was 20+ years ago) and doing something about it. I am proud to report at the age of 26 he is doing awesome, has always been oral, went to public school, graduated fully academic, received awards, has a degree in criminology, married to a hearing girl (his high school sweetheart), had a CI 3+ years ago, and now has a mild hearing loss with it on. Stepping out of my comfort zone has been hard work but the reward has been amazing. Nothing better than watching someone you love be the success you knew they could be. I have and would do it again, fight for each of my kids and husband in a heartbeat.
31	We have a strong team focus at our CDC and I have had to learn how to incorporate goals from PT, OT and even IDP into my speech and language sessions. The PT-OT goals have definitely brought me outside my comfort zone--but the rewards have been tangible!
32	Public speaking has never been a strength, due to vagaries of personality and childhood experience but during my employment, I was required to present research and clinical findings for in-house clinical rounds to audiences of 100-150 on a regular basis.
33	when challenged with new learning and new responsibilities
34	being vidiod by the Ministry of Education
35	When I went across canyons attached to a harness and needed to get up the ramp on arrival with out falling.

Extraordinary Creative Professional Purpose Q2P1

	A
36	presenting at a conference
37	Taking on an additional role in the workplace as shop steward.
38	doing a handstand during a yoga class
39	I was helping nother professional give a workshop in the north...she asked me to speak to teach a section on the material as it pertained to my role.
40	Taking on a position as coordinator of an autism diagnostic program with a group of very high achieving, vocal professionals. although I had the leadership skills to run this program, I did not have the confidence that I could do a good job.
41	when I took on a social language group and found myself trying out all sorts of wacky ideas just to see what reaction would take place and after that I have been far more prepared to undertake communication skills projects with classes and role play and act out
42	joining a karate class
43	giving a two hour workshop to an international conference. Most of the sessions were research studies. People came from all over the world...specialized in one area of the field
44	I went for professional training at a clinic that required me to be video taped, given feedback and take on a student role after 10 years in my field.
45	auditioning for a high level choir
46	I am not fond of presentations, but I have had to do these in the past on various topics.
47	When I was advocating for another position in our department and had to speak/ present to the COO in our organization
48	Volunteering to participate in a committee that had a lot of professionals that I didn't know, and some of whom I found professionally intimidating.
49	Giving a presentation to work colleagues.
50	I moved to the UK to work.
51	taking a UBC student
52	This question is not specific, so I will give a SLP example, but I would like it better if the questions were more specific. Anyway, I have often had to 'argue" with a Physician in the acute setting to get appropriate interventions such as ENT vocal fold assessments, Modified Barium Swallows, or another consult from a GI surgeon who did not seem to base their decisions on all the information. It is not easy to do this in the hierarchical medical model, acute setting.
53	I went indoor rockclimbing even though I'm afraid of heights.
54	joining a new sport in which I knew I wouldn't have a natural inclination and had no prior experiences that were related in any way
55	Applying for a job I wasnt sure I was experienced enough for.
56	I went into private practice.
57	Giving a presentation to colleagues for the first time.
58	Staying in a foreign country where I did not really know much of the language
59	Starting a new job position with a new group of clients.
60	improv in a musical theatre class
61	The time was approximately 6 months ago....I stayed on the sidelines....watched for almost 4 years....then decided I would step up and step outaway from staying within conventional guidelines/boundaries....it was one of the most exciting things I have ever done! I'm soo glad I moved forward!
62	first time giving advice on swallowing safety
63	working with trachs and vents for the first time
64	charging for private practice
65	I had to stand up to a person who had disrespected me, and who (likely) felt as though he was higher up in power than I was hierarchically.
66	When I attended intensive training for an intervention technique. I knew that I would be closely observed and rated, and it was discomfoting to be so closely observed.
67	Had to climb a ladder and get onto a tall roof - then get down again!
68	When I gave a presentation in front of a large group of people. The audience was mostly teachers (both special and regular education) plus OT's. I gave a presentation about Autism. It was outside of my comfort zone because I hate talking in front of large groups.
69	to explain the slp services to public health nurses during orientation

Extraordinary Creative Professional Purpose Q2P1

A	
70	Taking a position not specific to SLP
71	I openly acknowledged and apologized for my part in the break-down of a friendship; doing something like this at one time would have made me feel very vulnerable but the experience made me feel stronger and happier instead.
72	I went on a trip to Africa on my own.
73	getting involved in yoga when I moved to a new town
74	I can think of times both professionally and personally that I have made myself do things that were outside my comfort zone. One personal example was when I was 20 and travelling alone I had to make all the decisions regarding where I went and where I stayed and ask strangers for directions etc. because I knew that there was no one to confer with and if I didn't do it it just wouldn't happen. On a professional level there were times when I took on new clients where I had no or little experience in that area but decided that it was my professional responsibility to help these people and that if I didn't take them on I would not gain experience in that particular area.
75	Singing a song at a co-worker's retirement party in front of 50 people. I re-wrote the lyrics to a song and performed it with a friend.
76	I took on the role of advocating for a family with an organizing that was reducing resources for a client
77	took on the role of acting manager for my clinical team
78	When our wonderful AAC consultant was retiring from the district, she urged me to consider taking on the role. I was scared - of my lack of knowledge, of following in the shoes of someone who was a career-long expert, of letting my colleagues down.
79	At work - Possibly the first time I've tried administering a new test or had a client with a particular type of difficulty. Non-work - Going zip lining
80	A 'nudge' from supervisor to present a poster at a recent symposium
81	I step outside my comfort zone every time I work with non-verbal students who sign or use AAC.
82	teaming with other health/educational professionals
83	I do that all the time. I am often asked to cover for other staff members in acute care and inpatient rehab (not the areas I work). I even cover at other hospitals. Also, I have worked with 2 new groups, a voice group and a Parkinson's Voice/Speech/Swallow Group that were new to me and that I helped to create.
84	Invited to present to a large group of MDs on Modified Barium Swallows.
85	Volunteering for a committee that involved people with a lot more knowledge and experience than I had.
86	As a student, I overheard a Dr. talking about a language related issue to a client.....he was misinformed, I stepped in and provided the correct information in what I hope was a professional and non-confrontational manner.
87	This would be when I began doing group training and presentations
88	Interviewing about emotions.
89	Working within a classroom rather than taking a small group of students out.
90	being an SLP in a high school
91	Zip lining in Mexico
92	During the August Days presentation within another school district a group of us sat in the front row wearing crazy glasses.
93	I did a salsa dance lesson course.
94	A parent and a teacher were having a difficult time connecting and developing a plan around a child. I had completed a language assessment with the student but was not very involved in his programming. I acted as a moderator / meeting chairperson to facilitate the discussion around the student and help the parent and teacher connect on common ground.
95	We were being introduced to the OT gym and had to jump into the foam pit in front of other professionals in our work clothes.
96	suggesting a new service model to colleagues
97	when I volunteered to start the formatting and planning of a presentation to our school board on the use of technology for communication in our district
98	Instead of skiing, my brother convinced me to go snowboarding.
99	delivering the eulogy at my mother's memorial service
100	working on literacy goals
101	Allowing each of our teenagers to participate in social activities that present with some elements of risk.
102	When I accepted a new job in California.
103	Taking over a coordination position

Extraordinary Creative Professional Purpose Q2P1

A	
104	I felt alone and isolated in my job and filled out an application form for a committee position that I felt might be out of my reach.
105	I joined a dance lesson after 7 years of not dancing. Following learning a routine, I volunteered to perform at an Open House with a few other participants.
106	I moved from Ontario to BC to start work in a different environment.
107	I was invited to go on a trip with some people who I didn't really know very well, but I knew it would mean a lot to my fiance if I went (but he wasn't going). So I went for his sake, to try and make friends with the people in his life, even though it was uncomfortable for me to go away on a trip with them, by myself.
108	I went to a social gathering where I did not know the host
109	Going to a meeting or gathering where I don't know anyone or know what is going to happen.
110	I recently joined Toastmasters.
111	Seeing a patient who I wasn't sure I'd be able to help.
112	I have a very wide comfort zone! lol
113	Sitting on the sponsor/exhibitor subcommittee.
114	Joining a club/committee/association without knowing anyone else.
115	An event or cause inspired me.
116	This happens when I have to cover for a colleague in a new clinical area.
117	Agreed to do twice yearly SLP health segments on the local TV station's noon hour show. Did them for 14 years.
118	I agreed to present something with a co-worker at a meeting of a professional interest group.
119	I attended a conference that was not specific to speech and language issues but to broader community health initiatives. I was perhaps the only SLP present.
120	pretty much every day. This question is offensive and "unprofessional" per below. It contradicts the values that we as professionals strive to achieve. Furthermore, Who's idea was it to interrupt our valuable time on a weekly ongoing basis with two-bit questionnaires? How about organizing yourselves in a professional manner and putting out a whole page at least so that time is used efficiently. It is difficult to support an organization that is unorganized and inefficient with time management, and not cogniscent of the needs and responsibilities of it's members. I have better things to do with my time than to constantly be responding to these snippets. I do however, respect the need to do my part to be involved professionally, therefore would be most responsive to longer, one-time or intermittent emails rather than a barrage of small ones.
121	When I decided to learn to swim but hated putting my face in the water without pinching my nose closed.
122	Ran the "Communication Lab" for an entire school - grade one to seven. Adapted the program for each grade and threw in a lot more creative play into the program.
123	Joining the Board of my co-op.
124	asking a question to a seminar speaker in front of a large audience
125	when making a presentation to a large crowd
126	Working with a non-verbal client and using some new strategies.
127	Becoming the president of my son's preschool.
128	When I was asked to role play in front of a large group of people.
129	Being part of a committee
130	Standing up at a conference of colleagues and presenting info from the smaller breakup group.
131	Playing volleyball with a group of friends - I do not play volleyball!
132	I tried scuba diving
133	Advocating for my profession in a discussion with directors/managers/therapists about potential conflicts/overlaps of roles/scope of other health professions in a clinical area of expertise
134	planned and executed a bike trip to Europe with me as major planner (not my regular role)
135	Presenting to colleagues, public speaking, singing in public, but I do all of these things all of the time in my job!
136	Disneyland rides
137	The first time I trained to do a Half-marathon. I had never done more than a 5km run up until that time. I was successful because I trained in small manageable increments and built up slowly. Also I trained with people similar to me that were fun to train with.
138	When I had to give a presentation.
139	Recently a colleague and I taught a course on Visual Strategies for Communication - getting up in front of an audience of many is way outside of my comfort zone.
140	A few times when I've taken new training and have wanted to use it in my clinical work.

Extraordinary Creative Professional Purpose Q2P1

A	
141	Anytime I have to speak in front of a group!
142	I actually knocked doors to tell people what I believe
143	When a child was learning disabled and I was at too high a level for him to understand and I was lost in what to do.
144	When travelling abroad and having to communicate with people of different languages/countries/cultures
145	When I feel that I am not proficient at something, I am hesitant to try. Several years ago, I was asked to join a team of individuals I did not know well, in order to work in an unfamiliar environment work with the special needs children I typically worked with in the school environment.
146	Whenever I play any type of sport I leave my comfort zone
147	Working with and presenting on working with adult clients when all of my working experience was with children.
148	starting a new position with leadership role
149	Some of the travelling I have done and some of the outdoor activities I have tried.
150	When I moved from a permanent part-time hospital position to Vancouver Island and private practice.
151	taught a new course
152	I agreed to do an oral presentation rather than a poster presentation of my research at an nternational conference. I hate public speaking!
153	The first time I worked with a child with autism.
154	
155	I was not involved in sports as a child. As an adult, I have become involved in many different sports, all of which were way out of my comfort zone (master's swimming, triathlon, and dance to name a few).
156	A bit excieted and a bit worrying
157	desperation....or boredome
158	working in a foreign country while learning a foreign language
159	When I was asked to give a workshop to a group of other professionals.
160	Recently I joined a professional board and then assumed a co-chair position. Many of the responsibilities are entirely new to me and I wasn't sure I was the right person for the job.
161	I limited my caseload to meet paperwork demands.
162	I went ziplining once at Whistler. I am not comfortable with heights but was the one who initiated the outing and ended up having a great time.
163	when you have to deal with emotional issues such as anxiety, obsessive complusive, or oppositionally deviant behaviour
164	Informing parents that the program their were espousing had mixed reviews regarding efficacy.
165	I signed up to participate in a relatively small working group of professionals who were striving to develop solutions for better service to a specific, underserved client population.
166	I took on a job that require travel to a remote region in BC, and I was required to document something that has very little data associated with it?
167	During practicum, working with a child with apraxia and trying the Nuffield for the first time.
168	I had to present to a large group of my coworkers - I hate public speaking!
169	when I met with the various Heads in the Faculty of MEdicine or attended meetings of the supervisors of doctoral students in the CCHP program
170	I sang a solo in a choir...usually just a background singer. And it was scary but empowering.
171	There have been times that I have tried some new approaches or I have brought up a difficult topic at a meeting. As for the new approaches, I think that I will try something new that might feel awkward at first if I believe that it is something that will benefit everyone in the end. As for a time that I have felt that I needed to say something in a meeting that may not be popular is when I feel that it is extremely important.
172	The very first time I was treating school aged children with ASD I was frightened. I had never been exposed to chilcdren who were aggressive and had other self-stumilating behaviours/ I think I froze for a couple of minutes and then regrouped mentally and tried to get to know my client and vice versa.
173	I decided to get more involved in hosting educational workshops for Educational Assistant, classroom teachers, resource teachers, and administration within my school district during and after school hours.
174	providing screening to a remote aboriginal reserve with a colleague-flying on a tiny plane into a gravel strip-spending three days in a different type of community than I have ever experienced and working with a different set of rules and ways of working-adapting to the environment-pace-cultural changes.

Extraordinary Creative Professional Purpose Q2P1

A	
175	For me it was when I gave up a full-time job in order to go back to school full-time to study in an unrelated field - art!. With no income, this was a scary proposition. Plus, I was worried about how I'd fit in with students who were easily half my age.
176	Going away on a practicum to a city I had never been to and living with people I'd never met!
177	- working in a Neonatal Follow-Up Clinic, monitoring development of 4-24 month old children born at risk for developmental concerns - participating in developmental assessments of children under 6 years suspected of being on the autism spectrum
178	I went on a 118 km canoe trip with friends.
179	Advocating for change for a child with autism and severe mental health issues with the school system as a private practitioner.
180	I think I did this more as a student than I have as a clinician. As a student, the majority of experiences were new or using different approaches and it required stepping outside of my current abilities. As a clinician I stepped outside my comfort zone by taking on a roll as a chair of a council that deals with practice issues. This was a new experience and has helped me see how SLP's practice varies considerably from day to day based on practice issues
181	I assume this is with regards to the work place, so I would say when working with a child who is legally blind and deaf, physically and cognitively challenged and the child is exhibiting self abusive behaviors
182	Sitting on advisory committees.
183	I was at a union meeting and they were taking nominations for the secretary-treasurer. I, like everyone else in the room, looked around to see who would step-up. Someone nominated me. I froze, thinking there was no way I was competent for the job.
184	Travelling alone in Europe in my early 20s.
185	when faced with a client with a disorder/pattern/weakness that I was unfamiliar with
186	When I was asked to present on a topic I was not familiar with to a group of new colleges
187	I entered in a relay race where I had to swim 1200m. I don't usually like participating in races, but on this occasion I felt motivated to participate!
188	presenting prod in front of a large group
189	In Mexico over spring break, I joined in a dance on stage
190	Giving presentations at a conference
191	when I went parasailing
192	When I spoke to an audience of 200 people.
193	Co-teaching in a classroom for the first time.
194	I decided to go on a backpacking trip with a brother in law. I had never backpacked before, but I prepared myself, learned the rudiments of packing and went and did it.
195	When I made a decision to start treating a population that I did not have a lot of experience. Before getting clients in that area, I decided to take a few seminars and read information about the field (Apraxia) first.
196	I suggested to a supervisor that a child we were seeing be evaluated for the use of an eye gaze system when the only manner of communication being used was a "yes" eye blink.
197	Working with Aug Com and technology is outside of my comfort zone (Kurzweil etc)
198	learning to snowboard and learning to ride a big motorcycle. I'm pretty comfortable with a lot of stuff.
199	I went on a weekend rock climbing adventure with people I hardly knew
200	When I entered into a ski race for the first time.
201	I do autism diagnostic assessments. I step outside my comfort zone every time members of the team have different opinions about a child's diagnosis, and I need to argue my position and "fight" for what I believe is true.
202	I had a student who presented with complex needs: blind, severe cognitive and language delays and recently diagnosed ASD. A challenging assessment and program was inevitable, as everything I would normally consider for assessment and programming materials often required vision or ability to retain, recall and recite verbal information back (cognitive/language skills not demonstrated). This profile of a child's needs was none like I had ever encountered, and one that I had to think creatively about, it felt like a trial and error type of endeavor. Revamp if it didn't work, but hope that the program would work and be able to generalize into functional and meaningful communication and language development for the child.
203	Teaching a Pro-D workshop. Most of the school's staff (teachers & support staff) were present.
204	I confronted a fear (public speaking) and joined a Toastmasters club for 6 months to learn the skills of public speaking in a 'safe' environment.

Extraordinary Creative Professional Purpose Q2P1

A	
205	That doesn't happen very often, but when I do, it's usually because my "comfort zone" is not so comfortable anymore. I moved 5000 miles from home to a strange country on my own.
206	This happens every day. I work in a language that is not my native language and this is stepping outside of my comfort zone. However, it has many benefits, like seeing things from a different perspective, that is being in a language and metalanguage at the same time.
207	Working with a group of peers who were supportive and welcoming of all ideas.
208	
209	When parents are crying or complaining about other agencies in my clinic.
210	Giving my first Power Point presentation
211	Skydiving!
212	When given a chance to learn something new
213	When I moved to a new city, it took more effort to join activities and talk to others. I started attending classes at a scrapbooking store and met some great new friends.
214	Taking 9 months off work to write a book (totally unsuccessfully)
215	When I tried rock climbing, I was terrified of heights.
216	When working with a child who has been diagnosed with Auditory Processing Disorder and not a language disorder. I had to figure out why from a speech and language point of view the child was doing so poorly. The auditory processing disorder was not answering all of the questions. I had to learn a lot about language processing disorders.
217	When I worked in adult outpatient rehab and none of the SLP men in voice rehab were comfortable working with transgender clients. They asked someone from our department to volunteer to take this on, and I volunteered.
218	speaking at a BCASLPA conference.
219	When I took on a group of clients which were new to me (deaf students) and I had to learn new skills.
220	going mountain biking along a rugged mountain trail
221	trying out some OT suggestions within a Speech therapy session
222	Approaching and talking to people I did not know very well at a party.
223	Any time I give a presentation in front of a large group of people.
224	bungy jumping
225	When I took the risk to tell the parents the truth about their child without trying to sugar-coat it.
226	Deciding to leave my permanent job to go into private practice with a group providing innovative services.
227	auditioned for a singing part in a play
228	presenting SLP material to a group of physiotherapy students
229	when I took a client for fluency (mild)- made me do a lot reading before the session, and during the session I realised that I do have the skills
230	When I changed the population that I worked with from exclusively pediatrics to also seeing adults.
231	When I started the Hanen program. Don't like to be videotaped...
232	educating family doctors regarding hearing loss and amplification issues
233	When I went on a roller coaster at Disneyland
234	I went to go live in another country with another language to work for a year.
235	Gave a speech at a friend's wedding reception.
236	I decided to go travelling by myself
237	When talking to a patient about death and dying when the physician was not being honest or straightforward with them.
238	Providing consultation for behaviour issues.
239	During a conference/workshop I joined in a gathering and game with people I did not know. I do not like the feeling of vulnerability when I am the only one who does not know the group and have to be part of a team where I felt I might let them down.
240	An example in my professional life was the first time I volunteered to work with a student who uses a complicated AAC device.
241	In a previous job, when head of the pediatric SLPs, I was able to redesign the whole service. I had to be the project planner, leader, present and negotiate with the stakeholders and parent groups, withdraw most services from the school system for one school year, and lead the SLP team to a new model of service delivery. It was a very public role.
242	When I applied for a new job which required a lengthier and more public interview process.

Extraordinary Creative Professional Purpose Q2P1

A	
243	I joined a provincial SLP council.
244	Presenting professionally relevant treatment techniques obtained from conferences I attended.
245	i stepped out of my comfort zone when i became dissatisfied with how i was serving children with autism. i had listened to David Loyst and he inspired me to look into something new!
246	When I took on a management position.
247	When I started a new company to develop a new product.
248	All the time in my new job.
249	When I had to speak to a police officer about my adult daughter
250	I stepped out of my comfort zone when I began to be asked to give presentations to my teacher peers.
251	Applying for Lead SLP position
252	I hate dancing, but I danced a little at my friend's wedding.
253	This year-going into a new area (AAC) that I'm not familiar with.
254	During a group professional development session, I participated in an active, creative exercise that I'd never done before.
255	Skydiving. While I like adrenalin activities - one's on the ground are my choice. This pushed me to trust not only myself but the instructor, the pilot and the person who packed the parachute. I couldn't control all the details, and had put trust in a team.
256	- my first presentation of the parent course It Takes Two to Talk; that first night I was pretty bad, I thought no-one would come back for class two - but guess what, they all did and thigs got better
257	When I completed some swallowing assessments on my own as a practicum student in the hospitals.
258	I don't have an answer to this question because I have never thought of my SLP role as a comfort zone. I work on First Nations and perhaps this could be considered outside my comfort zone because the setting is culturally and socially different -- so a possible answer could be that taking on this contract was stepping outside my comfort zone.
259	When I organized an MLA visit to my agency, including a meeting with all of the early intervention directors of the program I worked in.
260	I joined an improv club/team.
261	Taking a first job as a solo SLP in a school district
262	Moved to another country for a short time
263	I had a live radio interview on national radio that was way outside of my comfort zone.
264	When I set up my own business
265	I'm frequently outside my comfort zone.
266	When I presented at rounds for the first time.
267	Teaching phonological awareness skills to a kindergarten classroom to model strategies to the teacher.
268	I work with many different professionals so when I first started to do my job as a school SLP and had to join meetings to discuss assessment results that other professionals had administered, that was outside my comfort zone. Not knowing what those tests were and how they related to what I knew as far as language development, and being asked those types of questions.
269	when my family was at the beach and my son was all covered in sand (i'm not a big fan of sand). i had to just let my own issues go and be at one with the sand. A work-related example is taking a new job in the school district (previously I'd been working with birth-5 population). my decision to try something new was based on work-related benefits but also on having a new challenge.
270	every time I implement a new assessment tool or treatment - doing something for the first time.
271	Learning how to snowboard at the age of 40.
272	Using some of the suggestions from our OT in speech and language intervention, such as crab walking (to engage large muscle groups and improve attention/focus).
273	I presented a teleconference with two colleagues to an audience of teachers/TAs from several school districts and video links to other school districts around the province. We talked about the integration of teens on the autism spectrum in school and in the community. It was an interactive presentation with discussions including colleagues from all the school districts. Challenging and rewarding!
274	At a previous labour job, when most people were backing away from the opportunity, I volunteered to drive a large piece of equipment capable of doing a lot of expensive damage very quickly if I made mistakes. No-one received official training on it, so it was a high stakes trial and error.
275	To get the particular child's attention, I wore an alien hat and acted like an alien.

Extraordinary Creative Professional Purpose Q2P1

A	
276	I stepped out of my comfort zone when I did a presentation for a group of SEAs at a PRO-D.
277	Making a presentation in front of a large audience.
278	I can be shy when meeting new people...I recently introduced myself to a new family at my son's school and suggested we get the families together over a weekend...I plan to follow through with an invitation for the May long weekend....
279	When I was asked to do something and couldn't say no to the person
280	I'm not fond of giving presentations to groups of people that I don't know, but recently I agreed to give a presentation on preschool language development to a group of parents at a local cooperative preschool during the evening.
281	Most recently I volunteered for the Olympics and had to stay with people I did not know. I also had to use equipment I have never used before and schedule staff. I was nervous at first but then it became exciting and exhilarating.
282	I stepped out of my comfort zone when I took a job in a school setting. I primarily had experience in a clinic setting.
283	Taking two children with Down Syndrome onto my private practice caseload. My specialty is working with children with learning disabilities around academic issues/literacy - so the children with Down Syndrome reflected a professional challenge.
284	This doesn't specify 'professionally', so: trying skydiving with a friend
285	Quite a few years ago, I noticed that a grade one teacher had a few students that were struggling with word families in the classroom. I offered to work in the class with them as a group while she continued to work with the other students. Up until that point, I worked on the pull out model. Stepping into the classroom has blossomed since then.
286	speaking up about an incidence involving a physician and adherence to policy
287	Running my first 10K race.
288	I had to learn to use a new AAC device and support the student. I am not a tech whiz and spent a lot of time outside school hours learning and setting up the device prior to using it with the student and TA.
289	Every day with my children
290	I step outside of my comfort zone all the time and..... I don't really have a uncomfortable zone.
291	my recent trip to Thailand
292	Anytime I am involved in community initiatives- as a new SLP and new to the town i work in, there is a lot I DON'T know, and I'm always worried people will ask me about services I am not familiar with
293	I did a presentation for a fairly large group of teachers on oral language and the curriculum. Normally, I would be ok with this kind of thing but this time I hadn't really clarified with the group ahead of time how much time they wanted me to speak and what kinds of resources or information they were looking for. This uncertainty made it hard for me to be as prepared as I would have liked to have been. Public speaking makes me nervous when I am not confident in the material and the purpose.
294	I step outside my comfort zone every time I work with a new client that has a speech-language problem/disability that is unfamiliar to me. For example, I just started a program to improve the voice quality of a 16 year old Down Syndrome male. I read everything I could find, online and in my texts, picked the brains of my colleagues, and being not much further ahead, developed my own program. Doing so is out of my comfort zone but since his voice quality has not been addressed and the child is now 16, I assume it was also out of the comfort zone of all the slp's that came before me. Working in private practice is also out of my comfort zone but I've learned that stepping out of my comfort zone is good and helps me grow professionally and personally. In my old age, my motto has become 'Not trying because you're afraid of failing is also failing'
295	Joined a working group that was designed to facilitate interaction between elementary school teachers and SLPs, and involved giving inservices to all the KG teachers in the health region.
296	Working in the school system, busting into the staff room lunchtime chit chat is often intimidating for me as an itinerant SLP.
297	Training preschool teachers as a group.
298	When I took a new job at a Children's Hospital after working with adults for 10 years.
299	
300	infant swallowing assessments- due to limited education about this
301	Role plays!!!! I am always outside my comfort zone when role plays are included in Pro-D activities. My learning style much prefers reflecting on new information, observing, absorbing at my pace, then applying in relevant situations.

Extraordinary Creative Professional Purpose Q2P1

A	
302	In a staff meeting when an administrator suggested that we request that behaviour interventionists working with kids with Autism, test those kids prior to starting kindergarten and that school staff base their goals and objectives for these children, on this information!
303	Confronting someone with difficult news.
304	I got a work permit for another country, sold many of my belongings, and flew away despite friends and colleagues' protests and worries.
305	I accepted a manager position. I did it because no one else would! and because I was encouraged by a fellow colleague.
306	Helping to organise the BCASLPA conference
307	I recently made a presentation to the Board of School Trustees.
308	ziplining
309	Providing a workshop or doing public speaking of any kind.
310	Speaking in front of a group of parents to run a Hanen program is way outside my comfort zone - particularly when I have not developed a relationship with the parents prior
311	The other day when I went to a circus class
312	Workshop on iPad in Special Education. Offered to do it before I knew anything about them.
313	taking a position in a small northern community as a new graduate
314	Whenever I do public presentations.
315	I'm about to apply for a new job
316	I applied to join a committee to write a document for CASLPA. I was accepted and learned a lot from the experience.
317	returning to graduate school after 20 years in the field
318	when I was asked to take leadership on a management/leadership team
319	Speaking up for something I believe in as I am not an outspoken individual
320	I was asked to present at a conference to my colleagues.
321	Taking on the position of VP and then President of BCASLPA.
322	Taking on a UBC student.
323	Going for the first time onto a reserve where I was going to be meeting First Nations maybe people
324	When I assessed a client in jail.
325	I was asked to work with an alcoholic laryngectomy after school when I was a sole community SLP hired by the school district.
326	When I decided to become a supervisor
327	When I quit my job and moved to South America. Where I rode a bike down the most dangerous road in the world and carried dynamite down a 3rd world mine.
328	I don't often go to a lot of big social occasions because it is awkward and I'm an introvert. However, if I go with a friend that can break the ice, that often helps. Participating with familiar folks in any uncomfortable activities makes things easier.
329	Learning Minspeak system
330	Speaking to a group of professionals about a conference I had attended
331	seeing an adult fluency client versus kids
332	A work-based Christmas skit
333	Dealing with a culture I had little knowledge of i.e. Inuit in Nunavut

Extraordinary Creative Professional Purpose Q2P2

A	
1	What encouraged you to leave the sidelines and get involved in the play?
2	Opportunity to grow as a clinician and to expand my skills.
3	Patient care was below standard. Acute hospital SLPs being treated very poorly.
4	My desire to work with these students
5	Not sure what you mean by this questions.
6	opportunities that excite me often also challenge me.
7	new challenge
8	Talking to other people.
9	in an attempt to get the attention of the 80% of hearing impaired individuals who have not taken corrective action
10	other professionals around me were being involved in organizing inservice and presentations
11	New employer willing to take the time to do some training.
12	I needed to stretch myself professionally in new ways. The only way to do this was to jump in and face the challenge and embrace the situation for the new learning opportunity that it was.
13	client outcomes and requesting some additional reading & mentorship to apply new information
14	Promoting a product or service. I am not purely altruistic. However, while giving a workshop promotes my product or service, it also serves as a support to a group who puts on a conference, and I like to feel I am making a contribution - without volunteer presenters, there would often be no conferences.
15	It's an important designation and distinction, we have worked hard to achieve this standard.
16	When I was encouraged by someone else who reminded me that I knew as much about the topic as anyone else (or more).
17	lack of volunteers, the benefits of this type of camp, support from a colleague in the organization
18	it's more interesting!
19	The confidence of the ENTs in my ability
20	When I feel I won't be judged, it is easier to step outside my comfort zone. It gets harder when people look down on others for not knowing something.
21	I realise that unless we parents step up and provide these services, our children won't get to have such rich and full experiences. I realise it also helps me grow as a person. All good.
22	needing to over-come fear of speaking publically
23	necessary change - either to make therapy more effective or because getting a new job made it necessary
24	There was group involvement with trustworthy people.
25	I was on on medical leave from the SLP program. Involvement took a new direction for me.
26	There was a clear need for S-LP services in that area.
27	a woman in the choir was miraculously healed after her hands were burned and volunteered to play piano if I would consider directing! How could I say No?
28	passion for the profession
29	Simply because I loved the person I was fighting for. I sometimes say having a child with a disability has made me the person I don't always care to be around. But we do what we need to do, and never look back.
30	It's pretty natural for me--it's the singing that's tough!
31	Keeping my job.
32	feeling supported and encouraged to take on a leadership role from my team and my supervisor
33	Knowing I had something special to offer
34	The fact that everyone else was doing it and it was fun but I needed to challenge myself.
35	My supervisor at a school asked me to present
36	A desire to fill a need in the workplace and to have the learning opportunities of taking on the new role.
37	seeing someone else step in and take a chance; seeing that there was a lot of support (literally - people were spotting the hand-standers); i wanted to go for it and be proud of myself
38	The reason I agreed was because I trusted the individual and felt strongly about sharing my experiences as they pertained to the material.
39	My manager, who was very supportive and visionary. She helped me realize that I did have the skills to do this job well.
40	It is the people within the setting that you are in. Some grouping of people generate play and spontaneous engagement and others tend to require a more restrained involvement. I tend to enjoy the spontaneous and playful kind of groups so this is what encourages me to to fully participate in the ways I most enjoy.
41	wanting to learn something new and meet new people
42	I believed in what I had to say. I couldn't NOT share it.

Extraordinary Creative Professional Purpose Q2P2

A	
43	I wanted to learn what the clinic had to offer because it felt like they had such great support to offer me as a clinician it was worth my discomfort to get to the end result - increased knowledge for myself and better service for my clients and families.
44	wanted to sing in the choir
45	I had to: job requirement
46	I was burning out working by as a sole therapist and felt that my voice needed to be heard in addition to my supervisor's
47	Wanted to try something new and challenging and explore an area I had not experienced before.
48	The encouragement from them and I felt the information I wanted to give them was important. Plus, being prepared ahead of time.
49	I deperately needed a change!
50	saw my peers doing it and they really valued the experience
51	I was encouraged by my mantra of "excellent patient care", by my knowledge that we must work as a team and advocate where we believe it is important to intervene, by the support of my department and so on. Of course, once you do this and turn out to be "right", the satisfaction and confidence you get support further "patient advocacy" behaviour.
52	Encouragement from a friend.
53	personal desire to meet new people and challenge myself/prove I could accomplish the task
54	Long term gain: if I was offered the job I could gain the experience I needed, and become a better therapist.
55	My family, and the support of other SLP's in private practice.
56	Because I believed strongly in the issues and felt my profession would benefit from my research.
57	Wanting to learn about the culture and the language
58	Professional advancement.
59	I had no choice - it was required
60	Motivation to take the risk...perhaps not 'enjoy' the experience but a greater desire to just go for it...give it a shot.....it took a lot of thinking time before I was able to take the first step from the sidelines into the play.
61	lack of choice, supportive supervisor
62	may have to work with this population in the future
63	my experience in the field and realizing what I have to offer
64	I realized that the person who this interaction was really affecting, was not me or the other party, but the patient. Also, I felt as though I needed this person to realize that myself and my profession deserved a little more respect than what was being delivered.
65	I knew that learning this intervention would significantly improve my knowledge and skills as a clinician.
66	A desire to make changes happen
67	I gave the presentation because I wanted the teachers I worked with at the school to have a better understanding of the children that were in their classes. I wanted them to have better strategies in order to work with them.
68	I did not want the nurses explaining what we do
69	A need for something different
70	I am involved a a personal development program. It requires me to step outside of my comfort zone repeatedly, sometimes daily.
71	Life is boring if you just stay on the sidelines the whole time. With encouragement and support from others it is good to step on to the field often.
72	wanting to meet new people, as well as doing something for myself
73	As mentioned above, sometimes we have to face the facts that we don't always have a choice. We can do the research, read up on things, but eventually we need to take the plunge and just do it. It is helpful to have a coworker to share ideas with and gain knowledge from, but in our profession that isn't always possible.
74	I had the support of a friend beside me. Other people were also doing presentations. I was able to make the whole song silly so I knew if I messed up it would all be a joke anyways. I was singing the song for a friend and I knew that she would really appreciate the effort I put into it.
75	I felt it was in the best interests of the child and if I didn't do it, things wouldn't happen for this child
76	desire to contribute and encouragement from my boss
77	She encouraged me and I took advantage of all the Pro-d I could get and my confidence grew. I took it on. My colleagues and supervisor have supported my decision and helped me as I grow in the role.
78	Felt a client could benefit from this new test/therapy. Was excited to try something new that seemed challenging.
79	encouragement Her belief in me

Extraordinary Creative Professional Purpose Q2P2

	A
80	I was the only SLP around for miles and had to become involved.
81	the collective energy of the possibilities that were greater than the sum of the parts
82	It was from necessity and interest. Partly, it was to decrease wait times for patients and partly it was due to staff shortages.
83	The knowlegde that, if done well, the presentation would result in imprvoied profile for the profession and our abilities and contributions to medical care.
84	Guilt. Nobody else wanted to do it. I thought it would offer a good learning experience.
85	I realized that I really was becoming a professional and that I had valuable knowledge to share despite the hierarchical medical model of the hospital I was doing my practicum in.
86	I felt that there way a need and that I had good information to offer to support my clients.
87	Collaboration with a colleague and learning about specific assessment tools.
88	Under the circumstances I thought it was the best way to provide support to the relatively high number of students in the class who had speech and/or language problems.
89	To help out the rest of my department
90	I had no choice!
91	Being with a group of colleagues/friends that have such a strong bond as a team made me feel safe. There's safety in numbers.
92	Liked the idea of it, wanted to see if that was something I would enjoy. It totally was!
93	I had a good reationship with the teacher and understood the demands she was facing at the school level. I was also the first contact the parent had when transitioning their child to the school and she appeared to trust me and my role. I was motivated by the hope that the outcome would relieve a lot of tension and pressure for the parent, teacher and student.
94	It was expected from us. Peer pressure.
95	A desire for change
96	desperation to get the job started and done
97	I felt I needed to challenge myself; I might be happier trying something new.
98	deep sense of connection, love and respect for my mother
99	Having a strong background in language development naturally allows for sharing knowledge about literacy develoment. It just took me some time to realize the importance of my perspective.
100	Should this answer relate to the question above? If so, I clarified my expectations to both kids and also checked the supports that were in place.
101	Great learning opportunities and lots of support. Potential for career advancements.
102	My team
103	My need to share my knowlegde with others.
104	My passion for dance. I wanted to feel the adrenaline again that comes with performing in front of a large group of strangers.
105	The potential to live in a beautiful location.
106	The people were all really nice, and I knew that I would never be able to establish a reationship with these people if I didn't take a leap.
107	The social event was for a deceased friend and I did know some people there
108	Sometimes I do it for my family or if its work related, because I know it will lead to contacts with people.
109	I had the time to do something I had postponed for years, and the oppourtunity presented itself in the form of a club renewal and call for participants. Sometimes it is more a matter of time than anything else.
110	It's my job to self educate so I rose to the challenge and made sure I was prepared to help the patient.
111	anything that interestes me...
112	Peer pressure! (Just kidding!) There are great people working so hard to make things happen and I think if we all do that, our organization/profession won't seem so small. We need all the connections we can get.
113	The knowledge that everyone in the group was there because of a common interest.
114	An event or cause inspired me to invest my energy and finite number of waking hours into it. This necessitated excellent leadership skills which inspire as well as a well run and effective organization that I feel will value the energy I place into a project.
115	Learning new things and feel like I have the support of other colleagues if I need to consult with someone.
116	The opportunity was there, and it was too good to pass up.
117	My passion for the topic...and a momentary lapse in judgment...I thought I would be okay presenting even though i would be nervous because I'm always told, "Everyone gets nervous."

Extraordinary Creative Professional Purpose Q2P2

	A
118	I was interested in learning more about the history, culture, problems and perspectives of Aboriginal communities.
119	that is a vague and misleading question. Every day is a challenge to perform and provide services to the best of my ability, which requires ongoing change, adaptation and professional growth. I am unimpressed with the suggestion that this question leads to the notion that SLP's are "comfortable in our little safe offices in our padded chairs and uninformed in "the play". Shame on you BCASLPA. You should look at ASHA as a foundation for establishing your levels of professionalism and integrity.
120	Swimming was a necessary step in being able to try a triathlon which I was determined to do... how I became determined to do that I don't really know!
121	great supportive school staff, mutual respect, trusting working environment, working together as a team, a sense of play within the staff (okay to goof up and look silly), desire to expand my own role and have fun doing it and show another side of myself
122	Peer pressure, the lure of inner- knowledge, and being allowed to knit during meetings.
123	I felt I knew enough about the topic to question the speaker
124	the support of a group of dedicated and knowledgeable colleagues
125	Believing this child could talk so trying to make it happen.
126	Directly being asked by the current teacher in a face to face conversation.
127	I was given no choice and did not like it one little bit!
128	Encouraging and supporting group open to new ideas
129	A feeling that I knew the people around me and a feeling that I was supported by them. Could be as little as knowing their names or doing an icebreaker game.
130	Encouragement by friends and gaining confidence
131	I wanted to do something different from what I usually do and I like wildlife. Met new people too.
132	Protecting the value of the unique knowledge / skills of the profession in which I have trained
133	necessity - i enjoyed bike trips and the person who had had the planning role in the past was no longer available. it must be necessity and the desire for an end result.
134	Knowing and seeing the impact that it has on my clients and helping my colleagues to learn and grow
135	my kids!
136	My sister-in-law was in the process of training. She was not too different from myself so I thought if she could do it then so could I. Timing was also a factor. I was looking for lifestyle goal to challenge myself.
137	A great coach. An example from a colleague.
138	constant reminders throughout the district regarding the need for this information and encouragement from others that we are the people with the expertise in this area - peer pressure!
139	Being excited about the new knowledge, wanting to commit it to memory coupled with a commitment and passion to give families the very best.
140	To be an equally contributing member of my SLP team, I have to do my part in the development and presentation of inservices etc.
141	A strong personal conviction
142	Knowing that I am creative and capable and can usually figure things out...
143	Necessity! Also a desire to be involved.
144	I decided to volunteer with encouragement from my colleagues to do, once I recognized that the excitement that they felt about this opportunity came from the shared learning experience.
145	It looked like fun, benefits of exercise
146	I like to think of myself as a lifelong learner and enjoyed doing the research to find out the parallels with my experience and to fill in any gaps that existed. Stepping out of my comfort zone and accepting new challenges has kept me interested in my profession and made sure that I haven't hit burn out.
147	co-worker
148	Wanting to live my life to the fullest and not waiting until everything was in place in my house before doing so.
149	I was able to connect with a colleague who had made this move 4 years ahead of me - she was able to mentor me and help improve my confidence in the "business" end of private practice.
150	wanted new challenge - was encouraged by family, colleagues
151	Self-motivation to gain the experience.
152	It was a no choice situation.
153	taking on serious issues

Extraordinary Creative Professional Purpose Q2P2

A	
154	My husband is an athlete and he encouraged me to get involved in sports and to try new things. Once I started trying new sports I realized how much I grow as a person each time I try something new. It's good for me to try something that scares me a little bit.
155	To challenge myself to seek some changes or improvement
156	not being satisfied with the status-quo
157	confidence with my language skills, developing friendships
158	Public speaking has always been fearful for me but with the encouragement and support of my colleagues, I felt that I should at least give it a try. It all worked out just fine!
159	I wanted to do something for my professional association and hopefully encourage others in audiology to work with the patient population I work with.
160	Administration prioritization of paperwork over working with clients and families.
161	It was the right amount of being outside my comfort zone. I knew it would be challenging but was really motivated to give it a try and knew I would love the feeling once I got going. I also felt safe and confident in the apparatus and company.
162	safety issues
163	A worry that the parents were making a program choice based on limited and biased information. A worry that the child/student wouldn't get the best programming we could offer because the parents had closed the doors to anything but the program they had chosen.
164	I was a very new SLP and I reasoned that the others would understand that I didn't have much experience yet; also I was new to my sole charge position in a remote location. I knew that there was nobody else to represent my area.
165	The excitement, stimulation and opportunity to use my creativity. The chance to do something that would really make a difference.
166	Getting the experience to be more comfortable to work with children with apraxia in the future.
167	I felt like I had to do it in order to be good at my job. It was part of the responsibility I took on in order to get a full time position.
168	other people were counting on me to represent them.
169	Desire to expand my boundaries, to grow, to do something unexpected/not be predictable.
170	-it is something that I believe in -there is no one else with the expertise to fill the role.
171	I really wanted to connect with the child/ leave him with an impression for the next time. He was 8 and liked to play with doll houses/ representational toys...so over the next few weeks we just played and talked and built a story around our action figures as they took life as our characters.
172	I needed a change from direct therapy to help me appreciate the "big picture" and what SLPs can offer at a district level.
173	The experience of a lifetime-the chance to see something I would otherwise not have known-to hear the womens stories about life on the reserve and start to understand the difficulties they face and their attitudes towards it.
174	The most significant motivators were the opportunity to pursue a life long dream and the internal recognition and acceptance of my own abilities and potential - i.e. giving myself permission to do it! I was also motivated by the fact that I would be learning new techniques, working with new materials, and absorbing new ideas from others. When I finally arrived at art school, I kept pinching myself because I was living my dream. . . . and it felt wonderful. No regrets about pushing my boundaries. Sometimes, that's the best place for an artist (or anyone) to be - not quite sure of what's going to happen, but diving in anyway. The most important thing is the process, not the end result.
175	In order to form a good relationship with my housemates I had to be more outgoing and willing to do some silly things in order to make it a good experience. Otherwise it would have been a pretty depressing few months!
176	- experienced and talented professionals (OT, developmental paediatricians, neonatologists, psychologist) who could collaborate and work productively in an interdisciplinary setting
177	Lots of encouragement, support (e.g., practice days) trust of friends.
178	The family's desperation and the child's attempt of suicide.
179	Support for my colleagues and supervisor.
180	Watching the child repetitively hurt themselves and seeing the family feel so helpless
181	my supervisor encouraged me.
182	I decided that someone needed to do the job and that I would give it a try. I have been doing it for 8 years. I don't enjoy the job necessarily, but I do try to challenge myself to improve and make changes where I think they should be made.

Extraordinary Creative Professional Purpose Q2P2

A	
183	Had travelled with a friend first, then continued solo for a month. Motivated by a strong desire to see other countries.
184	Because I like a challenge and to keep learning and applying new knowledge to all areas
185	the realization that we all have to sometimes get out of our comfort zone. In the end it was a good experience!
186	I felt encouraged to participate, primarily for 3 reasons, (1) I had many friends who were doing it, (2) it was just a smidge outside my comfort zone (I already was swam), and (3) I felt like participating in this race was part of embracing the community I was living in at the time.
187	supportive co-presenter who had experience in large group presentations. She was willing to coach me through parts that were unfamiliar and the discomfort of presenting in a large group which is not a preferred activity.
188	To be a good role model for my daughter!
189	The challenge and hoping to get better
190	It looked like a lot of fun!
191	I was motivated by the hope of inspiring other women.
192	Collaborating previously with a teacher I knew well. I had observed students in her class and she had observed me in pull-out sessions with her students. We had mutual respect, a sense of team, styles and philosophies that were similar and a deep sense of trust and collaboration.
193	Positive peer pressure from a brother in law, the desire to learn something new, and the opportunity to stretch myself and enjoy the great outdoors all contributed to my choice to get involved.
194	I wanted to keep my clinical skills current.
195	I had interacted with this child on many occasions and had seen her track people and objects as they moved. She was not a behavior issue, in a school full of them and so she tended to get placed aside. I believed that she understood when I was giving her options so I probed her comprehension with yes/no cards one day. The SLP in charge told me to go for it if I thought she could so it and said nothing had been tried with the child before. When I left the school 6 months later the child was trialing an eyegaze system with Dynavox, demonstrating the ability to choose from a field of 30+ images. My stepping out of my box and taking the initiative opened that child's communicative world.
196	The need to provide students with what best meets their needs.
197	motivated by the possible outcome and freedom and sense of accomplishment
198	I wanted to face my fears and just be myself in a group and trust that they were cool people who would look out for me and make it enjoyable.
199	I'd watched that particular race several times from the sidelines, and when I saw several women my age and even older competing in the race, and saw that they didn't get hurt, I figured I could do it. also, lots of friends told me I had the ability to do it, and they asked me repeatedly to be on their team.
200	Doing justice to the kids we see.
201	It's all for the child and the need to support his communicative development, while helping his parents and team of support be able to better communicate with him as well. I knew there was a little boy with lots to say, just how to program for success and get toward meaningful communication (versus parroting (echolalic) expression which was the norm) was and is still a challenge. ITS ALL ABOUT THE CHILD IN THE END!
202	I saw a really good lecturer, he reminded me that this can not only be intimidating, but also fun!
203	A feeling of detirmination to improve. I knew that if I didn't push myself out of my comfort zone I would not improve.
204	I was young and needed to see some of the world. I also landed a really super job at a children's hospital, which was a dream of mine.
205	The benefit of seeing things from the 'above'. I believe I can understand more and help more by being in a position that allows me this unique perspective. I could not have done the same if I had stayed home and worked in my native language.
206	Energetic peers.
207	when someone asks me to, they believed in my abilities. When new learning will help me get to a place where I want to be. Learn new skills.
208	Because I know that is the best way for kids to learn.
209	I realized I needed to become comfortable with today's tecnology.
210	My husband and I were given a skydive as a gift so we had to do it!
211	Supportfrom other team members
212	A common interest, and one very friendly and welcoming person inviting me to come out and get involved.
213	With the children gone there was time to look back at old dreams
214	My willingness to get over my fear of heights.

Extraordinary Creative Professional Purpose Q2P2

A	
215	The child was having SO many troubles in school, yet all the CELF scores from the school SLP were coming out normal, yet CAPD still was not answering the questions.
216	It was something new and refreshing yet within my clinical abilities. It had me 'thinking outside the box.' I wanted to be inclusionary rather than exclusionary to this population. It was very rewarding to both help and learn from a minority group having particular needs. PS: I'm finding the wording of all these survey questions to be quite abstract. It would be helpful if more concrete wording could be used. It might get answers that fall more directly within the scope of what you're targeting.
217	So many questions from other SLPs who were getting involved in the same diagnostic teams that I had been working on for years. Made me think my fear of speaking was less important than the information that needed to be shared.
218	I like to experience different things in my job to keep myself stimulated and challenged.
219	wanting to give my son the opportunity to try the sport was my reason for doing it
220	to keep the child interesting and combine therapies.
221	Knowing that we had friends in common made it easier to approach them.
222	I think in order to move forward in your life you need to keep saying "yes" to things that make you feel uncomfortable. I also feel that I have more things to say and I like things run my way. If you don't step forward, you are having to be satisfied with someone else's way.
223	daughter
224	Trusting my gut feeling, and implementing some things I had learned in a course of counselling families with children who have speech language disorders
225	Seeing the possibility for creating change and developing new approaches - opportunity to develop ways to really deliver best practice in a realistic way instead of trying to simply cope with major logistical challenges.
226	I wanted to meet new people, had just moved to town.
227	other people encouraged me and believed in me, students were respectful and engaged, asked questions, my own self-confidence, practice and preparation
228	The client was desperate to be seen.
229	Wanting to continue my growth as a clinician, and desiring new challenges.
230	Realizing the value in the videotaping sessions for the families and subsequently the child.
231	many family doctors are mis-informed or lack of the knowledge pertaining to hearing
232	my children really wanted me to go with them
233	I wanted to experience a new culture. I wanted to see what else was out there. I had a lot of support from my family.
234	I love my friend and thought the stories I had to share were valuable and would show people at the reception what a special person my friend is.
235	I did some research and found out more information and was encouraged by others who had done the same.
236	The patient needed to be informed properly in order to make a decision about eating/drinking
237	Collaboration with other professionals who are "expert" in this area, but missing the communication piece.
238	The people I was with were accepting, supportive and encouraging. In the end a good time was had by all-
239	Having a mentor helped. As well, I was given specific information on where to get assistance if I needed it from print material, websites and other colleagues.
240	Belief that the old model was awful, with poor job satisfaction and inefficient and old fashioned service delivery. The excitement (coupled with anxiety, tiredness and a steep learning curve) of heading into a new modern and evidence-based model was the main driver. A great deal of this excitement was reinforced by the parent groups, the school district and our pre-school health and education colleagues. The shift of the SLPs from skepticism to enthusiasm was worth all the work. Job satisfaction increased, and service delivery then became a bottom-up process. I know the most of the core design is still in place and that the quality of services to children has been maintained.
241	Encouragement from a mentor.
242	I felt it was my time to give back to the profession and there was a sense that no-one wanted to do it. I guess I was also trying to be a mentor.
243	Wanting to grow, teach and share information.
244	sometimes leaving the sidelines is only a matter of timing i.e the timing was right and everything fell into place.
245	Experience, learning opportunity, to see if I enjoy it.
246	The timing, opportunity, and belief that I had a good idea.
247	Responsibility. Inspiration. Good mentoring.
248	I can not answer this question

Extraordinary Creative Professional Purpose Q2P2

	A
249	I realized that I had things I was passionate about. I wanted everyone to understand the things I was beginning to understand. Together, then, we could make a difference for kids.
250	Encouragement from team and the experience to be gained
251	My friends drew me in, and I knew I'd feel even more awkward if I stood and watched.
252	Missing the camaraderie of SLPs and wanting to help out.
253	Seeing others around me get enthusiastic and lightheartedly encourage me to join.
254	A desire to push the boundaries of my experience and learn more skills for functioning in high pressure/stressful situations
255	- my colleagues had done this and survived!; evidence that this would make a difference for the parents who participated; a desire to challenge myself and to try something new
256	Having someone supportive and someone that was a mentor to guide me through the process.
257	I wanted a job that was outside the "comfort zone" of previous workplaces (i.e. schools, health units,...). This contract enabled more diversity, flexibility and creativity on many levels. And I have benefited professionally and personally to a great extent!
258	The Health Sciences Association of BC--the training and support I received in my involvement as a union steward and as a Constituency Liaison. My frustration with the political decision making that impacted services for children for special needs and their families, and a belief that changing this needed to start with increasing the politicians' awareness of the work early intervention therapists do.
259	I really like other forms of theatre, but had not done improv for years. I joined in because it was what was available. It ended up being a lot of fun!
260	Support from other SLP's who are always willing to answer questions through email etc.
261	I wanted to experience something different
262	It was a great opportunity to get a message across to the Canadian public -- how could I say 'no'?
263	I wanted to be able to use my creative side and have the freedom to do it at work.
264	various factors ranging from wanting to acquire / develop new skill set to boredom to desperation.
265	I wanted to be part of the pt's care plan and contribute my expertise to the bigger picture.
266	The teacher was focusing on ABCs and I wanted to encourage her to teach other early literacy skills. By partnering with her and giving my time to this I emphasized its importance for the students in her classroom that I was supporting as well as a good foundation for all her students.
267	It was a part of my job that I was required to do. I think it is very important for students training to be SLPs to have an idea of what the other professionals that they will be working with do.
268	i didn't want to miss out on being with my family.
269	being personally motivated or interested (versus doing something because I have to or I've been told to)
270	My daughter urged me to take lessons with her. I have never looked back. Totally addicted to the sport.
271	I felt that the (old) strategies I was using to engage the child's attention and help them focus were not working. Using a transdisciplinary approach seems to work well with a number of my clients.
272	Seizing the opportunity to do something challenging and new that allowed me to learn new skills and material, work collaboratively with a POPARD consultant and another educator from my district and go outside my usual routine of providing direct services to students. It helped me to develop as a professional and as a person.
273	I wanted to get a better reputation with the crew, since I was mostly known for being polite and subdued.
274	Understanding that if I want to ask the child to work hard and change, I will have to work hard and meet where the child is first.
275	I felt that I needed to be contributing more from my role as SLP.
276	Knowing that the presentation material was important and that the audience would be receptive to it. Also, knowing that stepping out of my comfort zone is good for me.
277	The need to start connecting more with the families at my son's school. To develop more of a friendship circle in my neighbourhood.
278	when I was working on behalf of someone else
279	I have a strong therapeutic relationship with the parent who asked me to give the presentation, and felt that this was a time I could use my knowledge to help out someone who has been on a developmental language journey with me for several years.
280	All the positive energy created around the Olympics, it was part of a "bucket list" item to get involved in the Olympics!
281	Interest in expanding my knowledge base.

Extraordinary Creative Professional Purpose Q2P2

A	
282	I live in a small place and was the only option for these families to have private therapy through the At Home program. Plus, as a clinician who has been practising for over 25 years, it offered a professional challenge and learning opportunity.
283	low external pressure, no judgement, support
284	It was just an impulsive suggestion and ended up being one of my best moves.
285	my morals
286	The other people around me doing the same thing. I fed off their enthusiasm.
287	The student and TA really needed the support!
288	A necessity to parent
289	I've never been prone to sticking to the sidelines. This sidelines rigidity is one of the major problems in our field. Having only 1 model of what the role of the SLP is is very limiting and problematic for the future. Change is normal and that should be a strong message in training programs.
290	the Thai people were very inviting and made us feel welcome in playing a depth perception game
291	Wanting to get to know people in the community that would be my eyes and ears (and advocates) on the "street" ie daycare providers, para-professionals, etc.
292	It was a great opportunity to get involved with the teachers and to be able to pass on my knowledge and hopefully help them make some changes in their classrooms. This is the kind of activity I would like to be more involved with in the future and as I do more of these kinds of presentations I can be better prepared and hopefully effect more change for more kids. Really it was the desire to get involved at the teacher level that pushed me to jump into a situation that I was not as comfortable to be in.
293	Wanting to do the best I can do for my family, my community (Professional community too), and my clients. That's a common personality trait of those of us in the helping professions.
294	Sense of necessity - something needed to change in the way we provided service within the context. Hope for improvement of services and quality of therapy.
295	I like having a friendly work environment, so building relationships with my co-workers is important, even if I'm not there that often.
296	Because it needed to be done
297	I needed new experiences and a chance to learn.
298	Enthusiasm of others
299	Working on a team with support from co-workers
300	In Pro-D situations, I simply engage despite my discomfort. When I 'leave the sidelines' in other life situations, it is because I feel safe, accepted no matter what, and find the challenge interesting and playful.
301	As none of our psychologists stepped into the fray, I felt I had to talk about standardized testing and who should be administering and interpreting it. My concern was that by not responding, we were implicitly agreeing with what had been suggested.
302	Combination of self-motivation and support/encouragement from others. Knowing the risks and having someone evaluate the advantages and disadvantages. Being prepared with a script and anticipation of possible outcomes. Knowing that doing my best was all I could do and understanding the balance of responsibility and trust.
303	I have a strong belief that, if you're afraid of something, you need to overcome it. Besides, I love to travel.
304	That does not happen to me very often!! Usually it is because someone else has encouraged me to do so.
305	Trust that I was amongst friends, not going to be judged too harshly. Encouragement to do so - this would have to be direct contact - email solicitations/calls to come out from the newsletter probably wouldn't do it.
306	I am passionate about the new therapy program that I'm working on, R&R, and wanted to share it with the people who make decisions about funding.
307	to keep up with family!
308	I knew that I had information that would be useful to people
309	Wanted to run a parent program and felt this would benefit the families and children
310	I had paid for it so I felt compelled to participate.
311	Conviction to serve others and be perceived as a leader.
312	support from other new grads making a similar jump, support from therapists and management in my organization, a sense of being ready for a change and an adventure
313	A sense that I could actually do it!
314	My present work conditions are becoming intolerable - no respect, trust or support to the point where it's affecting my health.

Extraordinary Creative Professional Purpose Q2P2

	A
315	It happened at a time when I was looking for a challenge, that would have a defined outcome and not be ongoing, and would involve others with interests similar to my own.
316	the need to know more
317	co-workers and other people who I respected as leaders
318	Being passionate about a cause.
319	I wanted to share information that might help others and contribute to my profession.
320	To learn more about BCASLPA and help to move the association forward.
321	Wanting to give back to the profession.
322	Belief that students needed to have the same experience
323	Kids are fun to play with.
324	I was mentored by a VGH SLP with lots of adult experience.
325	-The benefits involved with the increased responsibility -the ability to make a difference -the opportunity to implement changes -the chance to learn from new experiences
326	Don't know
327	Like I said above, if there are friends, then it's a lot easier to leave the sidelines and participate.
328	Best for the child
329	I was asked to do this.
330	he needed help and I felt I would give it a try
331	A bit of publicity for a good cause
332	Interest and desire to understand a culture that is Canadian yet so remote.

Enthusiastic Energetice Belonging Q1P1

A	
1	Imagine that in the future you are actively contributing to a vibrant BCASLPA organization. What would that contribution look like for you?
2	Something that is relevant to my own specific workplacxe-school districts & AAC
3	helping with updates to info on what's going on in my community, attending events, working on committees
4	I would be a background person, working at my own pace, with very few meetings to attend. I may be reviewing a particular journal and summarizing articles on a specific topic, for use on a website data base, for example.
5	responding to surveys/questionnaires attending conferences
6	sharing in online forums, connectiing to a mentor through BCASLPA or someone i am mentoring
7	articles on voice therapy
8	Writing blog segments for a BCASLPA online forum.
9	For me, I prefer to contribute in behind the scenes way: willing to volunteer at conferences, participate in non-leadership ways.
10	participating regularly in BCASLPA conferences, interacting more often with other BCASLPA members through online forums, discussion groups, etc
11	Volunteering on committees with interesting and clear objectives and working with like minded individuals.
12	Helping to go into schools and promoting the profession.
13	Attending annual conferences and benefitting from e-presentations; possibly participating again on provincial council in some capacity (did this before kids....not on the radar right now...but maybe when they are more independent!); participating in forums and discussions of an interest group related to my practice (private practice or school affairs). Possibly participating in an association project of some sort.
14	meeting at a BCASLPA conference to have a "group discussion" about AAC
15	Being on a committee to organize universal screening for ASD and other developmental delays.
16	regular contact
17	small scope opportunities to participate in activities (focus groups, resource development) in areas of interest - possibly being involved in a portion of the activity and then passing to another group in order to take advantage of "many hands make light work"
18	Coordinating online learning resources that could earn CEUs.
19	regional meetings with both professional and social content.
20	Sitting on a committee, perhaps.
21	Working with enthusiastic colleagues on an area of shared interest/passion to move forward some of the parts of the BCASLPA strategic plan. Receiving adequate support in this effort from a staff or provincial council member who can assist with "the big picture" of how our work fits into the bigger whole.
22	participating in ongoing education/clinical sharing events
23	Well I am going to use the "meet-up groups" (you can search online for these) as an example. There you can search for people with a common interest in your area and if you cannot find anything you can start your own and see who else is out there with similar concerns. My contribution would be to facilitate maybe one or two of these small (maybe?) interest groups and keep them going as long as they are necessary.
24	BCASLPA updates would be an item on our agenda at our monthly SLP meetings (it is not currently). Perhaps, someone could be in charge of reporting current issues to the association.
25	I was more active prior to the big increase in membership dues YEARS ago that was intended the fund the hiring of a full time executive director. I didn't feel that that decision was a good one and eventually the executive director position became a part time one if I remember correctly. I guess I would have to say I'd be more inclined to participate if there were more offerings geared toward school issues and if there was one really well known speaker brought in once or twice per year rather than trying to do up a big annual conference that falls short of meeting everyone's needs.
26	I could be sharing the load by contributing to small projects that would benefit association members. For example, I would lilke to see funding secured for SLPs to have Hanen courses provided without cost, or at minimal cost. I believe the Ontario government is supporting SLPs in this manner and I would like to have this available in B.C.
27	Contributing ideas related to clinical practice (e.g. therapy ideas).
28	Helping to run a session at the BCASLPA conference.
29	Sorry, I have no idea.

Enthusiastic Energetice Belonging Q1P1

A	
30	Being on a committee, being a resource for others, e.g. new graduates. Sharing my knowledge and experience in a meaningful way. I have been trying to think of an easy way for SLPs to contribute. I was thinking about regular connecting e-mails (like these questions) or asking a clinical question... I think it would be interesting to have contributions of information gathered together for others to see. Life is so busy but quick easy ways to share info may be one way start the connection leading to bigger contributions.
31	Attendance at continuing education workshops, participation in online discussions, regularly checking the website for current information
32	I would be working with a group of other slps on a project of interest. The project would involve a clinical area that would provide others with useful resources.
33	Given presentations in my area of expertise sponsored by BCASLPA for interested members
34	Having a monthly SLP/AUD local chapter meeting for mentoring, education, support, policy development etc. Bottom up approach to leadership.
35	I think that paying membership is an active contribution. I could also see being involved in a mentorship program for new clinicians.
36	Not sure
37	sponsorship of workshops for members working with adults
38	I'm not the type of person to really do this kind of work. If I did, I most like likely would go towards helping to create pro-d opportunities for my colleagues.
39	Using the resources and providing input into what I am finding useful or am needing. Participating in training opportunities.
40	I would like to be networking and engaging with other professionals to share ideas and experiences with one another.
41	electronic communication and education
42	Getting involved in outreach programs.
43	I would know who my local contact was, and I would now how to easily contact this person in order to give my perspective on different ideas.
44	Perhaps being part of a mentorship program organized by BCASLPA?? In order to get me to participate more actively, I would need to be personally approached by someone requesting that I take on a larger role. When a blanket email is sent out asking for volunteers - I'm not likely to respond. But a personal phone call from an SLP (even better if it's an SLP I know) would likely make me get involved.
45	helping with improving SLP conferences
46	Participating in area annual events that facilitate networking with other pediatric S-LPs in the geographic area in which I work.
47	At this time I have no extra hours in my day, sorry.
48	Sitting on a committee, planning something.
49	I would like to be part of an effort to support the growth of knowledge about best practices for SLPs in the area of autism spectrum disorders.
50	participation in organzing a conference or local workshops sponsored by BCASPLA
51	Promoting manageable caseloads to ensure that clients receive the services they need in a timely manner.
52	local group sessions reviewing articles, new materials, new therapy ideas
53	This is a really good question. For me - I am not sure as I am moving towards retirement. I would like to see BCASLPA have a very vibrant mentorship program for new and 'one year old' grads. When people feel good about their profession involvement they are more likely to stay in the porfession, and more likely to be involved in the association.
54	Giving practical applications on how to work with children who have Autism in school, clinical and social settings.
55	I would be working less than full time
56	I would probably sit on a committee =)
57	It would be frequent and it could be a large or a small contribution focused on something that I like, makes me feel good and want to build on.
58	-serving on a committe -public relations -making public aware of our profession through the organization
59	Attending and participating in conferences, volunteering my time for committes or projects.
60	being involved in provincial council

Enthusiastic Energetice Belonging Q1P1

	A
61	I think that depends on how vibrant BCASLPA becomes. I would like to feel more a part of my provincial organization other than attending a provincial conference once a year. I enjoy getting together at these conferences but cannot always get away or don't see anything that is peaking my interest.
62	being part of a working group discussing school-age topics and issues.
63	contribute ideas that work, stories, not restricted to research but clinical hands on that we can use for our clients. Put out questions on line and look for different answers that we can contribute to
64	I would be talking with prospective SLP students....sharing my passion and experiences as an SLP, and encouraging them to follow the path if they seemed to have what it takes.
65	not sure, as life is in a very important transition for me (maternity leave and "new"er position and focus upon return to work). I guess involvement would include use of blog, tweet or information provided on websites in order to converse and interact with colleagues at this point.
66	It would be great to have discussion groups reviewing new articles published in different topic areas
67	Don't really know. Volunteering at conferences, perhaps being part of a special interest group.
68	Brainstorming ideas. Big picture things and ideas - with other people looking after the detail
69	Arranging for smaller get-togethers for case discussion--say 4 or 5 people working in similar settings.
70	attending workshops or conferences, possibly sitting on committee for continuing ed
71	Offering to mentor newer SLP's or SLP students
72	This is a really hard question to answer. I would take part in education opportunities and provide input to committees and working groups.
73	Helping with more inservices/conferences.
74	Contribute to a knowledge database in my clinical area to be shared with colleagues. For example, posting references or articles that I come accross if I feel like they would be of interest to other colleagues.
75	helping with organization of conference
76	Working in small groups and then meeting with the larger group to present/share information. Working via iChat with professionals up north and throughout the province.
77	Speaking at a conference. Input regarding supporting research.
78	Sharing of resources online -- resources designed by members for specific goals.
79	? participating with a group that has a common goal of personal interest to all and with a defined, practical outcome/goal ? forwarding synopsis of articles relevant to our profession that may be of interest to other slp's ? attending bcaslpa sponsored professional development activities
80	I don't know....I guess sharing ideas on things that work for promoting our professions. Maybe a blog on Provincial initiatives that will enhance the importance of communication skills to the public.
81	This contribution could range from planning events to sharing 'success stories'. If it were easier to collaborate (without time or distance in the way), I would be able to be a part of a committee.
82	Helping to organize PD events, conferences, publicity.
83	providing support to those audiologists looking to start a private practice or looking to return to school to pursue higher learning
84	it would be something local to my own community
85	taking part in meetings, helping out at the annual conference, using BCASLPA resources
86	strong annual conferences with international speakers, contributing articles and information to a strong and evidence based journal.
87	- Participate in BCASLPA meet and greets - Received e-mail information on what has been happening within BCASLPA - Contacted through e-mail for feedback, suggestions, etc. - BCASLPA could let us know how we can actively participate.
88	Possibly going to interest group discussions, occasional business meetings, volunteering assistance in events...ALL LOCALLY.
89	That looks like a time when I am semi-retired and have more time available! It looks like a time when BCASLPA is reinventing itself, and our organization, in response to a rapidly changing world. It looks like communication primarily with technology -- digital messaging, webinars, videoconferencing.
90	Helping to advocate for speech pathologists -importance of their role in the medical setting -working to have SLPs to be considered along side PTs, OTs, and rec therapists on the free trade agreement to allow clinicians to work in the US -advocate for increased wages to accommodate the costs of the college dues, CASLPA and BCASLPA
91	contribution to ongoing discussion re: EBP for specific client profiles-

Enthusiastic Energetice Belonging Q1P1

A	
92	Helping students during their studies and practicums with resources and training that could benefit them and help new grad make the transition into the work field by providing them more support.
93	Attending BCALPA conference. Supporting online education.
94	Participating in work groups and learning initiatives.
95	Participation on committees that give something back to it's members.
96	being connected through online resources, professional development events
97	wanting to attend conferences, networking events, guest speakers and clinical sharing sessions
98	I could imagine being one of many SLPs who contributed case studies as a regular feature, maybe on the BCASLPA website. Another idea would be participating in a program hosting or encouraging high school students or others who are considering entering the profession.
99	I would not be contributing at this time or in the near future due to other professional commitments.
100	Posting interesting links to materials or journal articles
101	it depends if i am still working or have retired - at the minimum contributing feedback and responses when required or offering suggestions for advocacy and education opportunities
102	meeting, say, once a month to serve on a committee to develop inservices for the public on how S-LPs can be of service to the community
103	as a retired audiologist & previous board member of Manitoba association be available to provide "valuable" second opinions. My wife sez that I'm good at that!
104	networking and rsource sharing with support staff
105	I really don't know. I feel like I have a lot of demands from different organizations. Perhaps by attending conferences put on by BCASLPA?
106	I would be posting on forums and be skyping with members for group discussions.
107	My contribution would be in the area of reading disabilities and delays that many of our school-age children experience. I would be contributing with case studies, latest news and info in the area of learning and neuroscience that help explain the issue, strategies that work around the world, how to help teachers understand the nature of the problem and also how to teach so that most students learn.
108	Cooperating with other professionals around the province to do research, organize workshops, etc.
109	Ability to learn and take part in discussion and video or skype about best practise in all the areas that slps work in. more face to face meetings through skype. Mentorship via skype for new clinicians working in isolated areas
110	Participating in fun, social events
111	Developing reflective practice mentoring for SLP's across the Province-workshops-hands on group mentoring and developing professional and clinical skills in the workplace from daily clinical experiences. Ensuring therapists do not feel threatened by the process but rather empowered that they can learn from reflecting on their own clinical practice and develop their practice each day as they work.
112	I would like to more readily have shared resources for all SLPs, such as websites for developmental norms, artic activities, language development ideas, etc. I would like to keep these continually updated for all to use and share.
113	Web based Flexible re: time commitments Results driven
114	contributing to professional discussion groups sharing ideas on bulletin boards
115	To be completely honest.....I'm not completely clear about BCASLPA's role (compared to CASLPA's role or the college's role) so I don't feel like I can answer this question appropriately.
116	Completing surveys.
117	Hosting and attending sessions that examine increasing our relevance as a profession.
118	Volunteering to help put on continuing education opportunities. Contributing to discussions on topics of interest.....email format or at group meetings. Perhaps being a mentor to a new grad.
119	Participate in surveys and discussion groups.
120	Participation on "clinical interest" committees devoted to our various sub-specialty areas e.g. swallowing, aphasia, AAC for adults. It would be exciting to be able to meet with members with like interests in these areas and to develop materials useful to our clients, patients and family members.
121	Maybe submitting some article of interest for school SLPs. Always nice to know what is happening around the province.
122	I could imagine organizing meetings where members in my area meet regularly supporting each other and sharing resources.

Enthusiastic Energetice Belonging Q1P1

A	
123	Looking forward to things like a Meet and Greet in the region, annual conferences, reading Vibrations. I think the "contributing" to the organization has to feel less like "work" but by contributing you feel you are improving your own professional skills.
124	More participation in school age meetings.
125	Participate in on line forums
126	Having a magazine to promote BCASLPA work to the public, attending conferences in the Northern Region of BC, Contributing to research and evidence based practice, have a better understanding of the work of the regional representatives across BC
127	Organizing workshops Providing more resources for newly qualified SLPs
128	Participating online through a wiki or through monthly meetings.
129	being a mentor to new members; participating in continuing education activities
130	Contributions to a therapy-tips blog or newsletter, attending conferences or education events, accessing new EBP articles
131	- consultation and collaboration with other S-LPs around literacy initiatives, and the role of the S-LP in literacy development
132	-Teleconferencing into to provincial workgroups with a clinical focus -Receiving (and giving!) educational opporunities by BC's SLPs/Auds within the province through BCASLPA
133	probably more personal involvement in the leadership and education planning
134	attending continuing education events sponsored by BCASLPA
135	A small amount of work, such as setting up some sort of committee, that has lots of fun while doing some valuable work
136	being on the board?
137	Attending functions
138	working on a well organized committee that contributes to the vision and mandates of BCASLPA
139	I will likely volunteer to be on the council again in the future and I could also see myself volunteering for the conference organizing committee.
140	community awareness/public relations
141	Expanding public awareness re: scope of practice.
142	Organizing and attending events (professional development and social events) in my own community (e.g. outside of the greater Vancouver area).
143	It would have to be something that I could participate in even though I am not in the Vancouver area. If I were to contribute, I would imagine it to be a part of an ongoing discussion group on practical speech-language issues in my population group. It would be fun to be moderator of a blog group or something. I'm too close to retirement, and too tired of all the requests for volunteering that I have lived through as my kids have been growing up to consider huge amounts of time.
144	I think it would be similar to how it is now; participation through the SAC.
145	participation in private practice meetings, or helping with government funding issues to ensure kids can have access to services
146	It would look very much how it looks now: being actively involved in some aspect of BCASLPA which at this time is working on the AWG. Or it could be on a different committee or on the Council.
147	Attending workshops put on by BCASLPA
148	I could be in a working/discussion group on one topic that I am interested in.
149	Participating in conferences, webinars and teleconferences.
150	Ideas and questions about current clinical practice. How to pursue "best practice" standards in an imperfect work situation.
151	Advocating for health services in speech and language therapy.
152	On exec.
153	Sharing of information
154	I should be keeping more up to date with reading articles and discuss issues with fellow BCASLPAs.
155	I can not envision this- It might be attending a social function if one arose-
156	volunteering for committees, special projects, research, surveys, continuing ed. and May Speech & Hearing Month
157	Giving time, helping to organize something like a conference, or contributing research

Enthusiastic Energetice Belonging Q1P1

A	
158	volunteering with the organization in some capacity - perhaps small - and meeting with other BCASLPA members on a regular/semi-regular basis to share info/ideas
159	Participating in an interest group to develop policies or resource guidelines.
160	I could see connecting with other professionals in our organization through meet and greet events and being involved with increasing public awareness of what we do and lobbying the government for more support.
161	
162	It would look like a couple hours a month of contribution to ongoing projects, collaboration with other professionals, working towards organizational goals, organizing conferences and useful networking opportunities, etc.
163	I would be in regular contact (bi-weekly? monthly?) with my local rep with updates, reports, info from my community. I would feel comfortable sharing information with this person and would know that my rep would be also sharing BCASLPA info with me as it was relevant to my community. BCASLPA would be aware of our local initiatives and we would share our reports, documents, etc. with them, hopefully to contribute to a growing resource bank for all SLPs in the province.
164	Sitting on a focus committee for an area of practice (e.g. pediatric feeding, early language development, etc.)
165	Being part of a committee that is involved in brain storming ideas and putting these ideas into action. Something that would help keep SLPs excited about their profession; whether it's coming up with ways to support each other clinically, especially for those working in rural settings, or something as simple as coming up with a share board where clinicians could share their successful therapy activities.
166	Honestly, between work and children I just don't have any extra time. I don't want to contribute to anything that's going to take time. I want a website that I can access when I need something.
167	Perhaps being involved with coordinating conferences and other educational opportunities for members
168	I'm not sure. Snippets of time, helpful information, instant feedback, hmmm.. Therapy ideas exchange? Sharing of waiting lists for private clients?
169	serving as a liaison between the College and BCASLPA
170	I'm not sure.
171	serving on a committee
172	Help to organize an event in my area that I was passionate about.
173	- not asking for a lot of my time or for a lot of driving into Vancouver or driving in the evening; contribution through online connections or with groups of people in my own community-
174	(1) On-line forum for sharing therapy ideas and materials. (2) On-line forum for school SLP's, private practice SLP's, hospital SLP's, preschool SLP's. (3) On-line access to webinars in SLP and Audiology fields
175	Maybe in-person meetings/gatherings a couple times a year. Maybe more interactive website, online discussions and online training.
176	
177	Attending BCASLPA meetings and providing input. Answering surveys.
178	Sharing information and resources with colleagues.
179	Writing articles for newsletter. Serving on BCASLPA board.
180	Having ideas that are brought forward be recognized by the association and working in collaboration to make them happen.
181	helping to mentor new clinicians, perhaps something like an online journal club, discussion board
182	Sharing my SLP experience with others; mentoring new SLPs.
183	Paying the dues, attending the conference and reading the journals/newsletters. I live out of town and am nearing the end of my career; I no longer have an interest in belonging to committees.
184	volunteering as a member of the organization
185	help mentoring student audiologists
186	participating in a committee
187	Being part of acommittee or PC
188	Attending meetings and sharing my views and opinions. Possibly sitting on a committee when my family is older.
189	participating on committee(s), publishing, doing workshops/presentations
190	Other than being a member and possibly attending the conferences occasionally, I don't know how much that I would contribute.

Enthusiastic Energetice Belonging Q1P1

A	
191	Project-based involvement, time limited. Actively doing something rather than attending formal meetings. And/or some home-based involvement (e.g. helping with an internet or computer-based project, research, or marketing). And/or involvement in a community-based activity/walk/rally to help raise money/awareness for some specific group (with communication issues as well as other issues). For example: brain injury, stroke, epilepsy, down syndrome, cerebral palsy, etc.
192	Suggest events, discussion topics, surveys, ways of connecting to other professionals, job posting
193	sitting on the board; helping to plan conferences; getting involved in research projects
194	Something to do with continuing education. Some sort of blog, or monthly discussion question, etc.
195	I have a lot of experience as a clinician and a supervisor. Perhaps there could be a way for me to work on committees or projects for the association but in some kind of paid capacity.
196	I would be involved in BCASLPA conference organization where adult SLP issues are addressed by multiple speakers (at least 2) that present on up and coming developments in our field.
197	It would need to be 'remote' contribution from me as my days or so filled that often making arrangements for meetings are difficult. Perhaps, contributing to a 'mentorship' program for new SLPs?? e.g. ansering their Qs, providing weekly 'advise' for new SLPs to consider
198	Helping with conferences, contributing to and reading newsletters, and connecting with other members
199	Helping to contact and recruit professional speakers of interest for our organization
200	Possibly sitting on a committee or reviewing documents.
201	Given the lack of support that I felt regarding when the College came into being (high fees, not being able to use CCC-SLP/CLP(C)) I have difficulty seeing myself being actively involved in BCASLPA.
202	Attending local meetins and get togethers.
203	great website, lots of education events, easy to contact, online library of information and resources
204	Some part in advocacy for adult issues
205	Maybe participating in an online clinical discussion group, maybe monthly contibution to a blog.
206	volunteering for some short term committee work
207	Advocacy for speech and lagnuage services in the elementary schools.
208	Instead of trying to be everything for everyone, BCASLPA would have specific goals such as specialized continuing education or fun public awareness events such that the members can participate and be enthusiastic about it.
209	Perhaps, serving on a committee.
210	Being part of an organizing committee for the conference, being a member of a focus group or private practice interest group.
211	To connect BCASLPA organization with other countries.
212	Helping to organize workshops/conferences. Meeting with a mentor. Participating in discussions about new therapy techniques.
213	In the "best of all possible worlds" I would like to develop assessment report templates that we could all use!
214	Writing for the newsletter - a column
215	Helping to establish standards of practice that are based on high-quality evidence, while suppressing my own strong personal biases and the lure of fashion.
216	I could imagine myself working towards increased public recognition of the social implications of not being able to communicate
217	Engaging in telephone or videoconferences with BCASLPA Colleagues on a monthly basis.
218	Helping out at conferences or social events to bring the members together
219	Increasing SLP and Audiology awareness in the community by talking to the Public.
220	If I was getting education, journal articles to help keep me up to date, forum for SLPs to discuss topics, topics which included Adults not just Peds, support would either be in the form of volunteering or money.
221	Gathering data from school district colleagues across the province regarding caseloads and working conditions and campaigning for improvements. Or promoting the use of tablets susch as the IPAD as a versatile tool for SLPs. Or being part of the development of a particularly appropriate APP for the IPAD.
222	at this time very limited..certainly being available to connect with other colleagues
223	attending a conference
224	I would be happy to particpate in workgroups and surveys that pertain to my area of work. Receiving professional recognition would be a benefit as well.

Enthusiastic Energetice Belonging Q1P1

	A
225	I would contribute by doing up a Manufacturers lemons guide of sorts, keep it current and send it to the Manufacturers so that they can have current, up-to-date, information on a monthly basis, about their products and how they can improve them and/or packaging. So we can better serve our clients with top notch hearing aids that reflect the amount paid for them.
226	Discussing and advocating for best evidenced-based practice in schools. Informed and dynamic. Proactive rather than reactive. Excellent but assertive relationship with the BC College. Awareness of and communication with the other Canadian/provincial associations as well as an international perspective to help inform discussions/advocacy/planning. Data and evidence documents to support local SLPs advocate for local service development and best practice.
227	Participating in interest groups
228	Attending BCASLPA conferences.
229	Not sure
230	Helping to promote an awareness of the importance of the profession
231	At this stage in my career, I think I would like to provide some sort of mentorship role to younger SLPs. I had always thought of "teaching" in the profession but my lifestyle needs (enjoy smaller cities) took priority over pursuing an doctorate.
232	I'd like to see an online resource bank, where members could share activities, etc that they have created... I'm ALWAYS creating activities to work on with my preschool/school age kids, and I'm sure others do the same thing. I would contribute to that! I would also contribute to advocacy initiatives.
233	I think that active contribution for me would involve participation in events where I am gathered with other Speech Pathologists, so that I feel a part of a larger community. I would be drawn to events that promote, support, and help develop our profession, and encourage collaboration and sharing between colleagues.
234	Presentations, observations of others doing cool things, opportunities for sharing knowledge.
235	As a retired SLP, living on the Sunshine Coast, I see myself helping out with projects that have a distinct beginning and an end, eg. some ad Hoc committee, or some aspect of a conference
236	on line discussion forum for clinical problems & ideas
237	Conference calls to committee members once every 4-6 weeks, and a meeting 1x per year at the annual conference.
238	Share discoveries (e.g. information, overviews of conferences, resource materials) with organization. Share resources we've developed locally (e.g info flyers for parents/clients).
239	Maybe helping with arranging workshops or being part of a work group for supportive personnel.
240	Attending and volunteering to create education opportunities. Using resources to advocate for our profession in the media.
241	More local opportunities for meeting, collaborating, working together ... Something located between the tri-cities and the valley - topical meetings where s-lps with similar interests and focuses could come together...
242	not sure...
243	One that regularly engages with its members and the College on its members behalf and supports educationally all types of SLPs in province - from ones providing children's service to adults and everything in between.
244	To be perfectly honest, being involved at a group level (in just about anything!) is not really my thing. Part of what I value about BCASLPA is that there ARE people who are willing to step up to speak and act on behalf of the provincial S-LP's. I am, however, willing to participate in studies such as this - to give my opinion, or provide stats to help out in the big picture (and I LOVE the incentive of the prize!!)
245	Grassroots advocacy projects, committee participation.
246	Contributing through technology
247	participating in committees, volunteering in other ways
248	One day, when my children are grown, I would love to be part of the association perhaps as an area rep.
249	Mix of face to face collaboration with conference calls.
250	I would probably enjoy the human resource side of things, something that directly helps the members and makes them feel valued. Or, I could see myself in a public relations role-bringing awareness of our profession and what we have to offer to the general public.
251	Partaking in interesting, engaging, and energetic events.
252	participating and/or helping to organize professional development
253	I would likely only be able to contribute monetarily.
254	Perhaps writing articles for the magazine or presenting at a seminar.

Enthusiastic Energetice Belonging Q1P1

A	
255	Continuing education committee work
256	Online communication tools that supported project development and interactivity such as is possible on the Ning website. With such a small number of members spread over a large geographic area, having a strong internet-based communication infrastructure is vital.
257	Encouraging this use of social media and forums to network. Volunteer as area rep perhaps.
258	Article for Vibrations; teleconferencing and actively participating in the conference call meetings of the BCASLPA School Affairs Committee and issues that arise as well as bringing up issues for discussion.
259	Online chatting for relevant topics
260	being part of the board again, attending meetings, submit articles about what is going on up here....
261	participating in online forums supported by BCASLPA (e.g. BCASLPA posts an issue or question and SLPs can respond with suggestions or ideas - an online brainstorming session)
262	It is difficult for me to look into a future where I would have any time to contribute to BCASLPA given that I have a full time job and small children. It makes me truly appreciate the effort of all of those who do put in the time. I think making things more web based will allow for people to be able to contribute to discussions re. resources, concerns, positive ideas, etc.
263	participation on-line; regularly checking and interacting on site
264	Attending local professional gatherings, participating in surveys such as this one and perhaps participating on a committee.
265	Writing about experiences to share creative ideas and submitting them to a newsletter or creating something like a calendar full of practical ideas for parents and teachers. Doing something creative within my job.
266	Sitting as a member of a sub-committee that focuses on an area of relevance or concern to the organization (e.g. advocacy for our profession; committee onn changing autism services; issues in the pediatric population or school population or adult population etc.)
267	Providing mentoring opportunities and contributing to advocating for the profession
268	maybe one day being a representative
269	Meeting with other SLPs to discuss how to give the best possible services to British Columbians in different client populations, presenting for each other annually, and organizing other professional development opportunities together.
270	More opportunities for networking across the province - online discussion about a variety of issues or working groups established to tackle important issues. We all need to participate in raising the profile of our professions in order to improve job conditions (salaries, caseload size/FTE allocation) - we need a mechanism to do it and BCASLPA could be the hub. Also, professional development is a huge concern - we have limited access in the Interior (funding cuts, difficulty traveling) so e-seminars and webcasts would be great. I realise that the infrastructure at BCASLPA is not sufficient to deliver these, but perhaps we could look at ways to engage members to help organize events (techie people). With today's technology, we need to look at decentralizing some of the services to members.
271	I'm not sure if I would be volunteering in the future, as I have already acted as Speech-Language Pathology Rep. It depends on what my life is like as my kids grow.
272	Attending the BCASLPA conference.
273	being proud of my professional association - having most people in the province know what it was through media activities and awareness. Contributing to conferences, continuing education, advocacy and awareness.
274	I could be a mentor for new graduates. I might be a regional representative. I might be on the board.
275	Mentoring new school SLPs, providing placements for graduate students in speech/language pathology, serving on committees from time to time

Enthusiastic Energetic Belonging Q3P2

A	
1	What is the one smallest way that BCASLPA could demonstrate the value we place on your belonging to this organization?
2	Have some articles and information available on AAC issues and also have a web base forum that we can share info and ask questions freely
3	more frequent contact? ie email alerts, etc
4	Asking my opinion through surveys such as the current. It makes me feel that I have a voice, even during times when I may be too busy to get any more involved than I am currently.
5	To be honest i am not sure -
6	I'm feeling a little confined by the suggestion to think of "the one smallest way"! I don't want to stuff the big ideas! Like, negotiating with BC govt to obtain continuing ed funding, and matching RRSP contributions (BCMA has both of these courtesy of BC govt)
7	thanks for writing the articles
8	Have members nominate colleagues for outstanding work...and dedicate one news-letter yearly to recognize these nominees.
9	Providing recognition to supervisors
10	providing more education opportunities/ mentoring around the province, especially for rural settings
11	Continue to keep me engaged with compelling news via e-newsletters. Conduct activities that reflect the attitudes and thinking of the entire organization, both SLPs and Audiologists.
12	Asking for my opinion on decisions (maybe by positng a poll...)
13	I think the biggest deterrent from people continuing membership is cost (given the cost of college and CASLPA membership), so keeping membership cost down as much as possible would go a long way to keeping members, and then making member cost of attending the annual conference significantly lower than non-members, so that people feel like they are "getting their money back" would be a good marketing strategy!
14	I wish you had more info on AAC
15	You could spread information on the need for SLP services. (Alberta has significantly more SLPs per population than we do!)
16	personal contact
17	maintain membership fees at the lowest amount possible to recognize the challenge of wanting to belong to BCASLPA but being required by law to pay College registration
18	Allow clients to put up positive comments about their therapist on the website.
19	Perhaps an annual correspondence, such as a birthday greeting? Tacky but nice?
20	Be relevant.
21	Personal contact and requesting regular input.
22	continue wine/cheese meet & greets &: request to be invited to community level educational events to raise profile in person
23	I like this survey idea! This means you do value members feedback. Maybe also a monthly email from the Prez to let us know what is upcoming, pressing issues etc. Doesn't have to be more than a couple of lines with links to fuller articles, descriptions or websites.
24	Helping to lobby for our fees to be partially or fully covered by our employer. With the new college fees, our yearly dues are prohibitive.
25	Let me win the ipad! (:
26	Continue to meet with BC government officials to advocate for our profession. For example, the SLP Council for Early Child Development has MCFD and Health officials participate in the monthly teleconferences and this has been great for communication.
27	discounts on continuing education opportunities.
28	Advocate for increased wages equal to other rehab. professionals.
29	No idea for this one, either.
30	I think value is created when the organization is responsive. But that is not an easy task in a volunteer organization.
31	not making membership mandatory with CASLPA membership
32	Reduce fees if possible. Or provide more free or low fee continuing education opportunities.
33	Provide content for audiologists

Enthusiastic Energetic Belonging Q3P2

A	
34	Provide something concrete from our dues that comes back to the members in the form of a a tele-education session, meeting with regional representatives, or something that was hosted by BCASLPA on a provincial level besides the annual conference. Communicate to the membership on a monthly basis, what is happening with the money we provide.
35	advocate our profession
36	Give me something that is useful.
37	need more services for fees you are charging
38	nothing really comes to mind - how about a fun little coupon each year for some sort of resource or material - or even a wellness thing.
39	Continuing to ask what it is we need and how the organization if working/not working.
40	This survey definitely shows that BCASLPA cares!
41	supporting with professional development
42	It is apparent by this series of questionnaires that you are value my membership.
43	Increase the accesibility to your organization.
44	Once year BCASLPA held meet & greet receptions across the province. That was a time where I felt like an appreciated member. Also since I live in the North - it is very easy to feel disconnected from the BCASLPA of the lower mainland. By having someone fly up to us, it made us feel more a part of the association. It also was a good opportunity for the SLPs in our city to meet where we don't always have the opportunity to visit with each other.
45	eliminating the provincial fee from CASLPA membership
46	Reduced fees.
47	I have no idea. In future you could simply send out one survey instead of many emails.
48	Recognition of members for things like innovative work or work done for BCASLPA.
49	The one smallest way? That's a strange question that I can't answer.
50	free continuing education on line or miniaml cost. great speakers at the conferences, more monies for local groups to sponsor educational events
51	Ask for feedback such you have been with these mini surveys - and follow through on suggestions.
52	provide high quality educational opportunities with lower cost for members don't think that small things are that important
53	When considering the results of these surverys, decided on a few things that you can do right now and few that will take a little longer to organize. Let members know the results of the survey and what your actions will be.
54	
55	continue to support educational opportunities as our employees have so rigorously denied it
56	Yikes - thank us in local papers (also a great way to advertise who we are and what we do)
57	Finding ways to have everyone participate in the business of BCASLPA in one way or another.
58	-a really great conference with relevant speech and audiology speakers -get together
59	free chocolate
60	reduced fees after being a member for a certain number of years
61	I know that alot of people are frustrated with paying provincial and national dues on top of the college dues. Perhaps if there were more conferences or workshops that had significantly reduced rates for provincial members more people would want to remain part of the association.
62	increase the awareness and uniqueness of our profession by contacting our employers to let them know that we are valued BCASLPA members and highlighting the impact our profession can have on the learning/lives of the students/kids we work with.
63	You are already doing this by asking what we would like keep us on top of technological applications
64	A public campaign to raise the public's awareness and the government's awareness of the important work we do to support children's development.....okay, I realize, it's not small!!!
65	perhaps looking into conference locations beyond the "lower mainland" or Vancouver only. I live in northern BC and often cannot attend conferences because of travel costs.
66	quick "Just to let you know" emails regarding upcoming workshops etc happening around the province on different topics
67	Continue to ask for my input on a variety of subjects.
68	organising free learning opportunities that are exclusive to members?

Enthusiastic Energetic Belonging Q3P2

A	
69	I don't really feel the need for my membership to be valued by BCASLPA - I'd rather just have it fulfilling its role in an efficient and simple way.
70	accessible communications (eg., email, twitter)
71	Continue to offer annual conferences
72	free education either webinars or lectures
73	Bring people together more often.
74	Explicitely communicating where the funds are allocated. Maybe reducing the membership fees if the association can function on less money.
75	keep conferences interesting and up-to-date
76	continue with offering conferences with top-notch speakers.
77	asking for regular input...completing these surveys has made me think about BCASLPA more lately than ever before.
78	decrease membership fees (in light of the other 2 professional organizations we typically and necessarily belong to in BC - college and CASLPA)
79	I don't need to be told I'm valued but will continue to be a member if I see that membership is of value to me.
80	I've said it before, but I think connecting us to online journals was a big "hank you" to me.
81	I would guess that most individuals that I interact with professionally would have no idea of my affiliation with BCASLPA, as they do not get a chance to see the certificate on the wall. Perhaps a member could receive a BCASLPA name badge with their profession noted. Something like this would likely be worn by the member when they are with clients and colleagues, as well as during conferences. This could build awareness and help the member to feel connected to the association.
82	Online PD events?? I'm not sure to be honest!
83	recognizing my potential contribution and inviting me to talk or share my expertise with others
84	That's a good question. I know that you are trying to make BCASLPA valuable to me but I don't feel it yet. It feels instead like just another fee I have to pay each year. I think it is going to take bigger things, rather than small things, to make me change my mind about that. Currently, I'm more likely to visit the Therapy BC website than the BCASLPA one as the information seems more relevant. I rarely attend BCASLPA events because I would often have to travel and the topics of the events are not interesting to me. I rarely find enough topics at the annual conference to make it worthy of my allocated education time and dollars from my work. I'm sorry that I can't be more helpful. I appreciate what you are trying to acheive and I wish you success!
85	prizes
86	facilitating communication amongst professionals
87	Make the benefits of BCASLPA membership clear. Promoting awareness of speech-language pathologists. Push for pay at least equivalent to other provinces. Provide access to resources, professional development, or other perks.
88	Making an attempt to arrange some events that are affordable to those who always have to travel.
89	Periodically email out useful therapeutic 'gifts' -- helpful handouts, helpful observation/screening checklists, planning checklists, report templates ... etc. etc. Lists of 'best practices' reminders -- for various areas like artic, apraxia, fluency, etc. etc.
90	Show us where our money is going. With the introduction of the college, our yearly dues to practice in this province are extremely high. It would be nice to know that these fees are actually being used for something that is truly beneficial to us as clinicians.
91	easy and time efficient way to access EBP research and problem solve with other SLPs
92	Randomly select a few members every year to win free entry to the BCASLPA conference.
93	Expanding online clinical resource links
94	Broadening the suggested options for how to get involved - e.g. on the website, there are not many positions advertised and other than mentoring, not a whole lot of other options. There could be may other options - e.g. reviewing a research article with clinical implications, a "clinical cafe" sharing clinical challenges/successes etc.
95	Good continuing education opportunities.
96	good advocacy for our professions
97	please try to attract interesting and diverse speakers (not only from BC) to the BCASLPA conferences. I have been to one and wasn't overly impressed with the level of presenters. Also try to make the Vibrations newsletter more clinically focused and also let me know what is happening in the different regions of BC for common

Enthusiastic Energetic Belonging Q3P2

	A
98	By featuring one SLP and one audiologist each week, and sharing a small article or biography on that person. Different types of small prizes or awards involving fun contests or challenges, could be another idea.
99	It's already been done- access to journal articles. Thanks again!!
100	Journal subscriptions as part of membership
101	the awards and appreciations are great.
102	the one smallest way....have us to an AGM in a pleasant location and provide a catered appie and 1 glass of wine...
103	no recognition is needed. If you insist you could provide the iPad to me.
104	recognize my title
105	- scholarships/funding opportunities for training - fair wage advocacy - education of the public re: SLP services
106	Advocate for us in BC government. Increase our profile with the public and the government bodies.
107	It would be the ability to connect to colleagues that share the same interests and form discussion groups, exchange notes, do informal videoconferences, etc.
108	Reduce fees for active contribution to the organization.
109	A place that slps can call home provincially, thus discussion regarding current issues that are provincial regarding service delivery in our province, case loads in our province et. Many slps in isolated areas feel lonely and alone. Many slps who work in large agencies aren't always aware of best practise in each area of communication therapy. Perhaps information could be available at each slp's fingertips....
110	Not requiring us to pay a fee
111	Promoting SLP as a profession in the public arena.
112	Offer more discounts/perks for purchasing materials or attending events.
113	Improve the website or Reduce the Fees! or Advocate for reduced Fees with CASLPA and/or the CSHHPBC
114	asking for input on actions/directions taken
115	It's not exactly small....but hosting a free (or very inexpensive) professional development event would be great.
116	More sponsored pro D events
117	Publishing mini interviews and quotes from long standing members that highlight core values and professional commentary.
118	I am really not sure.
119	Provide some online continuing ed for no charge to members.
120	I think BCASLPA does a fine job of this at present.
121	Updating the journal so that it is more user friendly (links to apps, current articles ...)
122	I like the idea of a reduction in conference fee for members.
123	This survey is a good start. Timely responses to questions and concerns.
124	What you are doing now. Asking for input.
125	Provide access to the latest research
126	Regional stories featuring the work of therapists in the region
127	A certificate Providing more resources or events
128	Having more events for members
129	Here are a few ideas: membership discount rebate after certain numbers of years of being a member; negotiate a discounted rate for online access to journals (e.g. ASHA journals); sending out a good desk calendar each year
130	more accurate private practice listings and private practice rate guidelines
131	- recognising the setting in which I work (school district), and facilitating opportunities for S-LPs working in that work setting to collaborate around best practises, initiatives supporting literacy
132	Supporting provincial clinical workgroups (or education insevices) to be able to meet (e.g. lobbying employers for time during work vs financial or other support to encourage out of work hours involvement if needed)
133	more interaction of the supportive personnel with the audiologists & SLPs
134	recognizing a "therapist profile of the month" in the newsletter- describe a professional's practice (history in the province, caseload, education).
135	many Meet and Greets, with lots of wine and food and perhaps fun activities
136	a random e-card? sorry it's the end of a long day and i'm not thinking properly!!
137	events in smaller communities or areas not just in lower mainland

Enthusiastic Energetic Belonging Q3P2

A	
138	Hmm. I know that BCASLPA values my membership because membership dues funds the organization. A good way to let members know you appreciate their financial support is by serving their professional interests. In a mixed Audiologist-SLPs organization, the smaller number of audiologists often feel less valued, despite the representation on boards and committees ... etc. It would be nice for Auds to see that e.g. in conferences we have the same number of choices of workshops / seminars to choose from regardless of logistics--when there's a will there's a way.
139	Continue with the things you already do - especially the annual conference.
140	offering continuing education at minimal costs
141	Continue with public awareness campaigns
142	I would like it if BCASLPA felt more "local". If there was news or information made available by region.
143	A thank you note upon receiving my payment each year, and a congratulations note upon reaching the required Continuing Education credits each cycle.
144	If there was a way to give simple acknowledgment to members...maybe a small notice in Vibrations for those members at say, 10 or 20 year memberships??
145	continue communication to us
146	I guess asking for our input in surveys such as this which would then be used in determining future directions. And I know a survey is not really a small way. I did participate in a focus group for CASLP and as an expression of appreciation, they sent a small gift. It was completely unexpected but very much appreciated.
147	Offering free or reduced cost continuing ed; lowering the amount of Continuing Ed credits required for part time SLPs.
148	Have one open form for members to chat/blog
149	Provide ways for members in rural areas to participate in gatherings, webinars, teleconferences etc.
150	Offer more clinical resources.
151	Smallest way??? Drop the rates. Most valuable way? Get SLP outpatient services as option for adults
152	Any advocacy on behalf of school aged children for services
153	Not sure
154	By making the organization more personal. This could be done inexpensively by sending out occasional messages by email more in the line of the short and witty written letters of the past. Communication coming through computers can be so dry. We are, after all, gregarious people and like opportunities to laugh and feel we belong.
155	I have no idea- I let my membership go for years and have only just ree-instated.
156	membership recognition by length of time...ie. a "Ten Year Club" ; "Twenty Year Club"; etc.
157	Christmas or borthday card or something like that?
158	I liked the discount this year - I like getting email updates - it would be cool to see more social media (facebook or twitter?)
159	Provide professional development opportunities by hosting workshops and conferences.
160	lower conference fees!
161	be a stronger advocate in the media in promoting our poreffion within other professions, like school districts, hospitals, and health Units.
162	Send out birthday cards to your members with coupons for SLP/Audiologist related merchandise/opportunities.
163	Aruge on our behalf to CSHHPBC regarding how we are able to sign our names and indicate our accreditation, certification, registration, etc. I feel that our association should be setting these guidelines, not the regulatory body that does not represent us. This is a very small detail, but I feel it is significant.
164	Reduce membership fees, offer a reduced registration rate for members to the BCASLPA conferences.
165	Recognizing contributions in writing, much like what is being done already for those members who choose to participate in the committees.
166	Reduced fees and a serious effort to involve "rural" members by holding Pro-D events in Kamloops or Kelowna.
167	providing simple recognition
168	Deals on therapy materials at local stores?
169	send a message of appreciation to my employer
170	Helpng members with access to research information
171	by not lumping membership with CASLPA
172	not sure, perhaps continue to ask our advise on topics, things of interests and I enjoy the little prizes too.
173	- let me know a summary of the results of this online appreciative inquiry

Enthusiastic Energetic Belonging Q3P2

A	
174	Frequent e-mail notifications about website additions and updates. I find if I receive an e-mail with the link to the Hanen, CASLPA, or ASHA websites (promo materials, workshops, etc..), I more frequently visit those websites. I get so much of those messages per week that I hardly check the BCASLPA website.
175	I really appreciated the discount this year in order to encourage members to get private insurance. I felt that BCASLPA was valuing their members that way. Another way might be to tell members more about what BCASLPA can do for them (vs. the College which is for the benefit of consumers).
176	higher frequency of events for members, ongoing activities every second or third month to connect with colleagues. Pub night?
177	
178	Provide more education opportunities and access to resources for free/smaller fee.
179	Don't really know- lower fees?
180	Host a conference highlighting members of BCASLPA and include significantly discounted rates for members.
181	we need to continue to be able to access good educational opportunities and resources, and promotion of the professions - these are the values that we receive and are fundamental to belonging to the organization
182	Lowering of the membership fee.
183	Offering an on-line means of sharing info, asking for help, offering best practice ideas, reviews of books/materials... for SLP's to access and use.
184	say thank you
185	organizing quality audiology oriented seminars; I think in general BCASLPA is a redundant organization to the audiologist.
186	maybe a write-up in Vibrations to remind people what a large and committed membership is able to contribute towards the practice of our profession in the province
187	Website with links to info - keep access to journals
188	After asking for my opinion, taking my comments or suggestions to heart and implementing changes.
189	for me, supporting the need for wage equity. Currently with a MA and 25 years experience, I am paid 8\$ less/hour than my equivalent peers. Myself and a very few others are fighting this "lone" battle, with little or no voice or support from the associations, union, or college that represents us.
190	Ensure that the funds that are collected are used efficiently.
191	Reduce your rates. It's extremely difficult to pay to belong to three different organizations when I'm not working full time.
192	Have a quick tool on the website through which we could send suggestions (not an e-mail address for contact, but a simple form on the website that sends our suggestions to BCASLPA in a click)
193	good question -- value is not the problem. my problem is time (and i presume it is for others too -- we are mostly women who work and raise families and this provides very little extra time in our lives)
194	-Offer bursaries/scholarships for people with no/little education funds to travel to the BCASLPA conference - connect us more with the online resources, i.e. a quick notification of a possible article of interest that has been published!
195	Sponsor free attendance at BCSLPA conferences for any presenters.
196	Valuing our specific area of practice by developing the resources available on that topic on your website and listing the conferences in North America that might be of interest.
197	-reduced fees
198	Continue to provide such excellent professional development
199	Perhaps liaising with hotels, educational companies, and book stores to try to negotiate discounts for members on business.
200	free materials of some small value.
201	Waive the fees for a year?
202	Continue as you are, maintaining the website. Don't take on too much as you are all volunteers!
203	provide some free resources online (an updated pamphlet on finding a private SLP, handouts on normative development, best practice guidelines, therapy materials, etc)
204	Provide listing of SLPs working with adults within BC in the PUBLIC sector
205	Reduce fee.
206	reasonable membership fees given the cost of the college registration continuing to provide educational opportunities at the local level that meet the needs of the membership
207	An official registry

Enthusiastic Energetic Belonging Q3P2

A	
208	Do the background research into topics of interest to members and come up with a list of which professionals are available to provide and present this information. In my experience, conference planning is too much guess work. If members were offered choices, they would feel more informed and involved.
209	Knowing who I am.
210	Free SLP goodies. E.g. mailing out some Hanen language development calenders to members, group discounts with Super Duper...
211	To connect public and our profession.
212	Continue to allow volunteers to attend the BCASLPA conference for free.
213	Reduce the membership fee - a bit?
214	Reduced fees for long-time members
215	Promote the professions - in each of their specialty areas, not just in broad terms. (Importance of early detection of hearing loss; importance of early intervention for very young children; importance of communication to literacy & in school success; role of adult SLP [but private practice adult audios seem to have more \$\$ to afford their own advertising, so would be less supportive of promoting adult audio services.) Hire a national advertising agency rather than rely on members' homebrew creativity.
216	Keep up with the advocacy for our profession and the importance of our work
217	I am a life member, and still working full time in my profession--others like me may wish to serve on committees for BCASLPA or even hold office, At present Life members are not permitted to hold a BCASLPA executive position which is a pity considering the life experience they bring to the organization.
218	certificate of appreciation
219	Give back to the members. Be it by offering free CEUs or organizing member events.
220	Provide education, journal articles to help keep me up to date, forum for SLPs to discuss topics, topics which included Adults not just Peds
221	Reduction of fees inversely related to number of years of membership.
222	providing a way to help slps make connections with each other AND not forcing us to be joint members with CASLPA, if we want to be members of BCASLPA then we will do it, you won't everhave a dedicated membership if you force them to be members because they have no choice..this creates ill feelings
223	reduce fees
224	Giving us more discounts for a variety of things including insurance, hotels, professional resources, etc.
225	Research education, post everything you would need to know, contact infomation re: that edcuational endeavour and try to influence Hearing Aid Manufacturers to make superior products to reflect their pricing - less packaging and promos.
226	Support SLPs to feel valued dynamic intelligent proactive professionals. To feel part of something exciting and respected. Counter the sense of looking over our shoulders due to College role. I would want more public advocacy. So, regular media contact with theme of our clients' desperate needs.
227	Continuing to recognize the people that go "above and beyond".
228	Recognizing long time members.
229	I still do not what CASLPA actually does for me. Make new members aware of what is available and what you do.
230	Getting my email address correct- they had it wrong for over 2 years!
231	I think the structure of BCASLPA is too complicated and it has decreased my interest in joining any groups within the structure. I feel there are too many levels of structure to get to the grass roots activity level. Create a BCASLPA that feels "active". This may mean spending most of our dues hiring a well rounded professional to lead the group and then letting the members create activity based on specific projects. Choose one to two projects per year that we could do well and get the members focused on those rather than spreading ourselves so thinly with so little money.
232	I'd appreciate being informed of local events, CE opportunities, etc. Especially those that are relevant to us but not necessarily presented by an SLP or AUD. These opportunities sometimes pass me by (e.g. autism training, etc) because I don't hear about them in time.
233	That is a tough question. It's easier for me to think of larger things, than smaller. Maybe a montly draw for members, with a small prize like a starbucks card or a movie pass. The prize could come with a note saying that our membership is valued, and include a quote from a person who has been positively affected by a speech pathologist to re-affirm what we do.
234	Discounts! Free resources.

Enthusiastic Energetic Belonging Q3P2

A	
235	provide email notices of new information available on the BCASLPA website
236	reasonably priced but relevant and practical annual or every other year conference
237	A personal mailing at least once a year, It would be nice to have something to display in my clinic room that reads: XXX is a valued member of the BC Association of Speech-Language Path-- and Aud--
238	Already in place is the regional funding available for localized projects / workshops.
239	A contact list of other supportive personnel.
240	When things work well (e.g. website, conference, newsletter) we can see that our membership is valued.
241	I think you do already...nothing in particular comes to mind...
242	no idea...
243	Syncing your membership with CASLPA's to help further reduce the high cost of belonging to both the College and National organizations.
244	You are already doing it - just by giving your time and energy to the organization.
245	Recognition for contributions - a certificate for a specific role.
246	A note to my employer
247	monthly newsletter so we know what is going on?
248	Discounts at a hotel chain!
249	Bcaslpa members having access to asha journals
250	providing members useful info or links to use in our practice
251	Becoming a better advocate for our therapy services within BC. I feel that SLPs are very undervalued as evidenced by the HSA president saying that SLPs and audiologists will never receive the same recognition as nurses or other health care practitioners. That is very insulting to years of schooling and dedication to this profession. Question, why do you constantly frame this question as the "smallest" way?
252	continue to fund pro-d, maintain and develop website with links to available resources
253	Offer workshops at reasonable rates.
254	Decreasing their rates!
255	1 free online course per year
256	why do you want to offer the minimum (smallest way)?
257	Implement changes already. Seems like there are tons of surveys but little meaningful change.
258	This contest for an iPad 2 certainly has me motivated. This is like a reward for participating rather than just belonging. The questions have really made me think. How about we earn points that are weighted somehow for each way/time we participate in something related to being a BCASLPA member (e.g. each School Affairs Committee meeting equals 5 points, each contribution to Vibrations =10 points....). The point system would need to be developed. Each time we collect 5 points we are able to enter a contest for an item/material/equipment that would be valuable to an SLP. Prizes could be small (e.g. a therapy mirror, a small flashlight..). I don't know how to make the collection and reporting of points easy though. Perhaps someone else has an idea.
259	These surveys are a good start. Perhaps we should attempt to get the cost of belonging to the College down now that all the work was done to get it in place
260	A visit from a representative from BCASLPA for a wine and cheese in the Kootenays to update us and discuss possibilities for how we can contribute to the organization! We need to feel the 'belonging' in a more tangible way to keep our enthusiasm going.
261	by continuing to ask for feedback (i.e. these surveys) - that way BCASLPA can try to remain relevant and change with the needs of it's members
262	I would love to see a reduction in fees especially with the money that we now need to give to the college as well. This is very challenging for new grads especially. Continue to advocate for our needs. Continue to help employers understand our unique qualifications for the job we do. All this for less money :)
263	Help organize/prioritize information customized to my needs, e.g., ability to set up alerts for receiving news about certain topics
264	Share the feedback that is collected and provide concrete examples of some of the changes that may be made based on the feedback.
265	Discounting memberships
266	I think opportunities to dialogue with the organization (like this survey) AGMs and subcommittees are a good place to start.
267	Reining in the membership cost!

Enthusiastic Energetic Belonging Q3P2

A	
268	decrease membership fees and more group discounts on stuff like home insurance, hotels etcc
269	Negotiate to lower registration/certification fees.
270	Offering on-line education opportunities (see above)
271	Continue to provide ways for me to gain clientele, have access to continuing education and combine with the oter groups CASLPA and the College to decrease the \$ I am spending to belong to everything.
272	Have the BCASLPA conference in the North from time to time.
273	You already are - free registration to the annual conference in exchange for being on the planning committee. Otherwise there is no way I would be able to attend. Thank you.
274	Continuing to find ways to bring members together to feel connected.
275	Work together with CASLPA to ensure members only have to report continuing education once.

Extraordinary Creative Professional Purpose Q1

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1	Describe a time when your passion for your work led you to successfully promote your profession. What did this
2	1. Almost anytime I am in a social conversation with a new person, when they learn of my profession, they have a question to ask about a communication challenge involving someone they know. The questions multiply as I end up discussing various aspects of our work with more and more enthusiasm. 2. I believe that speaking to groups such as Jane Austen Society regions or Canadian Federation of University Women branches about my book, "So Odd a Mixture: Along the
3	Quite often when my husbands co workers find out what I do, they ask " How do you test a babies hearing?"
4	When people ask me what I what I do and seem to have an interest in it .
5	Being a part of a seniors' health event. We had a booth and provided information about hearing, hearing aids and how to go about getting a hearing test in our community.
6	I always promote my profession. Even outside work settings. My clinical educator's passion for the job and how he helps people really motivates me to want to be like him. Having good role models who are very passionate about their careers
7	Crisis: When the school board was wanting to cut services my colleagues and I became very creative with presentations and created a DVD regarding our services which we gave a copy to each trustee..
8	I was working at a CDC. There was a child I worked with who had multiple disabilities and my service just did not seem adequate enough to help this child, and the parents were overwhelmed with the number of professionals telling them various things. I successfully coordinated joint visits with the OT and PT. We were all able to come up with a joint plan to address this child's difficulties, giving the family ideas to incorporate specific activities into their daily schedule that
9	I feel so passionate about several areas in our field particularly related to early language development and language disorders that co-occur with the diagnosis of autism. I promote our profession in an ongoing fashion, in the past when I taught early language groups and ongoing when I explain, coach and offer intervention for specific language disorders.
10	Over the years I have had a number of students interested in becoming an SLP....I've provided job shadowing ranging from one day up to 6 weeks of observing service to school aged children....4 of those students have on to acquiring their
11	Master's in SLP and are happily working in the field today....I'm proud of giving each one a taste for the field which has
12	When talking with students interested in a career in speech-language pathology & helping to inspire them to persue this
13	I've never done anything overtly, but day to day I try and take care of my pts to the best of my ability, which i believe best collaborative display at a public library for May is Speech & Hearing Month
14	Well, just recently I was volunteering at a charity and met some young people who were in a 'Pre-Med' club at the uni. I started talking about how I love working at the hospital and love learning about medicine and diseases and that I learn something knew every day. I told them about my job and these students said that I should come to their club and talk to them about my job. :) It was a good feeling, talking to young people and showing them my passion for my work and how I
15	Involving other disciplines in my work - to teach them about what SLPs do.
16	Well-received hands-on education session with ECE and daycare/preschool staff from remote communities - collaboration between CDC, Health Authority, ASCDP, CCRR.
17	I worked with the local TV station for appearances on TV and for newspaper articles. Supportive local SLP group, local Vanderbilt University / Strong training for adult care. Allowed to be creative at work because of reasonable SLP staffing
18	one of my sister's friends asked me about speech-lang path and ended up going into the profession. She was a singer and now has a PhD and specializes in voice disorders.
19	Presenting to a parent support group for children with autism with another colleague. Discussion regarding peers understanding students with autism and promoting PML groups in schools. Discussion, activities, question and answer,
20	Everyday when people ask me "what do you do for a living." I speak about my role as an S-LP, not only specific to the population that I serve, but the very large scope of practice that S-LPs have. People are always interested in knowing more about the profession and also are happy to learn that there are a group of educated and dedicated professionals who serve to assist those in need. I feel quite strongly that were more people fully informed about the nature and meaning of our services that we as a collective group of professionals could accomplish much more. We could help to shape service
21	No one specific event to highlight. I feel that the passion we feel for our work is conveyed in our interactions with clients, their families and other professionals, and this in turn helps to successfully promote our profession, albeit in a small way
22	Being involved with BCASLPA-helping out with the conferences and meet and greets.
23	In the early years I would put up bulletin boards in all of the schools during May month. That has not happened in recent years due to increased workload. Website links are a current focus.
24	When I first moved to Vancouver Island, I learned that our local community hospital medical specialists (one of whom is a neighbour) were not aware of how SLPs function in a hospital setting. Myself and another SLP colleague kept advocating for our profession and now have recently been asked to submit a proposal to that hospital aimed at creating an SLP
25	The [passion I have for children wiht autism and when I answer questions people are interested and want to know more about the profession. I have also recently had a parent whose daugther I provided speech services for and her older sister

Extraordinary Creative Professional Purpose Q1

A	
26	Recently at an event, a friend commented on how much I am always glowing. I told her it was because of my new found profession as an SLPA. I love my job ~ every aspect of it. It is gratifying to see the kids succeed and move on. I love prepping new materials and making new games etc for my little people. Then even more so, I love to see their faces when
27	When I came back from a conference and wanted to connect with others, and share what I learned. I presented on the topic. I haven't promoted our profession in a big way, I must admit.
28	I wrote an article for my local paper to share May is better speech and hearing month information.
29	When a student was in danger of losing therapy and I had to speak up to keep therapy.
30	Was on a working committee of 4 AAC SLPs that put on an Interdistrict AAC day with 6 districts sending students. We invited parents and SEAs and had over 35 students attend for the day. We invited vendors to show their equipment and based it on a Show and Share theme. The students were all elementary aged. It was a fantastic success! For our part it was a tremendous amount of work finding a venue (none of the SDs could accommodate us due to reasons such as wheelchair inaccessibility, limited to no handicap washrooms, no parking, no space etc.) However the fun and enthusiasm of everyone but especially my colleagues made it a great success! Every parent & EA asked us to have it as an annual
31	I teach sign to a lot of my friends to promote little facts, such as 1) ASL and Signed English are different, 2) Lots of individuals with Down syndrome use sign to increase their intelligibility in English and because they are strong visual
32	Recently I challenged myself to send out a new "tweet" everyday for May month highlighting a different story, website, video, photo about the profession. For example, I tweeted CASLPA's website, a story about Shania Twain's dysphonia, a youtube video simulating hearing loss, a website about ASD screenings, a story about Icelandic ASL getting formal recognition....it was hard not to send out too many!!! It was fun and I had quite a few positive comments from friends and
33	At various times in my career, during May is Better Speech and Hearing month, I attended parent and child groups to talk about speech and language development.
34	speaking to other moms about general speech and language development at an informal mom's group gathering
35	At times when I have done presentations, I have had requests from audience members (parents, educational assistants, early childhood educators, etc) to learn more about the profession. A few members of my past audiences have gone on to
36	I did a video session for the local tv network for speech and hearing month
37	giving a parent education talk at my son's preschool. Parents have monthly education events so the audience was "pre-made". But they really loved learning about something that related directly to their kids and wasn't a doom and gloom
38	I participated in some media interviews to support a fundraising campaign to supplement the government funded FTEs at
39	When I was into non verbal communication techniques in the 70s and no one else was. Clients made rapid progress with communication because of the better (than verbal) fit to their style and recognized what they were already doing.
40	I tend to promote my profession when engaged in conversation with individuals who show an interest in what I do. This might be during a social event or when older students are looking at career opportunities. Having a grade 12 student job
41	I love seeing a child hear sounds for the first time with a hearing aid. Watching their speech develop as they hear with the clarity that a hearing aid can give them. I have had families thank me many times for the support they receive and the
42	I have been able to encourage others to consider further schooling and to become a member of this exciting and wonderful profession. The passion comes from being able to serve others - trying to make a difference in a child's life. The smile from a patient who says they know you really 'cared' about them. Putting people first, politics aside!!!
43	I think any time I feel that I have had a positive impact on a family, I am inclined to tell others how rewarding this job is.
44	went out of my comfort zone and developed, trialed, adjusted, advertised, presented, etc a presentation/workshop about development and SLP. the need was there
45	I have met with several high school students and provided interviews about the profession.
46	By sending out information to schools and parents of children with ASD about the value of social language skill
47	organizing a pro-d for teachers and SEAs on a "non-typical" SLP subject: effective use of visuals (including training on
48	I am always willing to talk to someone who is looking for information about the field or because they need advice. For example, I was asked by a customs officer at an airport for advice concerning her daughter who is a preschooler and
49	There are several situations in which we provide information to clients, do inservices, share information among SLPs, etc. but it's hard to say how much it is really promoting our profession. It really seems like the public is not very aware of our job and what our job entails. People usually have no idea what an SLP is, ask if we deal with lisps and stutters, or make reference to something in the media such as the movie The King's Speech. There is a great need for increased promotion and awareness of our profession. SLPs in BC are paid less than in any other province. Some parts of BC we have the highest cost of living. We need to advocate for more money so that more service can be provided and so that SLPs can be paid at least equal to SLPs in other parts of the country... possibly more if you consider our cost of living is more. Some
50	My time working with People Who Stutter, in whatever capacity, has led me to promote the profession. Because PWS often have such harrowing stories of pain and suffering, and for many fortunate ones, through contact with SLP's in some way or another, they have achieved triumph over pain, I have been motivated to work at a camp for children, stand at exhibit booths for the public, write articles, be interviewed - and at all these events, I have firmly promoted the role of the

Extraordinary Creative Professional Purpose Q1

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51	I have a great video of an assessment (pt identifiers removed) that highlights why one of my common recommendations is so important - I love see nurses reactions to a barium capsule lodged in someone's throat and the connection about why we recommend crushing pills at times. I've actually seen this informal chatting "oh look at this great video I have" lead to a
52	I responded by happily giving my time every time a student or a colleague asked for mentoring support, a colleague asked for BCSLPA to address an issue of professional concern to them, a parent or a client advised me of a need they had that I could support them with, a media person asked for information on a topic. Every request is an opportunity to promote my
53	Held a golf tournament where all the proceeds went to the Queen Alexandra Centre's Early Intervention Technology
54	Doing classroom Communication Lab sessions with individual teachers. I got many requests to do this in other classrooms, due to rave reviews from the original teachers.
55	When I took on dysphagia management in an area that previously had no S-LP involvement, it led to a huge increase in awareness and understanding of S-LP practice among other health professionals.
56	Every time I treat a client - I gain a family of promoters! They in turn talk about their positive experiences and they tell two
57	Gathered referral data to support proposal to increase services for adults in community
58	I was speaking about my work with a fellow parent at my child's school and found out that her brother in law is our city's mayor. I spoke with her on how to communicate best and she suggested what to do. This led to our Mayor signing a
59	When I got to speak to a group of parents (friends of a friend) about what I do and what we do as SLPs.
60	Meeting with a prospective SLP to talk about the profession.
61	I had a request from my Mom to speak to a coworker's daughter who was thinking about becoming an SLP (she was still in high school). When I was speaking to the coworker and her daughter, they both commented that I must really like what I do because of the enthusiasm in which I discussed my job. I believe the daughter did end up working on an undergrad
62	and a booth in the entrance for the public.
63	May Speech & Hearing Month I was rep for conference in District and consulted with various companies to donate materials for Speech & Hearing Month. It was a fantastic experience!
64	convincing ABA and reference and regulate teams and the parents that a child should continue with SLP Tx and not just have BI intervention. Promoting our SLP goals and progress
65	Providing information to other professionals about SLP & Aud services in a departmental newsletter.
66	this involved working collaborately with other professional such as a psychologist and resource teacher and presenting workshops about a team approach when dealing with children.
67	Gave a free workshop to teachers in the evening to highlight how we have a role in the classroom and how we can work
68	I collaborated with nursing colleagues at the health unit to better educate them on early screening for speech and language delay and autism. It looked like a presentation with video to a nursing team meeting but started with a discussion in the
69	When I consult at parent and child preschool groups and give recommendations to parents, many parents thank me for the information and inquire about the work I do also.
70	talking to the National Association of Teachers of Singing, describing what SLP's can offer singers
71	During my experiences as a clinical advisor for upcoming students (therapy assistants and SLP grad students).
72	I used to visit GPs to let them know our services, to send immediately if sudden loss, what to do if client's complain, how to help us solve clients' concerns and be part of the solution, stop the complaints about hearing aids without action etc.
73	I was extremely interested in stuttering and felt that there was alot of mystery and mythology around it. I and a colleague began to offer free community public information sessions to help understand the problem more and to help consumers
74	High school career fair--I was at the CDC in Kitimat and all the programs had demos and staff talking to the high school students. Interested students were invited to visit and observe clinicians working with families and children (with parent consent of course) Articles and photos in local paper with local child--this was very well received May month--radio
75	Conducting an accreditation of the clinical program which formed the basis for a proposal for increased FTE, which was
76	Giving workshops or meeting individually or in small groups with parents, para-professionals and allied professionals
77	One of my interests is in raising public awareness of hearing issues and mechanisms in human hearing system, and through several presentations at a community centre, I was able to convince the participants that hearing is central to living
78	gave a lecture on the auditory system to 3yr psychology course (biopsychology @ UBC) and entered into a discuss of the profession of audiology with a number of students, one of whom later applied to the School of Hearig and Speech Scences
79	Recently, I felt it would be important to give the students that I work with an opportunity to show off and share the special ways they communicate and the amazing things they can do. I partnered with my colleagues across the lower mainland and we held a special day to celebrate their communication. We shared the success of this day with parents/families, within each of our school districts and beyond through our professional liaisons. The result of the day secured the importance of continuing to arrange for this to occur annually. It allowed for collaboration, skill development, professional
80	joined in on somebody else's idea (an open house)
81	ENT residents used to come to observe our clinic sessions. I believe strongly that what I was doing led to improvements in these individuals lives. This led to an audiology teaching session for all the ENT residents that term.

Extraordinary Creative Professional Purpose Q1

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82	Explaining to parents at a kindergarten orientation about my job.
83	A woman came in and had tinnitus. The doctors said they could not do anything. She came in beside herself, I did some research, found out about maskers and got one for her and fixed her problem. She can now go and tell other people with
84	We held a very successful open house for May is Speech and Hearing Month and engaged many other professionals in learning what happens in Speech and Audiology.
85	Participating in community programs such as Mother Goose, learning events, early childhood fairs etc.
86	My oldest son is profoundly deaf, and I have had the opportunity on more than one occasion to speak in front of groups, explaining the importance of hearing aids and the benefits they can bring to a person's life. I further have been successful in raising funds for support towards our clinic and clients by sharing my story.
87	Setting up an interview with CBC.
88	Working with my aphasia group to try to meet with medical students to show and tell them what aphasia looks and sounds like. My patients wanted to be able to talk to the future doctors in our region to educate them about communication disorders after strokes and how they could interact and communicate more effectively with each other.
89	I applied for a grant from a federal granting agency to provide a one day hearing health workshop for the public. It was a very successful event that brought together researchers, clinicians, students, and the public to a one day information and
90	Usually I promote my profession by describing it favorable to other people, especially young adults seeking career help. Usually this looks like a casual conversation. But once I participated in Science World's "Opening the Door" event where they ask professionals with a science background to promote their profession to high school students looking for career
91	I facilitated the integration of an inter-disciplinary dysphagia management team.
92	I was at a large social gathering and people were asking what I do for a living. The discussion(s) became quite lively as some of the people there had either seen an S-LP or their children had worked with one. Quite a few of the mothers starting asking me questions about their kids and many of these mothers followed up soon after the party with either their
93	Supporting social communication goals for my schools - at their request, did the communication lab in two of my schools for grades one - seven. Scheduled each classroom for a time slot one day a week. Teachers would then carryover the concepts in the classroom for the rest of the week. Teachers loved the support and got to see me as more than the
94	The passion for my work shows in the number of satisfied clients who have promoted my services through word of mouth; their positive comments have led to referrals from other professionals, such as family physicians, dentists, teachers, community and social service workers. I believe this indirect promotion of my profession has been successful in involving
95	When I was involved in my neighbourhood with my own preschool children, I was happy to be a guest speaker at parent preschool meetings and to provide very informal consultations to parents who were concerned about their children's
96	When giving presentations to the public as well as talking to Grade 12 students who are looking for careers.
97	I was talking to high school students and they could tell that I really enjoy my job. This caused them to consider the SLP
98	Just over 6 years ago, I suffered a head injury from a fall down a flight of stairs. I experienced a number of symptoms related to the head injury (i.e. problems with my executive functions, dysfluency). Through this accident, I gained a deeper understanding and empathy for those who struggle with both head trauma and stuttering. I wrote about these life experiences for the CASLPA Communique and for BCAPS. I have received very positive feedback from individuals who
99	I have been interested in doing social skill programming in my schools. I had started some small groups and after talking to many EAs about suggestions to bring into the classroom, my colleague and I decided to put on a workshop on facilitating social skills in the classroom. It was a great success. We found it was a great tool for education on the breadth
100	Wrote articles for paper about early language after taking Hanen courses.
101	I feel I successfully promote my profession to educators and parents when I have offered unique insights about complex learners that wouldn't otherwise have come about without an experienced SLP perspective. Personally I combine my SLP training with neurodevelopmental diversity training (All Kinds of Minds), mindful meditation awareness, neurosequential model of therapeutics training (NMT), deschooling literature and more for an eclectic but powerful perspective that can help "demystify" puzzling learning profiles so they make more sense, no longer seem burdensome, and feel more
102	I enjoyed teaching little kids and living in Japan, so I told people this when back in Canada.
103	My brochure. Still use it well.
104	When I was very sure of my knowledge having had recent excellent professional development, which I then shared to other professional groups in the form of an in service
105	We were in a school based team meeting discussing the social skills needs of a particular student. I suggested that he could join a group I had running. The school counselor was confused as to why I would work on social skills. It was interesting that he had never really thought about social skills as 'communication'. He was also running social skills groups and he wound up taking the student into one of his groups, but we had many chances to collaborate and share resources
106	When talking to students thinking about going into the profession.... I speak about the work-life balance, which is quite good compared to other career choices, and about the sense of accomplishment and the daily "brain stimulation" which

Extraordinary Creative Professional Purpose Q1

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107	By meeting with families and teachers frequently; involving lots of professionals and asking people's opinions on therapy options, my profession was promoted. Parents and teachers offered reference letters to the administration of the school
108	Presenting at various parent groups around the lower mainland.
109	I presented at a high school health sciences career fair. I worked hard to convince multilingual students to become SLPs!
110	Sorry, I am finding these survey questions to be too vague and wide open to answer in a few minutes. I just don't have the
111	I can't say I have done this
112	I got the opportunity to join an excellent organization, The Hearing Foundation of Canada, to help promote their new program at the time, Sound Sense, for a news network. We entered a classroom to teach children sound sense. I was a student of Audiology at the time and I got to be a representative from the school providing the education to be an
113	I developed a power-point presentation regarding the importance of early intervention for communication disorders and presented it to the local pediatricians at pediatric Grand rounds.
114	In a presentation to public health nurses, i was able to show a video of a group I was leading and explain why I was doing certain activities and why they were important. The parent and child involvement was terrific and the enthusiasm was so contagious that the PHNs really saw the value of what we do. The feedback from the presentation was that they had no
115	Whenever I was able to help a student overcome a difficulty or learn to live with it. Also, whenever I was able to help others understand the nature of things (my area of passion is reading difficulties) and promote different ways of doing things that later lead to success that others could experience working with students (not just me personally through hands-on
116	Every year, I try to make contact with young people who are interested in the profession. It might be mentoring a grad student in the field or offering/monitoring volunteer hours for a potential student who is interested in the profession. Sometimes it is the one-to-one connections that can make a big difference to our profession! I have now seen many 'interested' young people that I have influenced, working in our field ... and that is a wonderful feeling to me and great for
117	During May (BSHM), I wrote a short article about my dad (a laryngectomee), his communication challenges and his successes with his SLP. Our local newspaper printed the article. I don't know how it was received - only one person
118	I had recently made a move to a setting where SLP was respected, and the department was very functional. I wanted to share this acute setting, which comprises a small percentage of the SLP community, with students, so I agreed to take
119	articles in local newspaper and interview on local news channel about newborn early hearing screening
120	This occurs anytime I speak about my work to others.....most recently at an Open house we had at our clinic for May is Speech and Hearing Month and also with numerous volunteers that approach our clinic for hours to pursue a masters in
121	In meetings and discussions with the Provincial Health Authority regarding which professionals should make up the multidisciplinary assessment team for FASD. Passion about the underlying abstract language and verbal reasoning deficits
122	Our community used to have only one SLP for the school system....me. Services for other age groups were only available out of town. Many parents approached me to work with their preschool children (as well as some adults) so I was very aware of the need for local services. I worked together with the parents, our local learning disabilities association, and key people in the school system to develop a case and advocate for a Community SLP to work with preschoolers and adults. (This was one of the Health-Ed positions that were created in the 1980's or early 1990's.) Happily, we were successful in
123	My passion about my work promotes our profession every time I present to others on Speech and Language topics. My most recent experience was a team meeting regarding a student and the parents had brought in a lot of different professions from our small community. There was an OT, PT, massage therapist, naturopath, osteopath and chiropractor. The child had a syndrome which severely impacted his communication skills. I outlined my goals for the student and the reasoning behind it. After the meeting, I received calls and referrals from all the professions that had been in attendance.
124	When I provided my services (as dedicated as always) and the client happened to be a high profile person.
125	I was giving a public presentation on head injury and the communication difficulties that may result. This occurred during Brain Injury Awareness Week. A reporter was present and interviewed me, and there was an article in the local paper.
126	After the presentation not only did audience members ask me further Q's on the topic, but there were two people who
127	There hasn't been a time that was successful.
127	When I was at university my program developed a training package for the teacher's college to describe what Speech and Language problems might look like, and also info for teachers on vocal hygiene. Each year a group of us presented the
128	At a department meeting, plans to hire a .6 reading teacher to support our aboriginal students were mentioned. I said that we already had reading specialists in the schools supporting these students and that I thought they would benefit more from participating in language development programs. I asked that the .6 be given to SLP's to develop a suitable program. A colleague and I developed the program, presented it to the education department of the local Band and school administrators and were given the time to divide amongst our schools. I learned the power of speaking up to make a
129	I have not initiated this type of event on my own.. it has been because i was asked to volunteer at a job fair or career day. However, through my work with first nations communities I have spoken to several non slp professionals about stimulating interest in first nations high school students in a career in slp. The passion came from a need or a gap in understanding and services for this particular population. i have also spoken to other health professionals about slp. Often people are

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130	(e.g. how to refer, why I see children, ages served, area covered, etc.) then a circle time activity with the children. This year I did phonological awareness activities that parents can easily do at home. I had positive feedback from several parents and emailed the speech sound cards I used out to a number of parents who gave me their email addresses.
131	when to refer; speech and language facilitation strategies. I was regularly asked to attend. I used true false questions to involve everyone and shared personal stories to demonstrate information. I also pointed out spontaneous examples of development, facilitation strategies etc among the participates and their babies. It was a very effective presentation.
132	When I worked primarily in AAC, I worked closely with a communication assistant. We were both passionate about improving the lives of our adult nonverbal clients and had many discussions about what strategies would help. Over time,
133	This involved using social media.
134	Speaking at a regional meeting to promote SLP being involved in an interdisciplinary workteam developing a new clinical protocol where the profession's role had previously been overlooked.
135	Talking to teachers about the rewards from helping kids and parents with something that was really important to them - speech or language issues - and providing them with strategies that they could use to make things better.
136	Doing presentations to the public. Providing usefl information and engaging in conversation about hearing loss and the benefits of amplification, particularly when people are skeptical about using hearing aids for financial orother reasons- providing useful, practical knowledge to people in a way that they can understand and connect with
137	I attended a friend of a friend's party. Almost everyone there belonged to the same (very mainstream) profession. As I spent the evening mingling and introducing myself, I found that I was repeatedly describing the work that we do as SLPs - mixed in with the stories of others' experiences with SLP. At first in hindsight, I thought, "Wow, I just spent the whole evening talking about work." Then I realized that I was excited enough by what I do to want the room of people to know
138	When I saw a chronic need in the community (very rural northern setting) and little awareness of our services I gave an outreach workshop / clinic to raise awareness and educate parents on how we can help them.
139	I enlisted the help of the Lion's Club and ran a contest throughout the school district during the month of May. Prizes were awarded. Teachers became involved, the students learned more about communication disorders and everyone had fun.
140	When I gave my acceptance speech for the CASLPA award for excellence in Interprofessional Collaboration!
141	I did a community event with free hearing screenings, a talk about hearing conservation and gave away ear plugs.
142	I have presented several inservices to other professionals at my workplace in order to improve the environment for my
143	in working with school professionals and paraprofessionals i am shameless at making the knowledge that i have as an SLP known. i demonstrate the value of our profession by getting involved in problem-solving, providing a communication-based lens, and supporting the education of colleagues in all things communication focused.
144	Talking to others about what I do for a job; co-workers have had their university-aged children come in to talk to me about my job and what I do and how much I like it. I've spent a couple of hours talking to each individual and they seem equally
145	When I was working on my PhD at a Canadian university, there was a lot of disdain for clinical research within my department. Despite being actively discouraged from doing clinical research, I stood up for my profession -- I did the research I wanted to do and contributed to the advancement of applied knowledge within my field. I also increased the awareness of clinical issues in research among my fellow doctoral candidates. I believe more clinical research is needed
146	In an interdisciplinary team, doing a 15-minute presentation on the "role" of the SLP was a fun experience. Also, presenting to school student teachers who would be working with SLPs in their profession in the future.
147	Monthly screenings for preschoolers. This was a joint venture between our school district and the preschool community. This occurred for 3 years. I met so many families and service providers from all over the community.
148	speaking during May is Speech and Hearing Month on an online radio talk show
149	As a SLP and Mom I have successfully promoted our profession on the playground many times: at my kids' schools I often have parents ask me questions. Or if my kids were playing at a neighbourhood playground and I heard a child who I suspected had speech-language delay I would sometimes subtly provide suggestions.
150	When I went to the CASLPA conference and I saw all of my old professors and classmates, they said "it sounds like you enjoy your job". I thought about it and realized that I do. I was telling them how when I began working, I really wanted to work with and help children. But I've realized that "help" can come in many forms such as helping families to get connected with resources. And as much as I love the children, I spend half of the time, helping their parents. Despite
151	I had the opportunity to share my role in preparing laryngectomee clients pre-surgery at the Surgicial Day Program in the associated hospital. There were no SLPs on site and it was a valuable learning experience for the staff there, and ultimately, helped advertise our role as an imperative part of the process for the laryngectomy clients. Prior to this, we would see patients starting after their surgery, often finding them unprepared for their surgeries ramifications. I believe the chance to in-service staff on the absolute need for pre-surgical consults with laryngectomee clients was a success that
152	I started to write about some experiences and it turned into an article. I am not a particularly gifted writer so that was quite

Extraordinary Creative Professional Purpose Q1

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153	Informally within my personal/family community when I describe what I do to fiends, community memebbers, people I meet, by just spreading the word. People are more interested in our profession when they have a personal interest as well, so making sure people can find the person who is passionate, knowledgeable and trustworthy or recommended by another is important. Another time would be when consumers themselves express their experience and outcomes, through
154	When I was able to speak with an undergrad class at the university about my practicum experience in a birth-to-three setting. Feeling knowledgeable and being passionate about the information I was able to provide felt very empowering.
155	I spoke at a school board meeting. My subject was 'my day at work', and I detailed all the kids I had seen that day, and told a little of their story. The trustees were riveted - no preparation on my part as I spoke from the heart. I found this
156	Providing a workshop series to parents and childcare providers
157	In an acute care setting, giving on-site training to nurses regarding safe feeding techniques -- using instrumental exams to
158	I was young and into running and I linked this with my professional enthusiasm to organize a 5k fun for May Speech and
159	I assisted many university students considering SLP as a profession with career information, observation time and volunteer experience. I have been approached by my union to represent my profession in health career fairs, but would find it more meaningful if I represented my association. Being provided with promotional information is helpful.
160	When I mentored new grads or soon to be new grads..... I loved sharing my knowledge with each of them and answering questions. I also loved promoting our profession to high school students who were thinking of exploring speech /
161	When I began working at this school district, many teachers did not understand the scope of practice of an SLP as the previous person doing the job was NOT an SLP! I changed up the referral form which included a checklist of all the areas that can be serviced by an SLP within the school district. This was both informative for the teachers and improved the
162	SLP when she finishes her current degree.
163	There have been several occasions over the years. I have organized parent/public workshops on a variety of topics that hit targeted groups. These have been well received. However, I think I promote my profession best when I am contributing to
164	I am passionate about promoting my profession and I see a big need for this, but I am not sure how to go about doing it! I would especially like to educate families of children with ASD about the importance of SLP services for their children.
165	I was able to go on the radio to promote my profession with my dog Breagh who was a certified therapy dog. My employers were very open to new ideas and we developed a therapy dog portion of my program that met with tons of success especially with kids on the autism spectrum, FASD, ARND and post trauma. The dog being there in the studio got
166	Representing Speech-Language Pathology at a career/major fair for incoming first year students at the University of
167	I was treating a 4 year old boy with Down Syndrome-he was due to enter the local school where my own children attended-I knew that the school had no experience of working with a child with his needs and that they felt unsure of how they would cope with having him in the school-I had known the family for some time and felt invested as it was also my own childrens school -and I wanted them to be able to understand his needs and how to make him successful at school-so I volunteered to go in and teach the teachers and children interested some sign language and talk to the teachers about his speech and language learning-the signing sessions were really a hook to go in and have these times to talk about children with special needs-the teachers came along somewhat unsure-but after 6 weeks they were enjoying the sessions -laughing and
168	I organized a group of SLP's to run the board games room at family literacy day in January. The theme was "unplg and
169	I promoted the program at a literacy fair. I had a large three-fold poster board about the project, and another with a visual display (an "I spy" game). I also brought books and handouts.
170	I can't recall this ever happening.
171	I produced a mass email quiz with interesting questions about speech, language adhn swallowing-related topics with a prize draw for those who answered correctly. We received many hundreds of entries due both to the appeal of prizes and
172	I have received training to be a designated service provider for the Early Hearing Program. The training and support has been excellent and I have been excited to share what I know about this program with my colleagues and with my
173	giving a successful talk to a school staff about what SLP's can do in the school system
174	Giving inservices at the school district.
175	I love AAC and find it easy to promote SLP contributions to communication using alternative means. I usually work with children, but an interaction with my extended family about a family friend who was recovering from a stroke gave me the
176	My friends and I created the "Tongue Talk" video to promote the profession of SLP in a fun way. It currently has over
177	meeting with undergrad students who were interested in SLP training.
178	I was told by a parent of a child with ASD that their Behaviour consultant said that SLP was not needed because the child was not talking yet. After speaking with the family for a little while, they saw that my expertise could be of benefit to their child and their team. I ended up going to a team meeting and felt like I ended up contributing quite a bit.
179	With friends who had questions about children delayed in speaking. I gave quick summary of possibilities and where to get more info, then provided websites and directed person to contact for health unit.

Extraordinary Creative Professional Purpose Q1

A	
180	Everytime someone wants to listen... I'll talk about it! I generally find the average person doesn't know very much about SLP but if they are interested I like to share stories about my experiences working in the field or my knowledge of speech
181	Founding a not-for-profit charitable organization gave me many opportunities to speak as an 'expert' and to get some
182	Created a Fluency Group for families of dysfluent children. This was for information and strats to help facilitate their child's fluency skills. This is my biggest area of interest. Info was distributed to various agencies with regard to stuttering and
183	I was working with some families who had children with ASD and was able to reach out to some other families who were
184	I would say that my passion for my work leads me to promote my profession is a positive way on almost a daily basis: while at work with other professions, and in my day to day life in the community and with family and friends. I also get involved
185	It involved sitting down with a small group of related professionals, eg. teachers, OT and sharing information about an
186	I am passionate about literacy development and the role of the S-LP in this aspect of development. I made a written submission to the National Strategy for Early Literacy (organised by CLLRNet) in February 2009 about the importance of phonological awareness skills in literacy development, and the role of the Speech-Language Pathologist in developing and
187	I participated in a community event in which different groups could set up a table in the town hall with the focus on children. I had games for the children and informational pamphlets for their parents. It was on my own time and my own dime but it was worth it to get information on speech-language services to a community that was very unformed.
188	I attend the local literacy fair and the kindergarten health fairs every year. I also teach at the local Education Assistant
189	I loved working in what is today called Nunavut/NWT. As a result, I was able to present a miniseminar at ASHA in both Detroit and New Orleans on Service Delivery in Canada's Western and Central Arctic.
190	This occurred when mentoring a grade 12 student who was interested in entering the field of SLP. She joined me afterschool once a week for an entire year to work with a student on my caseload.
191	It happens all the time when clients, client's families, or members of the community do not understand the scope of what a Speech-Language Pathologist can do. I like to explain all of the areas that are part of our scope and give specific examples of times when I was able to help a client with a swallowing, speech, or cognitive-communication problem.
192	Well I am just starting out in this profession, but I know that along the way, I have talked to many parents and other adults about what SLPs do, and how crucial they are for children's academic success. I am passionate about my profession. I believe it makes a difference. And I intend to promote it successfully and more deliberately over the next years as i begin
193	Every time that I meet a new person in a social context my passion for my profession shines through as I always explain the vast scope of our job and that we're not just helping people who stutter or have lisps! I try at all times to spread the
194	I was soon to go on maternity leave, and the school district did not want to hire a replacement for my maternity leave. I spoke at the school board meeting about the importance of having an SLP fill my leave. I explained that an SLP was more than r,s and l and gave the school board members a crash course in what services an SLP provides and the importance of an SLP on the school learning team. The school district then voted to have my position filled while on maternity leave.
195	Pretty much every time somebody asks me what I do, I use it as an opportunity to educate about speech-language pathologists. Nearly every time, I get a 'Wow, what a rewarding job!' response.
196	My involvement with the Health Sciences Assciation and this union's focus on educating policy makers on the work SLPs and other health care professionals do. I was invited and agreed to a member profile that helped this objective. The article can be found at http://www.hsabc.org/viewReport.php?rid=3&page=4&id=88&sid=6
197	Most recently my passion for my work has led me to present at a series of staff meetings in our school district. A new pilot project in our district (Reference and Regulate) led me to create a slide show presentation which I have presented to the school board trustees and to several of our local school staffs. This has created talk about what the speech and language program is doing in the district and what our profession is involved in. May month also encouraged me to put up some posters, but this isn't nearly as effective as showing video of therapy with kids and talking about progress being made.
198	people find out what my profession is and ask questions about what I do. I get to explain what I do as well as what others within my profession do. This expands their knowledge about the variety of people and difficulties that SLPs can assist
199	I have not experienced it yet. I did relate an experience with BC Early Hearing Program. Public Helath Audiologists were very much involved with the development of it. We were excieted and met regularly to promote a worthy cause.
200	I was given a task of creating a protocol for tracking language growth in an aboriginal community, gaining the respect of aboriginal EA's, and creating a solid speech and language program in a remote community. I succeeded by reaching out with kindness, treating the students and their families with respect, showing personal interest in their culture, introducing
201	I love to speak at community groups (i.e. autism support group, hearing impaired seniors, Down syndrome support
202	When I first started as an SLP (30 years ago) I set up a booth at a mall in a small town during the month of May. I don't remember going through any red tape to do this-I think the mall manager said "Sure" and gave me a table! I met so many parents and interested future students that weekend-it was an enjoyable experience. Times have changed - advocacy work has become more complicated and I have less energy. But I feel encouraged when I see BCASLPA members
203	Participating in Careers Day at my local high school.

Extraordinary Creative Professional Purpose Q1

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204	I have been working more and more with the aboriginal population in BC and have recently had the opportunity to attend some of their training and education workshops. This afforded me the chance to speak directly to teachers and elders
205	Sharing BCASLPA's strategic plan with CASLPA board members. Working in small groups addressing sections of
206	When discussing patients in rounds I am often very vocal about my patient's communication/dysphagia needs which gives me an opportunity to provide education to new physicians and allied health members regarding the services we provide as
207	Getting out in the community and sharing with other professionals and families who we are and what we do... done through
208	When I worked on ministry initiatives regarding best practices for early intervention. We regularly met in person or via
209	A Case Study presentation to nursing colleagues. Case study showed the many areas that we work on with families, not just the child. This allowed the nurses to see how far-reaching our work can be.
210	Speaking at the brain injury society
211	During ready set learn and welcome to k, a lot of talk centers around the importance of language development to kindergarten success, and I have found in talking to parents and in showing them a portion of Anne Gardners video this
212	I think my passion for speech/language pathology comes across anytime I'm giving a group presentation. It could be at a university class, a sign language class, or other opportunity to speak to the more general public (rather than parents and
213	A unique therapy program in which I did an internship was at risk of losing its funding. I organized a letter writing campaign
214	I found that I have really made connections with a few of my clients and their families. Through this connection and caring about my clients, I have attended events to help support activities that they attend. During these events, I have been introduced to and talked with parents of other children and young adults who have wondered about my profession and
215	I went to a community event connected with May Month, and representatives from the local media were there. They asked whether they could come to interview me at work the following week and I agreed, leading to a prominent piece in the
216	Although I'm very passionate about my work, public health is not a place where one is easily promoted (there are no other jobs!). My passion did enable me to get another job and have a career where I had a part-time work which was varied and
217	I promote it to client's families and to other professionals as well. I get excited when my work have overlap with other professions because achieving goals then requires both of our expertise!
218	I consider that every professional interaction I have is a successful promotion for my profession. Just today I had a referral to do an assessment and it was by word of mouth from another client I have. This happens all the time. I am always cognizant that my words, behaviour, attentiveness to and respect for clients reflect on my private practice and the
219	Recently, I read an online post about early hearing screening and posted a comment from an SLP perspective on the CBC website. I was excited to read later that the comment had a lot of positive response. I think this is the future-to be on top of media events that reflect positively on our profession and then jump on them. This would take a dedicated person to do
220	In order to connect with new teachers and educators, we made contact with the local university and organized a presentation for the students in the education program. We presented to both the elementary and secondary school teachers-in-training, and shared information about what speech, language and communication disorders are and can look like in their classrooms. It was a huge success! Before the presentation, many of the students in the class had never heard
221	having a young person "job shadow" me for a day and having the person indicate that they would seriously consider
222	Was involved in numerous "May is Speech and Hearing Month" booths at the hospital where I worked. It was great to educate the other staff as well as people in the hospital, plus create questionnaires, puzzles..... and the prizes were
223	I feel like this happens a lot with friends and acquaintances who have children and talk about how their child is developing. So many people comment that kids will just "grow out of speech and language issues" but I am able to voice the importance of early intervention and how small changes early on can make a drastic impact on the longterm outlook.
224	Several time we have had to promote our profession within our school district to the board. We made videos of some of our students, designed activities which would put people in the shoes of some of our speech and/or language disordered students and described the complexities of our job. These presentations have been successful in the past because of our
225	The importance of social skills and lead me to suggest that we have a course for students which might reduce the
226	Having new staff on board and harnessing the enthusiasm for online promotions: 400 hits for a contest online! Great!!!
227	while working with a school board, I was able to put together a small group to create parent training modules. The sessions were very successful as parents better understood what SLPs did with their children and it gave them the practical skills to incorporate speech homework into their day-to-day lives. Parents said afterwards that the modules took the mysticism and magic out of our profession and empowered them to work with their children at home in a realistic and functional way.
228	When I was co-teaching a Special Education Teaching Assistant course on speech and language development and disorders, it made me realize anew that our profession really does have knowledge and experience to share with others who work with kids (and adults) with communication challenges. Teaching other people about basic concepts of communication development and strategies to promote the best "voice" for those with communication challenges, does
229	A bus driver once asked me what I did for a living, and when I told her I was an SLP she had all sorts of questions, especially relating to a friend of hers with Down's Syndrome. She was wondering about speech therapy and opportunities available, and I was happily able to give her a bit of info about what sorts of resources may be available in Vancouver.

Extraordinary Creative Professional Purpose Q1

A	
230	Working in inner city school - far too many kids for traditional approach. Needed the school to develop a school-wide view. Thus, they needed to understand that I was more than "just speech". Kept talking to key people in the building promoting a different way of working. Principal became very supportive. Joined in school meetings and ProD and referrals reduced and requests for support/brainstorming increased. Speech kids allocated school Teaching Assistant time allowing more speech programs supervised by myself. Still a journey but baseline keeps rising and it is becoming easier to keep that message
231	Not just depending on a one-time passion or effort. Promoting our profession requires our consistency everyday when treating the patients, adhering to clinical protocols, using the patient centred approach, and being ethical. My patients
232	Working with a volunteer who was interested in pursuing the profession, by modelling and explaining daily tasks.
233	Talking to young people who are interested in pursuing speech and language as a career
234	I have had several university students interested in a career in speech-language pathology shadow me and spend some time volunteering. Some of them have gone on to becoming SLP's. I think spending time with an SLP confirmed their
235	Providing interdisciplinary inservices allows me to share knowledge about speech-pathology services/roles. This incites interest in our work and a better understanding for how other professionals can better utilize our services.
236	I was talking to a father who had asked me to work with his 2-year-old son with autism. He enthusiastically shared with me the list of the words that they had been trying to teach their son. I explained that I would prioritize helping his communicative skills grow first, before teaching him words. I was able to help the parents understand that their son's interactional motivation and skills should come first. Once their son learns that interacting with people is fun, his language will develop more easily and naturally. Over the 3 months during which we worked with their son based on this "communication-then-language theory, sure enough, this 2-year-old started to talk! Now he talks in 2- to 3-word phrases!
237	I believe i am promoting my work when I provide UBC student placements, 16 in total to date.
238	I find that promoting my work is ongoing. Every year we have new students who enter the school system and every year I give a short presentation to Kindergarten parents about what a SLP in the school system does. I find that every year, I am
239	Last year there was an opportunity to apply for a 15 thousand dollar grant to promote the Olympics within the schools. The grant proposal needed to consider reaching out to a large group of individuals. I saw the "advertisement" for the grant on our Superintendent's Memo and suggested to my department that we apply. To my surprise and excitement the other SLPs enthusiastically agreed. We were fortunate enough to be granted 10 thousand!! We put together an Olympic Unit for the Talking Tables groups in all of our Kindergartens in our district. We had pre and post testing of vocabulary words associated with the Olympics. Our team worked together so well and the schools, the teachers and the school district
240	Providing acquaintances with information about the breadth of work done by SLP's during casual conversation.
241	sadly, I can think of nothing significant
242	I think when I talk to people about what I do, I always talk passionately about the actual work and its complexities, its rewards and how lucky I feel to do be doing the work I do!
243	AS I AM STILL A STUDENT, I WILL HAVE TO USE AN EXAMPLE FROM A DIFFERENT JOB. I WORKED ON SHIPS FOR A FEW YEARS, TRAINING FOR THE coast guard. I spoke about both the excitement and challenges of this training with a younger sibling, showing pictures and answering questions. This amounted to successful promotion because based partly on my stories, he joined and is now moving up the ranks very quickly. It was interesting that my honesty about the downsides did not dissuade him, and
244	encouraging positive behaviour in preschool and childcare. It was a practical presentation and we integrated our information. It was good to show that my profession is more than working on s and r!
245	I always talk about my profession and my work to people because I am passionate about it. I love what I do and can't shut up about the things I deal with at work with families and patients.
246	I and some of my colleagues have run workshops and give talks at conferences outside Canada.
247	I do a lot with social thinking for kids with asd, nonverbal ld, etc...I did a lot of work to help other professionals (as well as other s-lps) understand why s-lps are uniquely well qualified to provide services for social thinking deficits ... in the past pragmatic language always seemed to be undervalued (or at least under supported) . I feel I have been quite successful in
248	I have been very passionate about using literacy activities to promote speech and language development, I had the opportunity to present with a colleague to the BC ECE conference on this topic.
249	I do a lot of health fairs and presentations for the public, so I am always out there talking about my profession and the work we do. It helps when you work for a non-profit and part of the workplace's mandate is to educate the public. However, SLPs and Audiologists around the province can do similar things. Perhaps we need to organize a health fair that brings in all the agencies related to speech and hearing under one roof. That's one way to promote our professions, especially in
250	I was serving on a committee that advocated for audiologists. We were dealing with an issue regarding the way third party providers were differentiating between audiologists and practitioners. We were able to open a dialogue with them and we sent a letter describing and discussing the difference and the value of an audiologist. We focused mostly on the value of
251	I manned a recruitment booth for my health authority during a BCASLPA conference.
252	Participated in Raise a Reader campaign by handout out newspapers at starbucks with other SLPs. As well, presented to School Board on the role that SLPs play in the District.

Extraordinary Creative Professional Purpose Q1

A	
253	I worked with a dysphagic adult in the U.K. The docs in the hospital had never thought of bringing in a SLT and were, at first, reluctant to let me become involved. Once I did, however, and the woman's swallowing and feeding became so much better (not to mention her attitude!), they were convinced that SLTs should be used with these types of clients. It was most
254	Charity Golf tournament to raise funds for our audiology clinic. We helped the organizers in contacting businesses to give prizes for the auctions and gift table. I also participated in the event.
255	As a graduate student at McGill I had the opportunity to speak to undergraduate students about what the graduate program was like. It was a very important opportunity to further the profession.
256	Having a UBC student, shared my knowledge and passion.
257	many times and often..stands out when i was part of a special ed LSA and we were doing a workshop on witten language
258	almost always meeting with ot's/pt's that i am trying to convert to becoming slps! usually we are problem solving collaboratively about children & i try to promote what they already know about slp & how easy it would be to get a graduate
259	When I was employed as an audiologist w/the Winnipeg School Div No.1, my numerous interactions with the child and her/his family provided positive change for the student [& family] and much satisfaction to me. Two examples: 1] a grade 8 student w/known hearing loss referred for hearing test & I encouraged her to try hrg. aids & a few months later she returned beaming and proudly showed me "A" report card. 2] A grade 8, Chilean refugee student, having a congenital, steeply sloping mild to profound SNHL. Aided w/financial assistance from the Elks. She did very well academically, became fluent in English & French. When she married in her mid 20's I was surprised to receive a wedding invitation, and overwhelmed when she publicly thanked me at the dinner reception for my contribution to her success. In both of these
260	This is an ongoing process. There are constantly times where this is possible, whether it's supporting teaching colleagues at work, and at home with their questions about child language development as it relates to their own kids; or working with parents and educational assistants teaching them strategies to support the children in their care or responding to highschool students who are looking at S-L Pathology as a possible career. I believe we promote our profession everyday
261	In the interest of networking with colleagues to share celebrations and frustrations, I organized a "clinician's exchange" with SLPs in my town. This half day meeting was well received and quite easy to arrange. Adding a meal, either brought in or
262	when i was successful with a project and my friends would ask me about it.
263	I believe that the enjoyment I have helping the youngsters at my clinic and their parents' enthusiasm about their progress continually promotes my profession. I especially think of a preschooler who was unable to make himself understood even to his parents and after 5 therapy sessions was a different, much happier little boy. It was very exciting for all of us.
264	TV and radio spots with ultrasound as adjunct for speech therapy
265	booked lunches with prospective doctoral students; l/m actually not ; very likely to think in terms of professions
266	When I took fitness instructor training, I was asked to share information about prevention of hyperfunctional voice use - from these initial inservices, a module is included in the instructor training about the loudness level of the music and using
267	Several years ago I did/recorded some 30 second radio "spots" for a local station that were played during the month of May. About 5 years ago I was filmed in a (I think it was) 15 minute long segment about the role of the speech and language ipathologist in schools, that was played on our local cable TV station during the month of May.
268	Took on a coordinator position for my Health Authority to translate SLP needs into language that managers understand, AND to translate mangers' needs into language that SLPs understand.
269	speaking with new moms about speech and language; presenting milestones to heads of programs related to ours
270	I became very excited about a specific training - and with a significant amount of effort , and support from my employer and BCASLPA we were able to get a significant nnumber of people trained- up to the advanced level and thereby raised the
271	Careers day for students interested in SLP as a career.
272	promoting my work by working with UBC students
273	Served on a board of another organization, as the SLP representative.
274	Just recently we put together some May month information to distribute to local schools. We really feel that speech and language development is an important part of a child's school experience, and felt that we could spread the word about this
275	teaching graduate students in the clinic, telling friends about my rewarding work, seeing client's parents' faces light up when they saw progress and we all celebrated it together
276	I joined a SLP Provincial Council.
277	I often feel inspired when I have students. Or when I am at public events, such as our SLPs go to Family Place to answer
278	whenever someone asks me what I do for a living, I happily explain my role as an SLP and how satisfying and rewarding
279	I was giving a talk and free hearing screenings at a senior's community centre. I have patient's that would tell me about this senior's centre and all of the activities that are offered there. These seniors are very active in the community and care about learning new things. I knew they would be interested in what I had to say about hearing loss and hearing aids.
280	Probably most when I had a client who would really benefit from SLP input so spending time with other professionals involved explaining what I was doing and how SLP worked ad would help and how we could combine services to serve the

Extraordinary Creative Professional Purpose Q1

A	
281	I have enjoyed speaking to students at my old high school to promote my profession and have taken on a student to job shadow me and learn more about what a great career choice being an SLP is.
282	We had been receiving several referrals for children who were 3-1/2 to 4-1/2 years of age from preschool teachers and it was worrisome to me that these children who had been in preschool programs were being referred so late for slp services. So I partnered with Supported child development Program and one of the consultants and i organized a 2 hour evening presentation that focused on Early Indicators of Communication difficulties and we offered this to the community. We had an overwhelming response and ended up doing the presentation three times to accomodate the responses. The feedback
283	Our professional group came together to brainstorm ways that we could alter our service delivery model to make the best use of our time and we presented this to our employer who came away with a better understanding of what we do and
284	Anytime I give a presentation to non-SLP lay people and professionals I feel I successfully promote my profession. Often it is regarding the role of the SLP and most audiences are amazed at how limited their perception of SLP work was and
285	I am passionate with empowering parents, preschool teachers and paraprofessionals. The greatest promotion is to empower others to realize that they can make a difference in the lives of their children, students, spouses, clients etc. I get most excited about this type of training that provides the message that SLPs are here not only to be the experts but to
286	Passion for early intervention. Parent talks in the area promoting early development and intervention.
287	I am always passionate about by what I do. I always talk about my job to anyone that will listen.
288	I think the times when I promote my profession are when talking with people that I know about the work that I do. I don't find I tend towards big events or promotional activities. I prefer to work within the context of my life, and my natural desire
289	I think I was most passionate for my work shortly after I had been working about 5 years. My employer was more eager to support continuing education and I was granted time and funds to attend conferences, It allowed me to explore specific interests and made my job more interesting. I was supported and felt like my employer valued the job I was doing. NOW...I do not get that support at all. No support for continuing Ed. No recognition. They just want everyone to function in exactly the
290	I brought in my own iPad to use with my stdents. Two of my co-workers did the same. We found it so useful that we were able to demonstrate the use of the iPad for speech therapy to our manager and she has now purchased these for all the
291	My passion for being an SLP involves promoting the profession across a variety of settings. I take every opportunity to present to other professionals, including nurses, OT's, supported child development, early childhood educators, etc. By presenting at these workshops in my location I have become known as a person who is happy to answer questions
292	I don't think I've had such a time... sorry!
293	When I had the opportunity to present my profession to people of other professions, it was successful. I had the chance to offer inservices for family practice residents and for university nursing students - it was a privilege to talk to them and tell them about what a rewarding time could be had in my field. I believe through my presentations to these folks, they took a more active interest in communication development and disorders, and this led to more informed patient contacts for them
294	we printed information sheets and speech and language issues and distributed them around our workplace (in cafeteria, elevators etc.). We hosted free audiology assessment sessions for staff. Then we had a contest answering questions based on information sheets, with simple prizes. It was very well attended.
295	A question and answer period at an FASD conference promoting communication disrtoders in that population.
296	Talking to a family member who was interested in learning more about Speech-Language Pathology about details of the profession (ie. what we do, populations we serve, domains of assessment/therapy we provide). I emailed her a list of speech and language disorders and what the SLP's role is within each disorder type. This led her to actively thinking about
297	I agreed to speak at a special interest group meeting about a therapy approach I was trying that looked promising. The group was small (about 20) people, all working with the same population, and many of whom were also going to present on
298	Supervising students, participating in Children's Festivals, teaching ECE students.
299	When i wanted more referrals and began my website
300	A private school called looking or a Private SLP. I couldn't help myself but I did spend time on the phone discussing the important of a school SLP and how much support they can offer (including reading support...).
301	I created a quiz about dysphagia and aphasia to promote May is BHSM. Over 400 people filled it out and learned about these topics. I also created a quiz about occupational voice disorders and held a free voice screening clinic for staff members. Over 15 people turned up for the clinic and everyone was talking about it in other areas of the hospital according
302	Modeling language facilitation strategies with toys with adults at the circle intuitively imitating (no prompts given) expansion, rephrasing,... and leaving the toys with the group to use at a later date (value village animals, people and container toys). Questions were asked on the spot, kids were highly engaged and no written instructions were given. The message was -- this is not rocket science and the children need others (besides the parachuting professional) to give them the boost they
303	made a convincing case for employer to purchase ultrasound machines by demonstrating successful impact their use has
304	When I had my first job in Quesnel I was interviewed on the radio as the S-LP at the Child Development Centre. A number of years later I was interviewed by BCTV to promote a centre in Vancouver that provided service for children with language

Extraordinary Creative Professional Purpose Q1

A	
305	When I was a new graduate, I applied for a job with a school district. I had a heated discussion with the director of instruction when he offered me significantly less money than teachers make. I made it clear that, with my education and expertise, I should make at least as much if not more. Subsequent meetings and my efforts to make myself visible
306	During multidisciplinary team meetings at autism assessments- I was able to provide insights into language development that surprised and interested other team members
307	-occured when the BC Early Hearing Program started -met with the nurses in our health area and gave a presentation and an opportunity to ask questions -met with staff at the local hospital
308	At a meeting of learning assistance teachers, I demonstrated a number of articulation placement techniques and fluency shaping techniques on a volunteer. My goal was to show them that there's more to what I do than fixing lips.
309	i try to promote my profession all the time but that does not always happen. May month is always a good time to promote. Some years i do better with this than others. i seem to need ideas for may month and then time and resources to
310	In past years, I have been part of our May Better Speech and Hearing Committee which involved including teachers, psychologists, and related professionals in Speech and Hearing Contests (with prizes which we canvassed local
311	Explaining the profession and encouraging high school students and young adults to start their individual educational
312	It often happens when I'm talking to practicum students or people who are checking out the profession. I love what I do and if someone seems interested or is thinking about it a a career, it's easy for me to talk about how much it has meant to me.
313	The development of a newsletter with the help of colleagues that we then got printed with a professional look. Upper management can see, we will share with community partners and hand out to our familes. Extremely pleased with final
314	Attended a somewhat unrelated conference on behalf of CASLPA and as a result ended up as a volunteer for Concordia University and their literacy program thereby promoting SLPs' concern for student literacy.
315	I was in a session with a blind boy who also had autism... and was demonstrating to other professionals and his teachers what he was capable of doing in regards to referencing and communication. I received positive feedback from the
316	I wrote an article for a local parenting magazine about using "child first" language (e.g., "child with autism" vs. "autistic"). It didn't actively promote my profession but I hope it was a step towards using more appropriate language forms in my
317	All the time. I was recently interviewed by a e journalist and i realsie my passion has not diminished over the years. I am
318	I have given workshops to students studying to become special education assistants through community colleges. I always speak very passionately about students with communication disabilities and discuss many strategies and interventions to help them improve their communication skills. I find that the students can relate very well to the types of students I describe. They lap up the information that helps them understand such students and eagerly practice using strategies I model. I believe that this increases the understanding of our profession and creates many advocates within the school
319	After a conference, implementing new information and then adding it to my daily practice
320	I was discussing the rewards of my job in terms of seeing patient growth and how it made me feel to a student who was unsure of her future vocation. I gave her some links to ASHA and CASLPA and answered her questions in an informal
321	When I was a new grad and had lots of energy for things. Now that I have other responsibilities, I just don't feel I have time to take on any projects. although, I was a big promoter of may being speech and hearing month when I had no kids and in my community I am in a unique position to serve both the preschool and school age population with no need for
322	transition of services at a certain age. Because of this, I am particularly motivated to identify early (to save myself work down the road!), and I attend as many community early-years events as possible.
323	Developing contests and general informaiton for staff on site for May is Better Speech and Hearing Awareness Month.
324	Working with a dynamo team of SLPs within our district, we wrote and received funding for a series of dinner meeting workshops that allowed us to inservice school teams after hours while offering up free dinners to attract teachers and SEAs to attend. It was a lot of work -- but we all agreed that we felt energized and excited about our profession.
325	I am always unconsciously networking! lol When someone asks me what I do, I tell them and often get into very interesting related conversations. And in those conversations I am always promoting my profession and what I do. :-)
326	I love our profession so I take every opportunity to promote it. Usually when people ask what I do and I tell them I am a speech pathologist, they assume that I work with children. So that's when I tell them about all of the populations that we

Extraordinary Creative Professional Purpose Q2

A	
1	What has helped you to life a full life professionally?
2	Communicating with and learning from slp colleagues, attending conferences, working with different populations, and working and learning from colleagues from different diciplines.
3	keeping personal connections with colleagues, especially through conferences/workshops
4	Having variety in my work and collaborating with my colleagues. Volunteering for BCASLPA!
5	Getting involved, participating and learning as much as I can. Mentoring and contributing to others in the profession. Always improving my clinical skills.
6	Having the option to work for myself and create a more flexible, family-friendly work life.
7	Some of my close friends who are SLPs and special ed teachers And my own daughter who is SLD
8	balance work and home knowing the difference we make in the lives of children & their families
9	Connecting with other professionals with similar interests, questions, purpose.
10	Variety - clients, caseloads, professional growth.
11	Student supervision opportunities, working in a team with other professions, watching out for applicable and appropriate learning opportunities, and working near to other professionals so we can arrange 'en masse' learning and networking opportunities.Oh and fantastically challenging clients!
12	constant learning and growth helps me to feel i'm doing the best job for my clients
13	A supportive work environment and lots of time off.
14	Being able to keep in contact with other SLPs on a professional and on a personal basis has been key in having a full life professionally. Also, having the opportunity to interact with other interdisciplinary team members adds value to my own professional life.
15	Being involved in a profession that allows for a great deal of creative, independent thought and action
16	Working full time in a vibrant, timely profession and having a strong peer network.
17	a good amount of autonomy at work, a school district that supports and encourages interprofessional collaboration, inspirational colleagues, an ability to do some private therapy on the side.
18	The field of SLP offers SLPs a wide range of experiences and opportunities. There are plenty of learning opportunities which allow SLPs to keep up to date and network with fellow SLPs.
19	continuing education
20	1) Connecting regularly with colleagues in Canada and abroad for continued support and collaboration. 2) Lifelong learning through professional development activities, 3) Having resources such as web or scientific literature at my fingertips 4) Taking efforts at making work-life balance a priority.
21	For me variety is a large part of it. I like that I have the opportunity to do assessment, therapy, and consultation on a regular basis and be involved with a variety of children with a range of needs. It is very rewarding when I can work with a child and see the impact on how a child is able to learn and communicate in the classroom and beyond. I also enjoy that in our field there is always new research and information becoming available and new techniques that people are trying out. Continued learning and skill development is something I really value and I like to take advantage of as many professional development opportunities that I can.
22	I have a wide variety of interest areas in the professions, which means I seldom get bored of any one area of work. I know that I make a difference in the lives of children and parents or adults clients, when even small successes are achieved. Also important to living a full professional life, is knowing when to say no - in other words, not to take on more than I can handle (avoid burn-out) and also to balance my personal life with my professional life.
23	Support from my SLP colleagues. Support from other professionals I work with, e.g psychologists, OT's teachers, etc. Ongoing professional development. Support from my professional union.
24	support of my workplace including colleagues and proD that has been available, benefits seen for the students, resources available including those online
25	An excellent supportive team and senior management.
26	The support of other health care professionals and my slp colleagues
27	ongoing work experience that is diverse, an understanding workplace coupled with ongoing professional education and keeping abreast of the literature. the supervision of slp students.
28	Support and feedback from SLP colleagues and EIT colleagues. As much as workshops have value in helping me improve upon my professional skills, it is the experiential learning - side by side with other professionals that a) encourages me that Im on the right track b) spurs me to try harder in areas that needs development. I think a BCASLPA website forum (or several in various therapy categories) could provide this kind of support on a broader scale.

Extraordinary Creative Professional Purpose Q2

A	
29	Great education, support staff, conferences, networking opportunities!
30	Having a variety of challenges. Being able to hear about and try new things.
31	Working with a director who had a clear vision for his department, and who implemented training to help his staff achieve the vision; being surrounded by the excellence of my colleagues; having access to regular professional development which was cost subsidized by my employer/
32	Willingness to keep trying to make positive changes
33	My passions and belief in what I do , my involvement with students each year, the smiles of children and parents keep me alive professionally. Despite the obstacles in our profession, these positives have taken me through 24 years and I wouldn't chose to do anything else.
34	passion, support from administration
35	Having options to pursue a variety of types of work within my role - clinical, management, research
36	I love my job because I am able to use my clinical judgement in planning for my clients. I am able to create individualized programs for all of my clients, providing them with what they need to the best of my abilities. This encourages me to be on top of changes to best practices and to analyze how what I do creates changes in my client's communication skills.
37	The agency I work for and my passion for the work has been equally helpful
38	Keeping my job and "my job" and having a full and busy life outside o work.
39	partnerships with colleques and other professions
40	The volunteer positions in both national and provincial associations that I have held.
41	Email previously answered question
42	mentorship from my manager, interesting clients that push you to acquire more knowledge and try different treatments
43	I have done this by having a good work-life balance. I don't take work home with me and I lead a full personal life (including all the things I enjoy: spending time with family, friends, working out, hobbies) to keep me energized.
44	contact and discussion with other SLPs on a regular basis- a group of us started a study group that met once a month and lasted for over 25 years
45	My clients have motivated me to continue learning and become a better SLP!
46	Being able to access a variety of different professional education opportunities and work with different populations (thus changing jobs) without changing careers. Connecting with my colleagues for networking and education oppourtunities.
47	Working in a progressive and supportive environment. Collaborative colleagues. Frequent opportunities for/access to professional development.
48	- connecting with other disciplines like singers, singing teachers, actors and acting teachers - developing new ways of approaching challenges
49	Being an SLP is a career that blends art with science as well as a career that connects you to many different people having a huge variety of abilities, skills, interests and motivations. Every day is different.
50	living a balanced life
51	Working for an organization that supports my education pursuits and has a great team atmosphere.
52	continuing education and peer support to increase my knowledge and skills as a speech therapist.
53	Working with a variety of clients and families who present with a spectrum of communication needs. Having the support from my supervisors/program director who trust and support my clinical skills. Having a solid educational background and a mentorship program at my workplace when I was a new grad. Having the opportunity to attend continuing education classes, etc (time off from work, financial support from workplace to attend continuing ed).
54	Balancing work and leisure - going to various professional development training courses
55	My family and continual continuing edudation
56	Being challenged at my job and feeling that I made a difference.
57	being able to network with my colleagues at work

Extraordinary Creative Professional Purpose Q2

A	
58	A solid community of SLPs - or, in fact, SLT's, as most of my career so far has been in the UK. I have found it harder to feel part of an SLP community in BC and miss that experience. I'm sure that we could do similar Special Interest Groups, issue-based committees and so on, with videoconferencing technology. Feeling connected to the current SLT zeitgeist and contributing to it locally and nationally was very exciting. I always felt current in my practice - if not sometimes at the forefront. Anybody could have this experience due to all the SIGs and connections. There always seemed to be somebody somewhere doing something interesting. Being able to be on RCSLT Committees enabled great 2-way contact. I am surprised (if I have the right information) that a retired SLP is representing BC school district SLPs at CASLPA. However good that person is, they are not enmeshed on a daily basis with policy, current practice and trying to implement innovative thinking. I am disappointed at the lack of information by our professional bodies about our client's needs - How can I live a full professional if I don't feel
59	Stay involved in relevant board/association work that benefits me and my clients daily. I still volunteer on our college board for this reason.
60	talking to colleagues, attending professional development activities, learning new things and staying current
61	following the questions that come up in my work to explore avenues of solutions that may come from other areas and fields of expertise (ie, early childhood, parenting, counselling etc. Letting my clients drive the direction for further work and continuing education. In short, never stopping and getting overconfident that I KNOW all the answers.
62	Just working as hard as I can to meet the different needs of each school and student I am involved with. Keeping the focus on functional communication and working hard to be involved in a meaningful way with as many students as I can, given the time and staffing limitations of my job. Some days these limitations are exceptionally frustrating and do not make me feel very positive about my profession, but when there is a success or I am able to connect with a family, I feel that I am succeeding professionally.
63	My Asha CCC's and access to all their online services and resources. Advice available thru their 1-800 number as well
64	Working with supportive colleagues and having a manager who supports your goals.
65	Seeking out new opportunities clinically, educationally, and thru professional association committee membership and
66	Support from friends and family.
67	supportive, engaged and enthusiastic colleagues
68	Recognizing that there are always alternatives to my current career path
69	I believe that a positive optimistic view of the value of all communication, and the unconditional support and understanding of my family has allowed me to live a full life professionally.
70	Good relationships with team-mates and other colleagues
71	The ability to continually learn (through conferences and workshops), continued relationships with former professors, regular contact with other slps (in person, by phone, by email)
72	I think that more than anything it is the connections that I've made with parents, teachers, principals and other SLPs that have stimulated and often renewed my enthusiasm in my profession. When I've been invited and encouraged to be a part of something bigger, because my perspective as an SLP is understood to be a valuable part of the whole, it has revived my spirit. For example, when the SLPs in our School District were asked to present our "Olympic Grant Project" to members of the school board it felt good to be acknowledged for our efforts and for the excellent educational contribution that we had made.
73	Being open to change, trying different things, willingness to look at a problem from a different perspective or treatment option to find better solutions for my clients. Access to good continuing information and opportunities to meet other colleagues to discuss clinical issues/challenges and share ideas
74	Being able to collaborate with my colleagues and attending continuing education courses
75	A great supervisor and autonomy in my day-to-day work.
76	The people I meet in general (but not all!) give back to me as much as I give to them.
77	Did you mean "live" a full life professionally? ... A good boss with open communication, encouragement and a good team to help clients to the best of our abilities. The proper tools and time management to do job efficiently.
78	Support. Support. Support. From supervisors and coworkers. Without the encouragement and time and support to intervene properly with my patients, understand them fully, and improve my professional knowledge and skills it would be very difficult to feel fulfilled at work.
79	good colleagues and workplace; opportunities for pro-d, mentoring students, connections to larger professional group associations

Extraordinary Creative Professional Purpose Q2

A	
80	Extraordinary mentors, ongoing continuing education, working with student professionals, working with my clients.
81	Being a person that is passionate about the field. Seeking out ongoing opportunities for development.
82	Supportive colleagues and managers. Good & respectful relationships with allied partners.
83	Opportunities to continue learning through workshops, classes and co therapy with colleagues. I love being a generalist and not working solely with one deficit area.
84	being part time (three kids), having a job share. working in the same office as another slp (great for support/prof dev),
85	autonomy in my workplace, opportunities to work with others, continued education
86	working with other allied health care professionals in a very collaborative and innovative environment, feeling supported by the employer, good balance of home/work life and seeing life in general in a positive light
87	By believing in what I do and what I can bring to my clients. I have a true passion towards what we do and bring to our clients. I believe that is strengthened by my personal experience having a hearing impaired child myself.
88	My coworkers. Working with experienced clinicians and learning from their actions and behaviour has been invaluable to me. I have worked with many great clinicians who have been my role models.
89	Completing work during work hours. Trying really hard to not bring work home. Therapy schedule such as 3 weeks of tx and one week of ax/office time has helped lots.
90	choice, employer flexibility and support, financial support for cont ed.
91	My membership with ASHA, given that it gives me free access to quite a number of journals.
92	Autonomy, client age, freedom to expand in the way I believe will best serve my patients
93	I work with adults in acute care. My scope of practice is very limited by my huge caseload - extraordinary I suppose - but in BC this appears to be the norm. I do not live a full life professionally I don't understand the value of this survey
94	I believe the question should read: What has helped you to LIVE a full life professionally? Self satisfaction I receive from my profession. Colleagues
95	Continuing to learn from courses/workshops and experiencing fun working with my clients and sharing in their joyful successes.
96	Working with other disciplines and learning from each other to improve my own skills and abilities, remembering to put my patients' first.
97	By leaving work at work and enjoying the time when I'm not working. Moving to the west has helped, as it's more beautiful here and easier to be active year round.
98	Interdisciplinary and transdisciplinary team work. Mentorship. Opportunities to work with specialized teams/programs (e.g. Autism diagnostic team, aboriginal programs, BCEHP, Hanen). Union stewardship. Committee work. Learning to surf with colleagues.
99	Some of the times I have felt most satisfied in a professional sense, is when somebody/a stakeholder (maybe a coworker, teacher, parent, community member) has asked me a specific question relating either to the field of SLP, or to the rationale behind something I am doing. I enjoy these opportunities to expand someone else's understanding of what we do, or the challenge of explaining some methods I've used and their relation to the individual's "real-life" communication needs. I try to always keep this in the back of my mind, as if I could be asked at any moment to explain what I'm doing and why.
100	Working in a school system for many years coping with the demands of a large and varied caseload. I have been able to design my own programs and service delivery methods. I have chosen a direct service delivery model for the most part which allows me to develop my therapy skills and remain creative in my approaches. I also have opportunities to collaborate with teachers and consult with/train teaching assistants. The pro-d events offered have been many and varied. All of which have made my career full and interesting, but the most rewarding part is interacting with the students and sharing lots of laughs.
101	Having opportunities to not only provide clinical service with good mentorship and autonomy, but also to teach, participate in committees, present to the public, and work with UBC, other professional organizations, and consumer groups on various activities.
102	Balancing work life with other activities, having supportive coworkers and employers and finding joy in my work with kids.
103	A love for the job, inspiration from the colleagues, joy of successes from the families

Extraordinary Creative Professional Purpose Q2

A	
104	My family has helped me balance and maintain perspective on my career in speech pathology, helping me understand more than just an impairment, and more about how to help the whole person and their family, in context of their community and day to day function.
105	The flexibility in my job has been the single most important factor. The ease with which I have been able to take maternity leaves without penalty to my career - the ease with which I have been able to return part time or casually as I have needed. The other thing I have appreciated is the movement between SLP jobs. I have worked in Private Practice, in an adult hospital, in a pediatric hospital and in a health unit. This kind of diversity is wonderfully stimulating!
106	The support of family and friends as well as continuing education opportunities will likely be the most important factors in living a full-professional life.
107	These questions are so vague..... A full professional life is balance of patient care, education for best practice, and a supportive team.
108	Being continuously connected to the research in my field and sharing that life-long learning with a team of allied professionals.
109	The support and encouragement of my colleagues
110	I work with a dynamic group of S-LP's in a school district and am fortunate to be able to network with other wonderful professionals (teachers, OT's, PT's, psychologists, physiotherapists, counsellors, etc.). Working with the young children and their families provides endless challenges and I can never learn enough.
111	My clinical educators during practicum, other SLP friends and professors have all helped me.
112	Ongoing continuing education and opportunities to discuss cases/caseload with colleagues
113	Diversity - working in two different settings, as well as changing my schools in one setting - different populations in different areas of the school district, working in different provinces. Continuing to learn and study what is a passion for me - social communication. Taking some breaks along the way and keeping fresh eyes about how to look and see things - curiosity.
114	great colleagues, wonderful proD opportunities, employers who valued our expertise
115	the readings of Jean Vanier, who has learned so much from living with people with disabilities which he writes about. He has helped me to realize what gifts these people have and so I have seen my professional life as one of mutual relationship and growth.
116	constant learning, learning to be OK with trying new things and possibly looking foolish in front of others, connecting with colleagues to team around complex kids (and the team can be lots of folks - EAs, teachers, parents, other SLPs - whoever is keen)
117	being able to connect through meetings and Pro-D at least every month or more frequently with the other SLP's at work
118	My love of working with young children.
119	Having a life outside of the profession to maintain a good balance. Working part time was key to keeping professional life in perspective.
120	Over the years I have taken many courses to improve my practice. I have also had students for their internships and volunteered to represent my colleagues on certain committees.
121	The fact that I have 2 different SLP jobs... one where I get to work directly with clients and one where I have more of a chance to collaborate with a variety of professionals.
122	I have looked for opportunities to challenge myself and keep things interesting. I have organized simple education events for fellow staff. I have taken part in workgroups as well as taken on leadership roles for various councils and groups. I have regularly taken on Externship students.
123	Diversity of clients and work settings; collaboration with peers.
124	Connecting with colleagues on a daily basis about professional issues and ideas. Also attending continuing education opportunities to reconnect with familiar faces and learn what's new (there's always something!).
125	Learning from my colleagues (other SLPs) and spending time and energy to form relationships with others in my work life (parents, teachers, education assistants, etc.)
126	I am a recent graduate and for the last 8 months I have been exploring different workplaces and different client populations. I think I am living a full life professionally now that I have found the workplace and the population that are right for me. Everything has clicked now that I am in a place that excites me and motivates me. I don't think I would have appreciated this job as much, if I hadn't explored some other places first.
127	Earning respect from those I work with has made me feel valued. Working in early intervention and seeing children do really well against the odds.

Extraordinary Creative Professional Purpose Q2

A	
128	Support from my colleagues is very very important to me in terms of job satisfaction. They provide both emotional and mentoring support. Educational opportunities are also very important as I love having more "tools" in my "tool box"
129	My coworkers! It is so nice to work with like-minded people who are excited about the process of the children we work with.
130	Access to professional associations that provide information on best practice, guidelines on professional practice, professional standards and provide access to training and contact with colleagues.
131	connecting with colleagues, both professionally and for pleasure. Most importantly -- trying to maintain a BALANCE both at work and home. In a field that is predominantly female, this is a constant juggling act, often requiring a multi-tasking ability. Knowing that you have support from your work colleagues as well as support at home makes a lot of difference to coping with a challenging profession - particularly when faced with financial cutbacks/layoffs.
132	Having the time and opportunity to expand my knowledge base on particular case/scenario. I find when I set aside 45 minutes a week to do research/explore resources on a particular case (I.e. reading up on PECS, hypernasality issues, strategies to facilitate the articulation of "r"), I feel like I hugely increase the breadth of my knowledge. I find it satisfying and rewarding to not only expand my knowledge base, but also affirm that I am heading in the right direction.
133	Work/Life balance. Very very important.
134	-keeping my professional activities and reading broad..... not limited to SLP
135	Great colleagues! Practical Pro-D!
136	Working as part of a collaborative team (S-LP's and other professionals.)
137	My affiliations with ASHA, CASLPA, and BCASLPA. I have kept my learning going for so many years due to the excellent learning opportunities provided by the associations. My colleagues and employers have recognized my professional knowledge time and time again.
138	Freedom to structure my service delivery in a way that suits me. Support of colleagues.
139	- excellent training - being part of an interdisciplinary team (health and education settings) - doing what I love, and working to extend my knowledge as much as possible
140	A combination of good mentors, colleagues, curiosity and desire to learn more about my profession.
141	My colleagues are energetic and life-long learners and that is something that seems to percolate across our department.....
142	Parents, Students, Colleagues which include fellow SLPs, teachers, preschool teachers. Many many people have kept me inspired and aided me in thinking creatively, ethically and passionately about what I do over the years. I will always be thankful for meeting so many wonderful people who have provided so much support and encouragement over the last 20 years
143	Define "full life"! I presume you don't mean trying to squeeze more and more students into fewer therapy spaces? For that, one thing that has helped has been having a "SOC" at each school which means a "Student on Call" who is seen when a regularly scheduled student is absent. This is usually someone who has a major articulation concern but is doing well academically thus can afford to miss almost any class at relatively short notice. This "on call" therapy slot is explained to the student, family and teacher so that they are prepared for the randomness of it. However, given field trips, childhood illnesses and so on, such a student often gets seen almost as frequently as one with a fixed appointment. Now, back to an alternate meaning of "full life" professionally. The following have helped me: 1) practising our profession at a time of such amazing advances of knowledge in the areas of neuroscience and bio-psychology 2) recognizing some fascinating similarities between the communication challenges of some of my clients with ASD and "socially awkward" fictional characters --- inspired me into a new
144	my own good health continuing education good salary
145	For me, the courage to take the step into private practice is what allowed me the independence to pursue training opportunities and an ethics-based practice philosophy that 'felt right' in terms of meaningfulness, respect and relevance for the population I serve in my area. Private practice allows me the flexibility to keep my caseload to a manageable level, and the result, I feel, is that I can truly offer meaningful support that isn't 'spread too thin'. It has also offered a diversity of SLP contract opportunities that are both challenging and exciting ...
146	Support from my supervisors and a love for my job. Everyday is a rewarding experience.
147	Attending conferences/workshops/conventions on a regular basis throughout my lengthy career. The opportunity to learn from academic and clinical expertise over the years has added immensely to my continued motivation to do the best for my clients/students/parents/teachers/administrators.

Extraordinary Creative Professional Purpose Q2

A	
148	Continuing education-mentoring-mentoring peers-developing reflective practice (for Royal College of Speech Language Therapists Continuing Ed in the UK)-supporting children and families-hearing families experience of the process and sharing knowledge with them-learning from other professionals(OT PT ECE)-having fun at work-seeing a future plan for working with new client groups and learning new skills. Ultimately the relationships made through work sustained me and made my work experience more full-both families, clients and colleagues.
149	balance between work/professional duties and personal free time. being challenged by taking new jobs in different settings (children's treatment centre, school, and health unit in past 8 years)
150	supportive boss, coworkers, and rewarding work. Being in the correct niche area for my interests and passion helps tremendously. Support of family is also important.
151	my passion to my job.
152	I need to see that I make a difference for my clients.
153	being able to try different hats on as an audiologist (sometimes within same organization and other times with a different one.)
154	Doing individual therapy with VERY unintelligible children; increasing my skills in this area; developing my own speech therapy program for unintelligible children; working on improving the oral skills of hearing impaired children; doing consultations with colleagues regarding their very unintelligible students;
155	Being able to work with those clients who have communication disorders and make a difference.
156	really good mentors within the field, continuing education, support from good workplaces, and of course the courage and inspiration of the patients that have to endure the most crushing medical circumstances. Professional goals, and personal development also help my professional life feel full.
157	Firstly, a desire from an early age to be a speech therapist. (My best friend stuttered badly, so did her Mother so I was familiar with the profession from the age 5). Just knew it was something I was going to do and I followed my instincts all the way from my first job in the UK to Canada. Secondly, I have always wanted my "bigger-/meaning-of-life" -type questions answered about professional issues and that took me above and beyond the day to day enquiries I think. Lastly, I have tended to put my profession above my private life (rightly or wrongly) and it has cost me a couple of relationships but I don't regret that side of things one bit.
158	Having the opportunity to be involed in direct client care, consultation, teaching, and research all at the same time. Being given the autonomy and opportunity to manage and prioritize my clients as I see fit.
159	Continuing education opportunities! Collaborating with other professionals toward a similar goal. In the school district with education professionals- team teaching, providing and participating in in-services. Also having the opportunity to be on the CDBC team was an energizing and creative time for me. Finally, working with other SLPs in my work space and in the community.
160	friendship and support of colleagues being able to feel like I'm accomplishing something and helping children opportunities to continue learning, to improve myu own knowledge mentoring and supervising student SLPs being a member of BCASLPA and CASLPA, and being part of committees
161	continuing ed, working collaboratively with ot & pt & working in paed
162	Life balance, supportive employers, contact with other SLP's.
163	I have worked in both the United States and Canada, and it has been interesting being involved in different organizations and seeing how things work similarly, differently, better, or worse. One thing that remains constant, no, two things, are: 1. Speech pathologists are a unique breed, no matter which country! They are kind, trustworthy, helpful, creative and smart. In fact, when I moved here from the East coast of the U.S. and was feeling homesick, the first time it felt like "home" was when I met up with a group of private practitioners on the North Shore for a meeting in someone's home. Instantly I felt a familiar kinship, like a second family! 2. The feeling of worthiness when you help a client communicate...well, that just can't be beat. Living a full professional life in my opinion, is coming out of your comfort zone and trying new things-whether it be working in a school, private practice, a hospital, or teaching graduate students--it is good to "change things up". And finally, I feel the giving back to perpetuate the profession by doing some supervision or teaching in the field really makes one feel they ahve come
164	sense of satisfaction I get from knowing I am helping to improve student's access to their education.
165	Enjoy my work and help people in my profession. Has secured income.
166	Owning my own business has giving me the automony to serve my clients based on my own moral, ethical and professional standards and has proven to greatly improve the satisfaction I feel at the end of the day. Also, being a member of the local chapter of an international charitable organization had added a great deal of purpose and feeling of community.

Extraordinary Creative Professional Purpose Q2

A	
167	Always learning new things and taking on new challenges. Taking on new and challenging kids and learning how to best support them and help them to grow.
168	colleagues who have inspired me, and children who have challenged me
169	Collegial and supervisor support for case studies and continuing ed
170	I don't know as living a full life with my work has always been a struggle.
171	The opportunity to engage with other professionals, share ideas, and continue to learn new things every day!
172	Making sure there is a separation between work and my own life at home. Also, having a very supportive and motivated team to inspire me.
173	No question, I'm a Helper and love my profession. I'm also good at compartmentalizing, so I'm able to able to divide my time between family, work and recreation without burnout.
174	Being given the opportunity to undertake administrative and supervisory roles where I can address "the bigger picture", not just immediate clinical needs. I have felt passionate about this profession since the age of 15 and feel very privileged to have been afforded independence and wonderful opportunities with amazing colleagues. Also, I started out my career working with adults but enjoyed the fact that I could change to working with children when I had children of my own. What other profession do you know that is such a unique blend of medical, educational and social work?
175	being able to find the appropriate balance with the rest of my life.
176	I don't know what this question actually means....A full life is one that goes beyond profession. However, assuming you mean a full professional life, it would be the flexibility of time my job offers to do so many different things. It is ueber-full!....In terms of things that have helped outside the job, it is the opportunity to present at conferences, give workshops to clinicians and work with clinicians on research projects.
177	Having a professional team to work and consult with has been invaluable. Attending regular training opportunities is always appreciated and often reboosts my energy and love towards my profession.
178	I had the opportunity to study and work for several years in the US. In my personal experience, I found that working within the health care system in the US allowed me to access and provide more services for my patients, putting less restrictions on my practice and enabling me to provide the best patient care. This access to services has helped me to be the best professional I could be as there weren't as many restrictions on the care that I could provide and I had the opportunity to use and further develop the skills that I had acquired in school. Since moving to BC I have not had the same experience and I feel that often as health care professionals we cannot provide as much care as we would like to because of a lack of funding (e.g., not enough SLPs to provide necessary services, longer waits for pts to get necessary testing-MBS, or to be seen by other professionals-ENT).
179	work/life balance, workplace wellness, opportunities for growth and learning, enjoyment of everyday tasks
180	The ability to meet with my local colleagues to see what they are doing and to get suggestions on a particular case of mine.
181	Having my own business and not relying on anyone else.
182	other professionals to collaborate with and continuing education.
183	Flexibility of my work place. Access to good professional development. Networking with colleagues.
184	Ongoing professional development. Collaborative work and problem solving with teachers and other professionals. The uniqueness of every child.
185	Interaction with colleagues. Being able to offer some of my (limited) wisdom to students and new grads, and being on the receiving end, when consulting with more experienced colleagues. Sharing of experience and knowledge with others, including families and other professionals we work with, is a big part of what makes my job satisfying
186	For me, it has been that the clients are never all the same. There is always a client on my caseload that makes me think about something differently and propels me to try something new.
187	Pursuing answers to questions by researching it, or attending professional development activities.
188	Supportive bosses
189	Working with kids and watching them grow.
190	Connection with others SLPs has been a big factor in that. As I am in private practice I really value the share of information between professionals as we do not have information passed down through our employers.
191	part-time work leaves me enough energy for other things
192	ongoing professional development and growth, including moving progressively towards a collaborative consultative team model focused on building capacity

Extraordinary Creative Professional Purpose Q2

A	
193	Maintenance of a varied worklife with a mix of clinical, research and public relations / educational activities and roles.
194	Networking with colleagues esp. at conferences, travelling to other countries to work as a SLP and discover how lucky we are in Canada, sharing information with other professionals (OT, PT, SW, etc) at team meetings, and, most importantly, seeing children on my caseload progress with their skills.
195	Funding from my SD to go to professional development workshops.
196	Continuing education and interfacing with other professionals has probably done the most to round out my growth professionally, and has been most fulfilling.
197	Casual contact with other professionals, such as workplace lunches. At these gatherings, there is a mix of new and experienced SLPs that trade ideas and techniques. Everyone is valued.
198	satisfaction at work, quality continuing education, and productive interaction with colleagues
199	Mostly its because I love what I do...I don't know if that's just luck or having chosen the right career for me...I've been doing this for 24 years and still feel passionate about my work. Its the patients or caseload that makes the difference. They are all so interesting and the brain is so complex that I learn something new everyday.
200	working in collaboration with other SLPs, teachers and specialists who are interested in continually furthering their knowledge and evaluating how the practice
201	mentoring form other SLPs
202	The relationships I have formed with the client's I serve!
203	Working on a team with other professionals of other disciplines. Working in a Centre with a number of Speech/language pathologists.
204	Making good friends with colleagues and having great chats about our future careers together, what we think is important and about new research and ideas that have come out.
205	Job satisfaction that comes from: (1) socially relevant and meaningful work,(2) adequate compensation for my time and effort, and (3) scheduling flexibility that allows me to schedule clients around my other commitments.
206	Working in an office with a great work-life balance philosophy. It's great to have control over my own caseload while still working within framework and principles of caseload guidelines set for the city.
207	Being willing to except the fact that: I don't know everything, professional information/skills change with time and research, and (most importantly) knowing what I don't know and when to seek out help.
208	Maintaining a strong social connection with colleagues.
209	Having a love of the profession helps, but trying to be involved in the community while advocating for the profession and hearing health has allowed me the opportunity to experience all aspects of the profession.
210	support from colleagues, mentorship, continuing education, opportunities to try different approaches, evidence based practice, research, experience
211	Without a doubt, my colleagues
212	being open to new opportunities, staying connected to colleagues and other professionals, as well as having the independence and autonomy that comes with private practice
213	I don't think I'm there yet. But a mentor would have been great.
214	collegial supportive relationships with my peers, careful boundary setting, a rich private life.
215	So far, only schooling, as I haven't yet started my full professional life. At this point, it was my program's externships, and discussion with my supervisors during those months, that has given me access to my future professional life. Being involved in multi-disciplinary discussions in a hospital setting gave me the most varied professional experience, I think.
216	time away from just seeing clients directly -- such as time for writing reports, charting, connecting with other professionals at meetings, money and time for education events, time to promote our profession at events, etc -- employers need to recognize the importance of these things!!! not just face to face time.
217	I have had a very supportive manager. She values the services and the hard work done by the SLP team. She has allowed me to venture into new areas and deepened my understanding of how speech and language fits in with more general goals of health. Also, my SLP colleagues. I have learned so much from them and have had the good fortune to collaborate with them on several provincial projects.
218	Support from and discussion with colleagues - both SLP and non-SLP Continuing education opportunities Establishing relationships with community partners and the families I work with
219	I am a new clinician but I feel that a broad range of clinical experiences will allow me to experience a more full life professionally. Then I will know what areas of practice will fulfill me.
220	Having a strong Association that fights for our rights (as an Union would do).

Extraordinary Creative Professional Purpose Q2

A	
221	Employers' flexibility regarding part and full-time work; changing positions; ability to work in private and public practice; choosing mini "case studies" from my caseload to dig into various diagnoses and how to support communication development.
222	A team work environment and support from management.
223	great colleagues at work
224	Not being at risk of losing your job due to budget cuts in education and health. Many of my colleagues have experienced this. Working conditions that support the efforts to improve communication to students. This is still not ideal in the school system but improvements have been made. A supportive supervisor and union is needed to improve working conditions for speech language pathologists in schools. A department that consists of SLPs who collaborate and support one another. For a host of reasons this hasn't always been the case. An association that supports members with continuing education and networking opportunities. In some stages BCASLPA wasn't that association because of the work setting. For school based SLPs professional needs are better met with groups with shared interests-Council for Exceptional Children, Learning Disabilities Groups, etc. I am hopeful that with the College now operating BCASLPA will be strengthened to better support members from all work settings.
225	The team around me. My boss allows me to be creative and pilot new programs, like using iPad or ultrasound. Given time for attending conferences. Teachers who enjoy working as a team and doing what they can to support speech goals. Co-workers who have mentored me in my new role and who have always had open doors for questions.
226	Constant learning, change and growth has kept me fresh and interested as a professional
227	Supportive administration and co-workers.
228	The fact that I am a single person with no dependents and therefore have the time and energy to contribute to a full professional life
229	Professional contacts like job shadowing other SLPs, Pro-D (conferences, workshops, journals, tech based), teaching courses, collaboration and mentorship from provincial programs like SET-BC, POPARD, PISP, PRP-AO, school district and community based collaboration and teamwork with a variety of professionals and parents, supportive administration and school-based people, feeling supported, respected and valued, reasonable budget for materials and equipment, having professional autonomy in my job to make the types of decisions and programs that are best made by an SLP (eg. scheduling and prioritizing my caseload) and reasonable input on other things, having a main office which is functional for me as a base to work from when not seeing students directly.
230	Time with colleagues, a commitment to continuing education, and balance created by regular exercise and relaxation.
231	Taking advantage of professional development opportunities as much as possible. Interprofessional development
232	Constantly seeking balance both within my job and with my personal life.
233	Professionally relevant conferences and a good team.
234	Working with great colleagues and a supportive work environment!
235	-having variety in my professional activities; assessment, treatment, professional development -keeps me excited to continue with vigor in my professional life
236	Doing my best everyday.
237	ongoing education, close relationships with my client families, and mentorship from other professionals
238	innovative and engaged coworkers, and a supportive administration
239	The ability to work part time as necessary.
240	*live* Its easy to live life to the fullest when you love your job
241	good collegial relationships
242	I'll take it to mean: what has helped you to live a full life professionally. Paradoxically, when I am not just a 'professional', that is, someone who knows how to 'fix' a problem but also, and more so, a partner in learning. Empowering others to understand, take charge and ultimately enjoy the process of discovery - that's what helps me live a full or at least fuller life professionally.
243	supportive employers who understand the value of our profession
244	Helping my clients and watching them grow.
245	Mentoring from other professionals, including SLPs, psychologists, psychiatrists and pediatricians. Having access to other's expertise has made a huge difference in my practice, as well as the outcomes for clients.
246	The support and inspiration of valued team members in my work with children and families.

Extraordinary Creative Professional Purpose Q2

A	
246	Professional development Caseload diversity
247	Regular contact with other SLPs to discuss intervention methods helps me to grow as an SLP which leads to greater job satisfaction.
248	fascination with the brain and enjoying spending the day with children
249	variety in my work at various locations and supervising student externships
250	A supportive supervisor and colleagues. A chance to attend conferences for professional growth. Flexibility in the client base.
251	Having a balance between home life and work life. I have always worked part time and am grateful to be working in a profession that allows me to do that.
252	to live? building relationships and trust in the communities that I visit. This is especially important when working with First Nations people. Taking time to incorporate cultural content is one way to build trust as well as honouring the family connections.....
253	support to explore professional interests and develop new programs.
254	disregarding questions that are not useful
255	conferences
256	good workplace with continuing ed opportunities that are funded. friends that are in the profession to chat with. working with more experienced clinicians that are willing to share their expertise.
257	Balance - maintaining balance in all areas of life. Lifelong learning - maintaining curiosity and feeding it with education Supportive colleagues
258	This is a tricky one! I think that keeping current through conferences and online learning has had a positive impact on my professional life. Along with the ability and freedom to try new things within my position.
259	The flexibility that my specific job allows (I'm in private practice), and the breadth of the profession.
260	In a nutshell what has helped me professionally is to be supported by my family, my employer and my association. I have been very fortunate to lead a very full life professional life. I am supported by an amazing manager and an employer that knows how to keep me happy!
261	An active mind and an open heart
262	Funding to attend continuing ed, opportunities to network with fellow professionals, working in an atmosphere of support which allows me to go outside my comfort zone professionally.
263	I haven't yet. I'm still learning how. But, one of the things I think BCASLPA can do to support it's members is to provide information on wellness and life/work balance (e.g. let us know when there is professional development regarding workplace stress management, interpersonal communication, caseload management, etc.). Without this balance, we can't live a full professional life and be the best clinicians we want to be.
264	My passion for my clients and helping them succeed in their goals.
265	Learning from Master Teachers - Pamela Marshalla, Suzanne Evans- Morris and Barbara Hodgkins.
266	Keeping a balanced caseload has helped me tremendously (while most children have severe disabilities, I have a no. of less severe and really fun situations). Also, keeping a balance in all aspects of my life has helped significantly.
267	For me, I enjoy continued learning. In my career I have worked in positions that were both generalist and specialized. Working with teams and on my own. Working with clients that pushed me to learn. Learning opportunities. Mostly though, talking and connecting with others. And knowing that there is an organization (BCASLPA) that is supports me and my profession keeps me grounded.
268	Being able to focus somewhat on an area of interest to me, and having supportive colleagues. Supportive management also helps.
269	Continuing education.
270	peer support and mentoring, resources to do my job and access research and WBP info.
271	Oops typo... What has helped me to live a full life in general as well as professionally is to keep smiling when I make mistakes such as the above typo and remember that my clients as well as myself are human, unpredictable and precious.
272	Pro-D gives me a boost, energizes me and pushes me to new boundaries professionally. I think workshops, meeting with other SLPs and hands on training has helped me enormously in the past. Also being mentored by another SLP: critiquing, dialoguing and sharing helps me professionally. We are very isolated here, so the opportunities to share experience and grow professionally is limited. I have to seek these opportunities rather than becoming bored/blasee in my professional world.

Extraordinary Creative Professional Purpose Q2

A	
273	-great colleagues who are supportive and always helpful -permanent full time employment which has allowed me stability to become competent
274	Networking and being connected to other professionals, and continuing to take advantage of professional development opportunities.
275	I have had a lot of autonomy to carry out my job and set priorities as I see fit. I have had access to professional development funds to attend at least one major event every year, and on two occasions received a little funding to travel overseas to attend a conference.
276	Having a few colleagues who can think out of the box.
277	Great clients, collaborative peers (other SLPs) and other team members who work well together.
278	Experienced colleagues who are willing to sit down and problem solve difficult cases, share resources, do joint visits, and generally share their energy and enthusiasm for this profession.
279	Varying what I do within the profession. For example: for several years I worked as the Special Education Technology Resource Teacher.
280	Support from colleagues and principals who understand the challenges of the position.
281	I've had the opportunity to work in varied areas of audiology. When one area becomes less interesting, I sought new opportunities elsewhere. Ongoing learning keeps things new and refreshing especially when we all have to get up everyday and do the daily grind!
282	Having the freedom to work with the community on creative projects to improve services for families and young children. Having the trust and respect of my supervisors and managers. Having a good network of SLP colleagues throughout the province. Having good continuing education opportunities.
283	A mix of several factors: professional development opportunities, peer interactions and support, wonderful clients and families, great tools to work with clients, and the support of a wonderful family through the years.
284	involved families, interesting cases and support from colleagues
285	meeting with other AAC-SLP's and sharing case studies. learning from SET-BC, Dynavox rep, Aroga rep.
286	Finding like-minded and supportive colleagues.
287	Creative colleagues, who make work interesting and who help challenge me to be a better clinician. Also flexibility in the workplace.
288	-attending conferences -connecting with colleagues professionally -subscriptions to various audiology publications -volunteer work in my field
289	Variety has been the key to having a full life professionally. I have two part-time jobs, both with different foci. I enjoy the challenges from both and have learned much from the experience.
290	Wonderful colleagues where I work.
291	Feeling supported and valued.
292	I think I am too new in the profession to answer this! I spend WAY too much time scrambling to create a resource or look up information on something I am unsure about. I think that in the future, I will look forward to opportunities to hear new and upcoming research and/or treatment techniques and ideas- so that I can reflect on what i'm doing and make sure i keep moving forward.
293	Good grammar and proof reading of questions.
294	Balance, balance, balance! In order to be good and fresh and energetic as a SLP, I feel that it is very important to include balance in your personal life to be the best you can be in all aspects of life, including your career. If I am healthy (by eating well, sleeping well and exercising), I am great in my day-to-day profession!
295	Using my own time and money to pursue continueing education. Organizing social events for my colleagues
296	Constantly improving the professional areas which are my strength/specialization, as well as learning in new domains as need arises. Keeps the brain engaged and amused! I also find that this is a profession where one gets a LOT of kudos for work well done - and a little reinforcement goes a long way!
297	I've worked hard to achieve (and continue to strive to maintain) balance. In this profession it isoften difficult to say 'no', but learning how and when to say no is key to staying fresh, creative and ultimately most effective!

Extraordinary Creative Professional Purpose Q3P1

A	
1	Fast forward and BCASLPA is doing an extraordinary job of supporting you to accomplish your professional goals. What would that support look like for you?
2	Recruitment and retention of SLPs to rural areas.
3	Training on new technology for older audiologists who may not have had exposure to it.
4	Information about continued learning opportunities, role models for newly starting clinicians, refresher courses or seminars for clinicians.
5	Interesting and relevant continuing education opportunities, at an affordable local level. Opportunities to learn via webinars in addition to in-person meetings.
6	-providing continuing education opportunities -promoting our profession -keeping me informed about new research in speech and language therapy -providing info. regarding career opportunities
7	Funding for professional development
8	Providing affordable continuing education opportunities & opportunities to connect and learn from professionals in other disciplines.
9	I would like BCASLPA to advocate to organizations/employers to provide more money for SLPs to get more training once employed, and to the government to increase funding and increase the number of SLP positions in the province, and
10	continuing education opportunities - providing the conference and/or local workshops, informing me through website about educational opportunities and key new research
11	More money for SLPs from northern communities to attend out of town (i.e. Lower Mainland) conferences and workshops.
12	Keeping members up-to-date on upcoming education opportunities and reduced fees for such events. Continued access to journals and other research materials. Mentoring program. Continued yearly conference.
13	Support at UBC and government levels for SLPs in Acute care.
14	Better access to journals for current evidence based practice research. More input from members for workshops and conferences. This could be done by placing an online survey (there are plenty that are free and tabulate votes for you) and having members vote on areas of interest and/or speakers Working with government, local communities, and agencies to increase the profile of speech-language pathologists and audiologists.
15	Better monitor the quality and consistency of hearing testing throughout the Province.
16	Helping me financially to access professional development opportunities out of province (e.g. ASHA)
17	Public education about scope of practice and available resources, especially in rural areas. Encouraging collaboration between public and private services and supporting efforts to improve treatment outcomes by reducing assessment and treatment overlap.
18	BCASLPA would have the capacity to lobby our provincial government in more effective ways in order to see more positions created in health care settings: acute care, outpatient and extended care facilities alike.
19	Being able to now do the kindergarten screenings in my school district. Even though I am now certified as an SLPA my district still says NO and it is quite a defeating feeling.
20	bursaries available for professionals to put towards more education.
21	Bringing workshops on new therapy techniques and talks about new research to BC
22	making regular inquires into areas that SLPs would like additional training support and attempting to provide that support.
23	Presence in the community (tv ads, information on speech/language/hearing). More documentation re: recommended rates/guidelines for private practitioners.
24	I look forward to the annual conferences. Maybe some more webinars where members who already have an expertise can share and mentor their skills. Maybe list people who are specialized in certain areas so when you go to the website you can see who to contact or observe. (e.g. link on stuttering lists those who know alot about this subject).
25	Providing short up-to-date articles regarding clinics, technology, programs, and research related to speech-language pathology.
26	Access on online and/or distance learning. Networking opportunities for members to allow for clinical discussion and sharing of resources/ideas. In addition to job postings, support for members re: career development (interviewing, resumes, career pathways, etc.)
27	offering many continuing education opportunities, educate the general public as well about what we do
28	Researching all slp/hearing related continueing education opportunities (in BC) and posting them on the website
29	I don't know...I need the public to have as much info on my services as possible. If BCASLPA can help with a more up to date detailed site for practitioners, that would help...

Extraordinary Creative Professional Purpose Q3P1

A	
30	evidence independently reviewed research that is performed for the purposes of language/social language support for those children/adults that need this and not business models where profit drives the motivation. I am very cautious about the overuse of and excessive claims put out to parents who often cling to anything and will pay anything while I often know in my heart that this is not a good use of money and seems to me to be exploitation of people in need. Fast forward in my opinion is making claims that are excessive and not founded in peer based, independently funded studies and I am concerned this is a 'for profit program' that may not have any real benefit or benefit a specific group and is making claims beyond what it really is able to do
31	Small workshops and training sessions dealing with very specific, SLP-oriented topics, e.g. A discussion group regarding word finding issues- how to spot the kids, what assessments to use, what therapy techniques/ materials used. Successes people have had,...Have a series of 3 to 4 weekly sessions- some in Vancouver and some in the Fraser Valley, where SLP's gather to discuss, for example, word-finding issues, but in fact also connect, connect, connect. That way the younger SLP's get mentored and the older ones learn about new therapy techniques/ materials. Case studies would be an added bonus.
32	Keeping me aware of what factors would impact my private practice (e.g. file records) Keeping me aware of continuing education opportunities
33	Now that we have to pay college fees there is so much less money for education. Something has to be taken on by the employers... college fees, education fees...?
34	More opportunities for training in Fast Forward. I get asked all the time by parents if I am trained in using it.
35	continued accessible pro-d/conventions, keep fees/dues as minimal as possible, DIRECT, AND AGGRESSIVE VOICE TO THE GOV'T FOR WAGE EQUITY- I am underpaid by \$8 /hour with no foreseeable voice of support for changes from union, local SD or gov't.
36	My first professional goal is to become employed once I've graduated. Support for this includes job boards, non-complex process for getting and renewing my membership, etc. Beyond that, facilitating conferences and meetings will help me to establish a network of colleagues.
37	Being an amazing resource center where I could get the latest information on research, best practices, exciting news, and programs etc. and connect with other SLPs.
38	
39	In my current job (I work at a private company to help children with ASD) I really need on-line opportunities to move forward professionally. This way I can stay up-to-date and not miss out on client time. Topics I am interested in: ASD Diagnosis (best tools to use, how to counsel parents around new diagnosis); best practices with respect to writing communication and play goals for children with ASD who are enrolled in ABA intensive programs
40	1. Providing access to funding for the following: 4. direct links with other provinces (ie what is happening in ALTA) - to attend workshops (SLP) -to purchase therapy supplies / resources 2. Be available to lend out resources 3. Market - previous workshops (as does ASHA).
41	Continue to gather input and make professionals aware of opportunities.
42	updates, supporting meetings and teleconferences for the various interest groups, recognizing the unique skills of the supportive personnel and supporting the role we play in speech & audiology
43	Connect people from within the profession (and externally) for mentoring opportunities re:professional/career development. Help make learning opportunities available at low cost.
44	Networking opportunities, readily available resources, lending library for assessments, low fees.
45	continuing ed, mentorship, easy access to online journals, tutoring to access primary source literature,
46	website with lots of resources, contacts; opportunities to network and to have professional education activities; a place that can help us find or connect with support groups, other services, etc for our clients
47	information at my fingertips, to save me time
48	I would be in close contact with a BCASLPA rep in my region, who would know the needs of myself and my region of BC and who could act as a liaison (for example, between the SLPs and the college). I would also be able to access relevant (e.g. BC specific) information from a website.
49	As I am working for the school district on a .1 position.....but am still needing to be registered to practice, is there any possibility of pro-rating fees based on employment contracts? I officially retired from the SD last June but when offered a .1 position I took the opportunity to continue do further work. It's just that I am spending that small amount of salary on professional development and would appreciate a break in the fees I spend.
50	providing good web-site information for consumers
51	The time to do it.
52	Excuse me, but how is Fast forward helping me accomplish my professional goals? I see that question as being very presumtuous.

Extraordinary Creative Professional Purpose Q3P1

A	
53	creating consumer awareness of the profession, and also advocating/representing with respect to 3rd party contracts
54	BCASLPA would be able to provide me or guide me to any information I needed with respect to achieving my goals.
55	I have to again mention advocacy for our profession. It's key. SLPs need to know that there is an association that will support and advocate for their needs such as earnings, benefits, caseloads.
56	Organizing regular opportunities (formal and informal) for continued professional learning and informal networking with others professionals in the province. Brokering mentorships between new and established professionals. Regular updates on provincial events. Become a valued source of educational resources for the public/clients we serve. Advocate the value of SLPs in our health and education systems so quality, well-funded services can be provided to the public and new professionals can find jobs more easily.
57	- Increasing awareness of our profession - Advocating for more funding to increase service - Advocating for pay proportionately equal to other provinces based on cost of living (equal to other provinces or more, as our cost of living is higher). - Providing professional development opportunities that are free or have a minimal fee for members or providing information about professional development opportunities in the province. - Providing service guidelines, informational handouts, etc. that may be useful. - Connecting SLPs across the province - Sharing new information or advancements in research - Possibly reducing the cost of being a BCASLPA member and clarifying the benefits of being part of BCASLPA. As we are now required to pay to be a part of the college, a lot of us would like to continue to be involved with BCASLPA but the numbers may start to decline based on the added expense. If the fee could be lowered and the benefits clearly outlined we may be able to retain more people.
58	It's the 'go-to' website for on-line continuing education credits, or for finding up to date information on professional therapy topics.
59	more resources online - links, articles and materials
60	A combination of superior continuing education opportunities and leadership courses. An excellent resource for evidence informed practice.
61	Education Public education of our roles/advocacy for our services.
62	BCASLPA would provide continuing education opportunities accessible around the province, it would advocate for members on issues of professional concern that are identified by members, it would provide a professional network for members and it would enable the public to link with SLP and Aud services.
63	Making it possible for me to access latest research data and pilot projects not just in our field but in other fields of interest, such as neuroscience, psychology, etc. and not just on this continent but worldwide; enabling me to find professionals interested in the same area, eg. SLPs that are interested in reading difficulties; making it possible for me to do mini research or pilot projects where I work....
64	I think it would look similar to what is happening at the present time. I can't think of anything to add.
65	provision of regular, up-to-date, practical information and materials
66	more resources available, particularly online, particularly articles highlighting new research, therapy ideas, handouts about different speech and language deficits for parents.
67	...online forums for specific specialities: a place where you can check in with other therapists about what works, what doesn't, what is new in your field... ...online mentoring facility: a place where junior therapists can find senior therapists who can commit to a mentoring relationship and build up their skills in the areas of their choice... ...online compliments: a place where therapists and clients alike can post their praise and encourage SLPs that what they do is making a positive impact... ...regular social events at a regular venue (as casual as "Pub Night on Tuesdays") where therapists can meet other therapists and develop the SLP network
68	Provide professional development at a reasonable cost, and easily accessible networking with other SLP's with similar professional interests.
69	More networking and resource support for private practitioners. Perhaps networking with provincial SLP's to provide free workshops within their own areas of speciality on a monthly basis. Affordable and regularly scheduled inical learning series approach linking local professionals to one another.
70	Opportunities for discussions (funded teleconferences) with practitioners around the province to talk about knowledge transfer from UBC and other research to clinical practice, and clinical research questions
71	Access to online resources such as the ASHA catalogue; webinars and teleconferencing opportunities; bringing really good, current clinicians and researchers to the province for conference opportunities or partnering with agencies (like therapybc) to do so; access to current research and links from the BCASLPA website.
72	Lots of advertising, online courses, advocacy galore, caseload limit setting and more!
73	annual meeting of SLPs working with adults to address issues inc clinical, administration, funding...

Extraordinary Creative Professional Purpose Q3P1

A	
74	Lots of professional development support, both for formal and informal learning, in person and online, small groups and large.
75	-continueing to porvide great workshops at conferences and on-line and through webcasts -continueing to advocate for our profession via contact with various government ministries -continueing to edcuate the public through public service announcements (commercials) on a variey of media suc as it's website, radio, TV, and internet
76	More support for private practice; help with web site development. More information to the public on services that are available, especially government funded services at Health Centres, schools and hospitals.
77	Offering a good variety of educational opportunities and reasonable prices.
78	Offering free/affordable education on-line and at conferences, specifically for S-LPs who work with adult populations. Topics could include aphasia, dysarthria, dysphagia, apraxia, cognition, and voice.
79	The support would include up to date info on the web with links to new and exciting topics, useful pro-d, and evidence of advocacy. It would include a regular newsletter type e-mail providing some of the info and updates so that I don't have to go looking for it.
80	Further Continuing education opportunities, including those for Private practitioners. More guidelines around private practice.
81	great education and advocacy for our professions in BC
82	I would have easy access to a bank of resources to answer my clinical questions as they arise (access to journals, webinars, etc), or to find resources for families (handouts, etc) as well as having a place/platform for sharing information with colleagues (not sure how exactly... maybe some form of chat room/social media kind of thing...)
83	Allowing fully certified CASLPA members to hold the same (or fully transferable) nationally recognized credentials as CASLPA. To be the most relevant professional association BCASLPA would have to preclude the need for being a CASLPA member.
84	- one-stop shopping to find out what and where workshops/conferences etc related to our work are happening. - critical review of standardized assessment tools
85	helping to connect SLPs who are willing to mentor with those who are seeking mentorship; access to literature databases included in membership; host online forums on professional topics;
86	creating opportunities to meet colleagues in a variety of venues, educational and social; providing access to continueing education opportunities both in real life and on line
87	providing professional development for reasonable costs -- many SLPs have had their professional development funds reduced significantly and yet there are national and provincial college board expectations to remain current.
88	I honestly don't know. I'm pretty satisfied with my profession and don't really feel I need much support.
89	provide ways to connect with other SLPs working with the same client base as I am, providing more continuing education courses - other than that, I'm not sure
90	webinars
91	Realistically I can't see BCASLPA fulfilling that role, as my scope of practice is so different from everyone else's. I guess in the best of all possible worlds it would involve financial support so I could travel to meet colleagues, present at conferences, do more research, etc. However we are not a funding organization and I don't see members wanting to go that route.
92	website with links to continuing ed opportunities, journals, reminders of where to look for what, clinician chat/forum
93	Continuing to host annual conferences. Facilitating networking, especially in specialty areas. Helping new clinicians to be inspired to pass on their knowledge by supervising students.
94	Mentors within the association that have expertise in certain areas, e.g. starting private practice, marketing your business, working with certain populations, etc., making themselves available (possibly for a fee) to consult/coach others looking to build that expertise, either one-on-one or small groups
95	Supplying info online re professional development opportunities; offering at least one major conference per year for all members; having an ongoing, standing program for the promotion of our services to the public and our typical referral agents; being a vehicle for connection to interest groups such as Private Practice or AAC or ???; acting as an advocacy body for our professions if/as we come under pressure from government cost-saving measures, etc.
96	The biggest thing I think BCASLPA can do is to have someone advocating for our profession (SLP) to influential members of government. To provide best services to kids and adults who really need speech and language services, there simply needs to be more funding and more jobs. Other ways BCASLPA could support is creating different awards that professionals in the field can be nominated for and thus recognized for their ingenuity, hard work, etc.

Extraordinary Creative Professional Purpose Q3P1

A	
97	Providing numerous opportunities for continuing education (independent learning - such as article reviews, conferences, webcasts, etc.) Full access to journals online
98	giving us a list of free continueing education opportunities - with budget cuts it is difficult to get our CEU's etc.
99	I believe that I would be able to connect both 'online' and 'in person' with my colleagues. There would be a way to easily develop shared ideas/projects and a central point of access/delivery of this information for all SLP & Aud members & others. I would feel supported with easy access to current research and statistics affecting our profession and clients.
100	I know exactly what I need in order to stay up to date with CASLPA and The College as well. All three are a lot to keep track of! Some coordination would be great.
101	great speakers and great conferences, rotating thru the province.
102	I appreciate the emails from BCASLPA with news about our profession and opportunities for professional development. The support for me would be opportunities to apply for research grants.
103	more local pro-d or increased funding for local pro-d
104	connecting SLPs from around the province (e.g. online forums, discussion groups, goal banks, etc.), supporting SLPs by providing information on where we can find professional development focusing on wellness and work/life balance (because we don't tend to find this information through our employers and we need a healthy balance in order to accomplish professional goals), and informing the public of what SLPs do and how much we are a needed and valued part of the education and healthcare systems.
105	surveying all members for what they would like to see for workshops at the BCASLPA conference
106	-professional development with choices for audiologists -organization of conferences -increasing public knowledge of our profession -publications
107	It would look like BCASLPA had successfully advocated to employers in British Columbia to ensure that SLPs have manageable caseloads so that clients are being seen in a timely manner everyone who needs services has access. This might look like providing a mandate to get the following done within X number of years: reduce/eliminate wait-list times, increase frequency/availability of therapy, and increasing the number of SLP positions to achieve these goals.
108	offering local, meaningful education opportunities and a great website with resources for families and professionals alike.
109	I am very confused by this question. Are you referring to the programme Fast Foward. If so why would a commercially produced programme be asked about in this question. FF is not supporting me in my professional goals. I am very concerned that BCASLPA is promoting a specific programme in this way.
110	Being a "go to" location for information regarding provincially relevant information, and speech/language/audiology information in general. (i.e. if I need to look something up, one of the first places I will think to go will be the BCASLPA website)
111	Frequent connection with other SLPs using technology and face to face opportunities. Smaller, local gatherings as well as larger ones. Gatherings around a purpose or theme. A way to contribute to discussions easily. Increased, creative access to government agencies. Increased publicity and awareness. Seamless access to information. Knowledge of what is happening in other areas of the province in terms of service provision and identified gaps.
112	Continuing Education on line, continuing education locally, group activities for clinical sharing for similar topics but across areas or even availble in communities so people don't have far to travel. Ways to get information without big costs since the cloeage fees plus association fees plus caslpa fess for some of us start to add up and if you are trying to support a family in the lower mainland it is difficult to make ends meet.
113	An online library of resources and peer reviewed articles with recent findings and a variety of conference opportunities.
114	Passing along links highlighting new research.
115	online resources; links to research; discussion forums with other professionals in a variety of areas both clinical and practice-related areas (such as private practice, etc.); funding grants members can apply for to support professional development as many organizations have cut back if not completely cut out funding for employee professional development
116	Funding research grants and education opportunites (esp. for advanced competencies) Helping me with information/resources/lobbying - advocate for the unique skills/contributions of SLP in specialist clinical areas
117	Keeping us current through websites and emails with workshops available, new findings etc.

Extraordinary Creative Professional Purpose Q3P1

A	
118	Lots of affordable professional education opportunities. Advocating for our profession in terms of our profile in various public health agencies - for example, how did OT's and PT's get raises to increase recruitment and retention but not SLP's (equally hard to recruit and retain)? Speaking on behalf of our professions to government organizations such as MCFD and At Home Program who pay only \$80/hr for private practice SLP when current rates are \$100+.
119	Access to short (1/2 day - 1 day), affordable, local workshops or online ones in addition to annual conference. Perhaps this could be sponsored jointly with other associations or groups.
120	SLP's in publicly funded jobs are being pushed by funders to eliminate wait lists and sometimes the pressure is to do less and less for each client, sometimes to the point where the small amount of professional contact time is useless. BCASLPA can provide information on standards of care so that SLP's across the province are all giving the same message back to funding ministries about where the line has to be drawn for effective professional service.
121	I see relevant and affordable continuing education opportunities. I see opportunities to take part in relevant projects and research. I see available resources re: handouts, parent information, therapy, evidence based practice. I see a body that helps organize all SLPs in BC to promote our profession re: salaries, union bargaining, private practice etc.
122	Continued offers for further education.
123	Increased lobbying for more intensive support for school-aged children with language disorders.
124	Providing scholarship/funding opportunities to attend courses further away. Having readily accessible resources and knowledge about what other organizations are doing.
125	Periodic, perhaps every second year, provide incentive by way of a grant or therapy materials, to develop new programs for different work sites - schools, health units, hospitals, etc. This stimulates great team building within a work environment, and motivation to accomplish goals that the SLPs have likely set out for themselves anyway. It would be terrific then then to highlight these projects at the next annual conference.
126	Advocate for better educational standards at UBC (in-house clinic, improved academics). Facilitate and advertize educational opportunities within BC. provide up to date news to members electronically. Advocate for improved work conditions and standards (e.g. caseload size) within BC.
127	Educationg other professionals on the benefits of SLA's, feature us on the website, emails, newsletters
128	Providing forums for people to add up to date references with various SLP therapy ideas and resources.
129	Good conferences, reasonable fees, representation of audiology as a profession.
130	Engaging enough like-minded members to make things happened.
131	Reduced fees. Online access to a variety of S-LP journals,
132	I would like easy access to research, and I would like the research to be reviewed by expert clinicians. I would like recommendations for resources from experienced SLPs. Finally, I would like to have a yearly conference with a range of helpful workshops.
133	wonderful proD on the BCASLPA web site with videos, demos, etc
134	access to professional learning, keeping me informed of such opportunities, especially in my geographical area
135	Organizing professional development events.
136	Providing excellent workshops relevant to all areas (adult and child) of SLP and advocating for the profession to the community at large as well as to our College.
137	Example: ME: I have: a query/quandry/need/issue/talent/presentation etc. BCASLPA: Will provide link to similar others and will track outcomes of said links.
138	Offering some funding for continuing education, emailing me about professional development opportunities in the province, setting guidelines for private practice fees.
139	Helping new graduates transition into the work field, support them at the beginning by offering extra training and help them find jobs.
140	Providing easily accessible pro-d opportunities. On-line support in the form of information brochures, links to useful sites, etc.
141	It would be amazing if there could be a series of topical presentations, small workshops, discussion groups at various locations around bc...perhaps monthly, or 6 times per year. Not only would this provide good pro d, but also great opportunities to connect with slps around the province!
142	It would publicize information that describes the SLP role in different settings and the scope of practice of the profession. My goodness,..... we are barely beyond a general perception that we fix lisps and stuttering.
143	Helping my employer to support my education. I currently have to use vacation time for education. Ensuring that there is adequate mentorship available to new grads.

Extraordinary Creative Professional Purpose Q3P1

A	
144	Supporting the provision of professional development opportunities by helping to organize these events and also ensuring they are provided at the lowest cost possible.
145	Providing links and information on all areas of speech, language and feeding/swallowing to allow me to give workshops in rural communities - complete with handouts and powerpoints.
146	Updated parent friendly handouts Online information (see Alberta's) getting us wage parity across the country
147	Easy access to online reading materials and webinars.
148	More online continuing education opportunities
149	Continuing to provide continuing education opportunities, both in person and online (I am beginning to participate in more e-seminars and online learning and am really appreciating being able to access this info at my convenience). It might also be interesting for people to participate in online forums to discuss issues of clinical interest. Publishing reviews of books, programs and materials is a great way to help people with purchasing relevant materials for their practice. BCASLPA should also continue in an advocacy role for the profession and consumers with government and public agencies that provide funding for SLPs (and Audiologists!) and access to services.
150	Advocacy and promotion of the profession. I wouldn't have to explain what an Audiologist is!
151	The biggest roles I see for BCASLPA are public education about our profession, employer (and union) education about our profession and opportunities for our own professional education.
152	Kudos for people who are doing a good job. Publications about what is happening in various parts of the province. Providing a clinicians exchange.
153	Email alerts relating to dealings with third party payers, CAA, the College, etc. Become the first resource I think of when I'm looking for a solution.
154	providing resources, list of mentors, workshops ex. if I have a client who is not progressing in therapy, a list of people willing to share ideas, give input would be very helpful.
155	Putting on workshops. Mentorship programs. Creating a place for me to connect with other professionals.
156	Information on clients' needs, data, current info on best practice in different settings. Professional learning support - videoconferencing - Special Interest Groups, issue-based short-term committees, well organized and run, with clear agendas, timelines and leadership. All feeding back to BCASLPA to drive the info available and the sense of being part of a BC SLP community. Quick clear member surveys gaining info in response to issue so that BCASLPA can provide accurate responses to government/advocacy groups/BC College, etc.
157	provide ways to access up-to-date research in areas related to my profession
158	a place to turn to first for all the latest information relevant to SLP's in BC-continuing education-whats happening around the province-initiatives happening-projects and studies-mentoring email for asking clinical questions from colleagues-reviews of new books , assessments etc-information for the public for health promotion-advice for parents looking for support for their speech and/or language delayed child-links to other service providers such as IDP, SCD, -advocacy for the professions of SLP and Audiology-for specialist posts-newly funded posts-development of the profession at a political level-opportunities for SLP's to play a role in BCASLPA-to contribute e.g. book reviews-they review a book and the bonus is they keep the copy they reviewed-questions sent from clinicians can be responded to as a group forum-we learn from each other.
159	Offering a test kit loan library:) We could sign out materials needed for private practitioners.
160	More access to online educational opportunities. More access to educational opportunities outside of the Lower Mainland.
161	providing educational opportunities, providing reduced personal insurance, providing resources for private SLPs who work part-time (information on starting and running your business, taxes, etc)
162	To help associate me with other colleagues and public.
163	I have no idea as needs currently being met to my knowledge.
164	1. Speech assistants are trained and properly utilized so that: Every employer knows what a SLP does. They are not deluded by thinking that a speech assistant can do the same job, and understand about professional credentials and supervision. 2. Professional development is well researched and practical, and employers recognize the value of well-trained staff. They support and fund out-of-town conferences so that their SLPs can get continuing education and maintain certification.
165	1) Maintaining an Evidence-Based Practice section on the website. EBP groups of SLPs and AUDs could be established with the purpose of reviewing what exists already and what is needed. 2) Continue with professional conferences (good location, nice place, excellent speakers, etc.)
166	Keeping me abreast of technical advances that can benefit the profession, best practices, continuing education opportunities, mentoring upon request, forums to interface in person with other school-based SLPs, especially with those in my general region, support regarding high caseloads/workloads, designing and sharing useful templates that can make large caseloads more manageable.

Extraordinary Creative Professional Purpose Q3P1

A	
167	Continuing it's alliance with CASLPA and also aligning with structure from the College - where it makes sense - for supporting the professional.
168	providing relevant professional development activities that are accessible to rural areas
169	providing information and links to various topics relevant to speech and language. Providing opportunities to attend all conferences/educational sessions,.
170	A conference with more variety in the Audiology speakers offered. Advocacy at the provincial level for the profession and for the hard-of-hearing.
171	- opportunities to connect with other SLPs in various ways - varied workshop opportunities in varied geographical areas, some by teleconference maybe - ongoing financial support for regional groups to meet
172	Comprehensive website providing "one-stop shopping" for info on continuing ed opportunities, assessment & therapy resources, client/family fact sheets, best practice guidelines, networking opportunities (including online chat and message boards), and so on; providing online workshops.
173	BCASLPA would have a high profile in the province and it would have succeeded in promoting the importance of our profession among government, employers, and the general public.
174	At this point, education. I also appreciate the school affairs committee. Also, the meet and greet.
175	Support would include updating clinical knowledge and approaches with cutting edge continuing education topics; business growth, business/clinical ethics, and management strategies; and developing and advocating a COLA fee schedule for private practitioners. BCASLPA would partner with other businesses to offer discounts on business travel, insurance, hotels, therapy materials and equipment to its members.
176	- offering professional development around facilitating and supporting literacy development in school district settings - promoting the role of the Speech-Language Pathologist in literacy development - offering a comprehensive resource of community programs, services that meet the special needs of children with communication needs
177	- continued access to online journals - advocacy within the BC government - continued conferences with a variety of speakers - smaller conferences/committees for special interest groups
178	lots of in-province continuing ed. (because our union local will no longer help fund workshops outside of BC); lots of good resources on-line (for research, materials, new theories and practices, best practice guidelines,) a real person to talk to on the phone to answer questions and point us in the right directions for further inquiries or info.
179	committees to investigate current issues and report to the membership Half day workshops, and opportunities to exchange ideas with other audiologists
180	A website with easy access to a lot of varied information and a service where you could anonymously ask a question about anything to do with speech-language pathology (including ethical questions) and receive a speedy reply.
181	A comprehensive network of training resources and networking between professionals.
182	continuing to bridge the gap between profession and consumer; to continue to support continuing ed and advocacy; to continue to increase the profile and understanding of what we do...the depth and breadth of our knowledge and service
183	very up to date list of which SLP's work where in the public sector. ongoing updates about what services are being changed, e.g. CAYA in Fraserhealth, etc.
184	I think that could involve more contact between BCASLPA and members in more rural areas and across the province through teleconference or video conferencing
185	promoting our professions to the public as well as to the employers that we work for. providing information and/or organizing a wide variety of continuing education topics and a variety of places in the province.
186	BCASLPA would have a resource bank with information, position statements, best practice guidelines, evidence-based practice info (or links to all of these) that help me to navigate the many pressures and demands that I face in my career (supervising and directing paraprofessionals, student supervision, telepractice/videoconference tools, using only evidence-based intervention, etc).
187	One of my professional goals is to get reports written in a timely manner without it taking 8 or more hours. I would love to have report writing templates to use to shorten this process.
188	online chat groups on specific topics of interest (e.g. schools management of SLP services, language therapy issues, etc.) there would also be master-led monthly forums online (via videoconferencing e.g. skype) with 30 minutes presentation by provincial member and 30 minutes quest/answer/discussion. All journals would be accessible thru BCASLPA--e.g. British and Aust journals as well as US
189	Offer individual grants that we could apply for to help cover the costs involved with more expensive PD courses (e.g. a grant to cover transportation and/or accomodation)
190	Organise many continuing education opportunities at low cost.

Extraordinary Creative Professional Purpose Q3P1

A	
191	BCASLPA is organizing events that help SLP's in BC collaborate and share wisdom/ideas.
192	don't understand the question
193	-offering local, convenient, and relevant professional development opportunities -listings for job opportunities
194	BCASLPA works with the government to create a caseload cap for adults and children that leads to more SLPs hired in BC. BCASLPA promotes SLP work with adults and the profile of speech pathology increases in the province. SLP's are given access to grants for research. There is a research community on the website. There are handouts and other activities available for family members of clients.
195	Provide lots of opportunities for ongoing education; more awareness about our profession in the community.
196	How is fast forward supporting me in accomplishing my professional goals? What does this mean?
197	Organizing top quality conferences, as has been the tradition.
198	Bringing in speakers from out of town to keep us me to date on recent research. Helping me to find mentors in specialized areas of interest. Providing information about research done around the world.
199	Online professional development available, access to forums for specialty areas, reasonable membership price so that we can all keep BCASLPA on top of the College rate.
200	(What is fast forward?) That support would look like more relevant pro-d closer our part of the province, or even more direct communication with the active group of SLPs in the East Kootenays. A bursary or some funding to help with pro-d travel for areas outside the lower mainland would be great to help accomplish professional goals.
201	Advocating successfully for increased public awareness of our job and role. Affordable professional development
202	New law allowing insurance/healthcare benefits to the public warranting and allowing the treatment of adults for speech pathology issues.
203	Cheaper continuing education courses.
204	Lots of posted job opportunities, lobbying for our profession in a way that increases access for families, organizing ways to connect with other local SLPs
205	Funding opportunities.
206	Web-based learning opportunities in conjunction with CASLPA and ASHA; continued funding to areas for regional inservice opportunities;
207	I am working solely in private practice now and don't have all the networking opportunities I had for many years working for a school district. BCASLPA helps me to keep abreast of new information and many changes in our field.
208	easy access to continuing ed. Promotion of our profession in the media, with other professions, with the various ministries who oversee, but do not understand, what we do.
209	Easy access to continuing education and ongoing improvements with the recognition of the field including advocacy for increased earning potential.
210	- providing great opportunities to connect with SLPs who work in other settings (in person, such as informal meetups, or online) - providing an online place for clinicians to find reliable info that they can use in their practice - sending very quick "did you know" emails about the services that are offered. (e.g. does the office have assessment tests we can borrow? I've heard conflicting information on this one.)
211	Three regional conferences a year on a specific topic, for example, dysphagia one year for the people working with adults; understanding FASD (or some variation) for those working with children, and some audiology topic in the third year. In addition there would be the annual conference that would allow us to learn a little about new developments outside our daily practice.
212	Great conference that i really want to go to. Webinars that I can't wait to sign up for
213	regular and coordinated province-wide effort in raising profile of our profession among the public via effective medium. BCASLPA needs to produce press releases and do public announcements on radio and TV e.g. it would've been great if it was an audiologist from BCASLPA, rather than a pediatrician who was the voice for universal infant hearing screening on CTV news a few weeks ago. The pediatrician basically just repeated the same message that audiologists have been relaying for the past 10 years. BCASLPA can also provide a pool of promotional material for audiologists to promote hearing to the public (e.g. stylish posters, videos, banners ... etc.). Finally, BCALSPA needs to be recognized as a major stakeholder in provincial healthcare policies that impact the wellbeing of our profession, and the delivery of hearing care in BC
214	Best practice protocols. Interesting speaker sessions for continuing education. Advocating to the government regarding our unique profession.
215	Raising our profile to the general public so that school districts would see the value and importance of our role.

Extraordinary Creative Professional Purpose Q3P1

A	
216	A generous inventory of online professional development options available for purchase through links on the BCASLPA website. Partnering with CASLPA for SLP professional advocacy including clear guidelines on caseload maximum sizes according to agency & client types, and fee guidelines for private practice. Flexible options for PhD programs for rural SLP's.
217	Providing current pro-d information for local opportunities and supporting me and when necessary information about how to handle challenges that crop up in the workplace.
218	Offer more conferences or offer more opportunities for conferences to come to BC.
219	Supporting continuing education opportunities (organizing conferences, providing funds for educational events).
220	Lots of continuing education opportunities without barriers of money or employer restrictions; lots of networking and regional events; advocacy for our profession in various forms of media.
221	Regular contact meetings by telconference or videoconference. Discussions with other BCASLPA colleagues are extremely valuable for promoting our profession.
222	sending me tailored information, relevant to my profession profile e.g. workshops, articles, conferences, etc that may interest me
223	providing opportunities to liase with other professionals providing educational opportunities providing on-line learning opportunities
224	BCASLPA would be a repository of practice standards; a source for promotional materials; a champion for SLP & A across BC; a respected resource for non-SLP & A administrators; an a provider of top-quality and affordable professional development.
225	BCASLPA members would have free access to ASHA's journals.
226	-relevant professional development opportunities -public information on relevant issues -maintain private practice roster/website
227	advocacy, webstite including best practices, continuing ed., coordination with CASLPA and the college
228	Goals can be limited by available resources. One effiective way is to ensure that employers have an understanding about the profession and value the effective use of the service. When you work in a job that continually sees budget reductions in SLP however not in other areas, you begin to wonder that there is not a strong enough advocacy group for us vs some other groups such as teachers or nurses
229	
230	BCASLPA has assisted s-lps in bringing down the cost of the College.
231	I think what they are doing now is pretty good. Having people you can email is useful.
232	Increase profile of the work our professions do within public and political sectors. Collaborate with funders/agencies to find solutions regarding recruitment/retention issues. Organize more focus or special interest groups--with teleconferencing for remote areas.
233	uP TO THE MINUTE INFO RE pROVINCIAL SERVICE PRIORITIES AND ADVICE FROM EXPERIENCED CLINICIANS AND ADMINISTRATORS ABOUT HOW BEST TO USE THAT INFO
234	Marketing the profession through constant visible campaigns to the public and to employers
235	Having made gains with the government in our working conditions. There should be caseload limits for school S-LPs, mandatory specifications for decent work space (heat and circulating air would be nice). Perhaps a system developed where students with higher needs are able to get higher levels of service. There is a system like this in NY (or was when I worked there 20 years ago). After assessing a student, 'they' were brought to the Committee on Special Education. Depending on their needs, the level of service was determined and once approved, the funding came. There were two classes of students: Speech and Language Impaired (bring funding and need IEP) and Speech and Language Improvement. Combined with caseload limits, this is how S-LP services were funded. Based on one of my schools, there would be at least one full time S-LP (where I have 5 hours now).
236	Excellent website, public information about SLPs, lower fees.
237	Having ready access to good reading material (via email), upcoming conferences, job postings.
238	more interest in specialized areas of study such as AAC. I only do AAC and need professional opportunities. On the flip side, I understand that we are a small minority and so I don't know how this could look.
239	Help facilitate increased connections between academia and the clinic, and take a very good look at how our work is done in other parts of the world - are there ideas out there we good all benefit from.
240	-some sort of resource sharing/blog, where BCASLPA SLPs post exciting new resources, websites, or ideas. - a weekly newsletter that sends you the link to a new article -funds or food/accommodations sponserships for SLPs working in remote communities with no/little education funds
241	more and better audiological topics at conference - more international
242	Do community events

Extraordinary Creative Professional Purpose Q3P1

A	
243	Providing a variety of very affordable (maybe subsidized or sponsored) and very accessible (in terms of location) workshops and other learning experiences. Also other gatherings; perhaps social meetings of SLPs who work within the same sector.
244	Opportunities to network with other professionals in my geographic region and area of practice. Up-to-date links to resources, parent articles, handouts and clinically relevant materials posted in an organized way on the website.
245	support through professional development opportunities, public awareness of the profession, maintaining contact between members through get-togethers, directories, etc.
246	Great professional development opportunities, excellent and meaningful public education.
247	Free online resources, identified colleague specialists to access for questions.
248	Encouragement of some form of senior positions for SLPs working in the schools. More of an incentive or recognition of a job well done.
249	Professional representation that looks after our as well as our client's interest. A good system of ongoing continuing education that is affordable.
250	providing a good reference for parents and others about basic speech problems and how to find services in BC also provide good quality professional development opportunities , perhaps even good places to observe SLP's in action
251	I am not aware of what Fast forward is doing, but I would like BCASLPA to help me stay connected with other slps around the province who work in similar settings to be able to collaborate around service elivery models, intervention, best practice and help me know that I am doing the best I can be to do my job effectively withthe families I workwith
252	Plentiful affordable conferences and online resources.
253	Workshop notification, job posting, discount for those who work only part time.
254	It would offer information about continuing education worshops and conferences in BC via e-mail or website.
255	Providing and supporting more professional development in different areas of the province. I would love to see ProD that was affordable so that I could take advantage of it.
256	I'm still mentally muddy on BCASLPA and CASLPA as distinct bodies with separate roles and identities. I am much clearer on the role of CASLPA and would like to have a better sense of who and what form BCASLPA. I do appreciate the annual conference very much. Perhaps that could be a springboard for further pro-d: offering follow-up DVD's of the presentations made at the conference for review and discussion (see below) or helping members to form Facebook groups to network and share info.
257	Organize community meetings with S-LPs in the area, perhaps over a lunch hour, to meet with a BCASLPA representative to talk about what they can offer (supports, resources, etc). Personalize this experience by meeting the representative face to face during work hours
258	Free workshops
259	Resources to specific training in the areas of management, supervision, conflict resolution, etc.
260	Provide opportunities for me to share my training programs with other SLPs. I have developed the "Moe the Mouse" program for Aboriginal communities, the revised "Partnerships in Communication" program for MCFD, and assisted in the writing of "Talk, Learn and Grow Together". It would be nice to have a way to share these programs with SLPs so they can be part of using them in their communities.
261	Arranging for speakers on relevant tpics (cee's)
262	High standard continuing education programs.
263	Continued joint membership, related professional development (web options as well), advocating for our services to the communities/province
264	Regional clinical advisors network, discussion groups, more details of networking groups, website to share therapy ideas/tools
265	Access to latest research and news in our field. Updates on professional and social events in BC and in MY REGION. More professional development events and links to Continuing education on-line resources.
266	-Professional development -Faciliating connections with our colleagues -Resource for information for community as well as professionals
267	getting me referrals and providing continuing education.
268	Lobbying successfully to get caseload maximums established in the school system. It is difficult to make a difference with the children when we have so many kids and so little time! READ: It is hard to accomplish any professional goals when running between so many sites.
269	Affordable, accessible continuing education Networking with colleagues

Extraordinary Creative Professional Purpose Q3P1

A	
270	Having an ongoing online chat where therapists could go to bounce ideas off of other therapists, ask questions, and ask therapists for recommendations. Having a list of resources that can be accessed easily (e.g. recommended apps for therapy, goals, therapy ideas, readings, etc.).
271	Online resources regarding the latest research in the field (e.g. access to journals) and info regarding upcoming conferences in the area
272	There is a bursary program that SLPs can apply to for assistance in attending workshops that are specific to an individuals need for professional growth.
273	Professional development opportunities arranged at reasonable costs
274	Greater advocacy for our skills and contributions in healthcare. Broader recognition of our roles and abilities and thus more inclusion of SLPs in the healthcare culture in BC. Many in BC (including health managers and administrators) have little idea that we exist and no idea what we do. This is a shame and not consistent with the rest of the world.
275	Up to date, accurate, resources available at a mouse click. Public education campaign about our profession so more appropriate, younger referrals are made. High quality, affordable clinical education and networking opportunities. The website private roster has become much easier to use and is more flexible in terms of what we can enter into it (compared to today May 18th when it is non-functional for me because I can't change the incorrect information in there).
276	Public advocacy re: adult communication and swallowing disorders
277	An up-to-date website with links to professional resources; a monthly communication that includes short written pieces from speech language academics linking recent research to clinical practice; yearly conferences that are not too expensive; continued surveys to get input from members; continued public awareness campaigns about speech language disorders and the power of speech language therapy
278	More opportunities for Pro-D, better advertising of those, more on-line courses that people can take at their convenience, continue to advocate for SLP services especially in the early years, continue to advocate for funding for poor families who cannot access early intervention programs.
279	Practical newsletters, annual workshops, annual convention, collaborating with CASLPA and the College to make things efficient for it's members, reduce redundancy and lobby as necessary government policy.
280	Having the opportunity to apply for funding to help with attending an event. Providing more events that are sponsored by BCASLPA to reduce the costs.
281	there would be easily accessible links to information. Contacts to others that I could easily reach out to, to allow networking. There would conferences held offering information based material applicable to my role within my department. Support, support, support...in every which direction
282	Working harder to make things more local or accessible. That could look possibly like smaller satellite groups of representatives dedicated to addressing members needs who can actually attend the meetings or workshops or campaigns to improve profile, etc.
283	An updated website that is easy to access for resources, contacts, information. An enthusiastic membership that works together to help promote the profession and advocate for better services for people in BC.
284	Lots of advocacy for speech/language services for the public Professional Development opportunities & resources
285	providing education that is of good quality and a good price online webinars online resources advocating for us - lack of adult services in the North
286	The support would be in Public Relations with TV ads, posters in doctor's offices, clinics and daycares, things that show how far reaching and important communication skills are. Making it clear that we do more than articulation and fluency. PR that looks "cool" and eye catching. Make SLPs a house hold name. Audiologists too, but I think their role is clearer in the public eye. I likely haven't had a month go by in 20 years where someone didn't say, "I didn't know you worked on that!".
287	continued pro-d opportunities for adult therapy. even more resources and links to resources on the website further reduced rates for part-time workers offering more short-term ways to get involved without committing to meetings for a year.
288	Access to current, affordable, and varied professional development opportunities. Discounts on SLP products/materials (e.g. superduper/Linguisystems). Develop more electronic tools such as webinars etc. Basically, the BCASLPA website should be where I go first to get information on my profession.
289	At age 71 years but still dabbling in audiology --hearing testing for an ENT a few times/month and providing limited support to some HIS-- I'm still required to meet CEE requirements to maintain my "Audiologist" title. For members as myself [39 years membership, but working only a few hours/month (>40),it would be nice if our CEE hours were cut by at least half.

Extraordinary Creative Professional Purpose Q3P1

A	
290	Making it known that we as "allied health professionals" are as beneficial to someone's well being as other health professionals! Linking me to other SLPs in the profession that have similar ways of delivering service and value service delivery in the same vein! Providing opportunities for improving my service delivery to those with communication difficulties.
291	More professional education opportunities, either through teleconference or in person.
292	Linking professionals to one another and supporting professional development (subsides and oppertunities around the province)
293	Keeping me informed of Professional Development opportunities throughout the province through e-mail updates. Keeping an up-to-date overview of slp services provided throughout the province at the community and tertiary levels.
294	Professional Education/Development opportunities - BCASLPA conference, and BCASLPA advertising of other workshops/conferences that are available in BC, AB, and Washington. Continued advocacy of our profession in the public.
295	Lots of public advertising distinguishing the difference between audiologists and HIPs. Why its important to get a diagnostic hearing test, just like the optometric and chiropractic and for that matter accountants association does.
296	They would be hosting networking events, providing mentorship opportunities to new clinicians, and enabling members to share ideas easily with each other (possibly through an online forum?).
297	Advocating for expanded coverage of speech therapy services by private insurance and more publically-funded speech therapy services (inpt and outpt) as well as educating the public about the importance and value of our services.
298	brining interesting speakers in, advocating to health authorities to provide support of time and money for us to attend education.
299	more education and training opportunities sponsored or organized by BCASLPA. More organized resources created by BCASLPA.
300	Keeping me up to date on technology changes, supporting me in work needs - such as strong guidelines space requirements and job expectations. Providing finncial supoport- bursaries or awards for professionals that have worked for many years (not just students) and would like to update their training in some way through courses requiring a week or more of attendance. offering a reduced rate for SLP's on medical leave who wish to retain theor affiliations but have hit a bump in the road.
301	Advocacy for wage increases, advocacy for funding, promoting the profession to the public with PSA's or advertisements, and fun/inspiring events for colleagues to gather and learn together/support one another.
302	Professional development opportunities. Either bring in speakers at a reasonable rate or provide online, interactive presentations at various sites around the province. Have special interest groups and allow the members to choose the speakers.
303	Providing relevant and interesting professional development activities
304	By providing up-to-date information about our ever changing field - perhaps by building an on-line resource guide to help keep us current about new methodologies and advances in technology related to our field.
305	opportunities for funding, places to consult with and collaborate with other professionals
306	scholarships for professional development; partnering with UBC to offer BCASLPA members different educational opportunities (summer courses, on-line education etc.)
307	Contact union to ensure we are paid at mean of our profession at minimum (support personnel) as per recent mean report for Canada. Provide educational information for members and have a lemonaide guide of sorts presented to Manufacturerers of hearing aids to keep them informed about what we'd like to see for product and how it could be improved for our clients.
308	Ongoing Pro D at minimal expense
309	Continued educational opportunities from a variety of sources (online, in person, conferences) that are audiology specific and provided throughout the year. Advocating for my profession with third party providers, government and the public. Providing an opportunity for me to have a voice in what the association does.
310	Good conferences, opportunities for on-line learning, including possibly a journal club. More interprofessional contact, access to journals
311	Scholarships to pay for courses or free education events! Best Practice Guidelines and systematic training to put the guidelines in place.
312	As I am nearing retirement, having somebody to consult regarding work options after retirement would be wonderful!

Extraordinary Creative Professional Purpose Q3P1

	A
313	Providing education sessions throughout the year of interest (e.g. upcoming session on parents experience with auditory neuropathy diagnosis provided by university of Manchester nursing). Supporting program development in various areas around BC.
314	advocacy for our profession to better meet the needs of the large number of people who need our services, whether at the preschool level, in school or as adults
315	advocating for client services at the Ministry level eg for residential care helping to ensure adequate services for slp patients eg if they need PT or OT they can get it but not SLP - it should be based on client need regardless of the combination of services offering a wide variety of learning experiences including online learning options
316	Lots of professional development opportunities and mentorships organized.

Enthusiastic Energetic Belonging Q3P2

A	
1	What is the one smallest way that BCASLPA could demonstrate the value we place on your belonging to this organization?
2	Have some articles and information available on AAC issues and also have a web base forum that we can share info and ask questions freely
3	more frequent contact? ie email alerts, etc
4	Asking my opinion through surveys such as the current. It makes me feel that I have a voice, even during times when I may be too busy to get any more involved than I am currently.
5	To be honest i am not sure -
6	I'm feeling a little confined by the suggestion to think of "the one smallest way"! I don't want to stuff the big ideas! Like, negotiating with BC govt to obtain continuing ed funding, and matching RRSP contributions (BCMA has both of these courtesy of BC govt)
7	thanks for writing the articles
8	Have members nominate colleagues for outstanding work...and dedicate one news-letter yearly to recognize these nominees.
9	Providing recognition to supervisors
10	providing more education opportunities/ mentoring around the province, especially for rural settings
11	Continue to keep me engaged with compelling news via e-newsletters. Conduct activities that reflect the attitudes and thinking of the entire organization, both SLPs and Audiologists.
12	Asking for my opinion on decisions (maybe by positng a poll...)
13	I think the biggest deterrent from people continuing membership is cost (given the cost of college and CASLPA membership), so keeping membership cost down as much as possible would go a long way to keeping members, and then making member cost of attending the annual conference significantly lower than non-members, so that people feel like they are "getting their money back" would be a good marketing strategy!
14	I wish you had more info on AAC
15	You could spread information on the need for SLP services. (Alberta has significantly more SLPs per population than we do!)
16	personal contact
17	maintain membership fees at the lowest amount possible to recognize the challenge of wanting to belong to BCASLPA but being required by law to pay College registration
18	Allow clients to put up positive comments about their therapist on the website.
19	Perhaps an annual correspondence, such as a birthday greeting? Tacky but nice?
20	Be relevant.
21	Personal contact and requesting regular input.
22	continue wine/cheese meet & greets &: request to be invited to community level educational events to raise profile in person
23	I like this survey idea! This means you do value members feedback. Maybe also a monthly email from the Prez to let us know what is upcoming, pressing issues etc. Doesn't have to be more than a couple of lines with links to fuller articles, descriptions or websites.
24	Helping to lobby for our fees to be partially or fully covered by our employer. With the new college fees, our yearly dues are prohibitive.
25	Let me win the ipad! (:
26	Continue to meet with BC government officials to advocate for our profession. For example, the SLP Council for Early Child Development has MCFD and Health officials participate in the monthly teleconferences and this has been great for communication.
27	discounts on continuing education opportunities.
28	Advocate for increased wages equal to other rehab. professionals.
29	No idea for this one, either.
30	I think value is created when the organization is responsive. But that is not an easy task in a volunteer organization.
31	not making membership mandatory with CASLPA membership
32	Reduce fees if possible. Or provide more free or low fee continuing education opportunities.
33	Provide content for audiologists

Enthusiastic Energetic Belonging Q3P2

A	
34	Provide something concrete from our dues that comes back to the members in the form of a tele-education session, meeting with regional representatives, or something that was hosted by BCASLPA on a provincial level besides the annual conference. Communicate to the membership on a monthly basis, what is happening with the money we provide.
35	advocate our profession
36	Give me something that is useful.
37	need more services for fees you are charging
38	nothing really comes to mind - how about a fun little coupon each year for some sort of resource or material - or even a wellness thing.
39	Continuing to ask what it is we need and how the organization is working/not working.
40	This survey definitely shows that BCASLPA cares!
41	supporting with professional development
42	It is apparent by this series of questionnaires that you value my membership.
43	Increase the accessibility to your organization.
44	Once year BCASLPA held meet & greet receptions across the province. That was a time where I felt like an appreciated member. Also since I live in the North - it is very easy to feel disconnected from the BCASLPA of the lower mainland. By having someone fly up to us, it made us feel more a part of the association. It also was a good opportunity for the SLPs in our city to meet where we don't always have the opportunity to visit with each other.
45	eliminating the provincial fee from CASLPA membership
46	Reduced fees.
47	I have no idea. In future you could simply send out one survey instead of many emails.
48	Recognition of members for things like innovative work or work done for BCASLPA.
49	The one smallest way? That's a strange question that I can't answer.
50	free continuing education on line or minimal cost. great speakers at the conferences, more monies for local groups to sponsor educational events
51	Ask for feedback such you have been with these mini surveys - and follow through on suggestions.
52	provide high quality educational opportunities with lower cost for members don't think that small things are that important
53	When considering the results of these surveys, decided on a few things that you can do right now and few that will take a little longer to organize. Let members know the results of the survey and what your actions will be.
54	
55	continue to support educational opportunities as our employees have so rigorously denied it
56	Yikes - thank us in local papers (also a great way to advertise who we are and what we do)
57	Finding ways to have everyone participate in the business of BCASLPA in one way or another.
58	-a really great conference with relevant speech and audiology speakers -get together
59	free chocolate
60	reduced fees after being a member for a certain number of years
61	I know that a lot of people are frustrated with paying provincial and national dues on top of the college dues. Perhaps if there were more conferences or workshops that had significantly reduced rates for provincial members more people would want to remain part of the association.
62	increase the awareness and uniqueness of our profession by contacting our employers to let them know that we are valued BCASLPA members and highlighting the impact our profession can have on the learning/lives of the students/kids we work with.
63	You are already doing this by asking what we would like keep us on top of technological applications
64	A public campaign to raise the public's awareness and the government's awareness of the important work we do to support children's development.....okay, I realize, it's not small!!!
65	perhaps looking into conference locations beyond the "lower mainland" or Vancouver only. I live in northern BC and often cannot attend conferences because of travel costs.
66	quick "Just to let you know" emails regarding upcoming workshops etc happening around the province on different topics
67	Continue to ask for my input on a variety of subjects.
68	organising free learning opportunities that are exclusive to members?

Enthusiastic Energetic Belonging Q3P2

A	
69	I don't really feel the need for my membership to be valued by BCASLPA - I'd rather just have it fulfilling its role in an efficient and simple way.
70	accessible communications (eg., email, twitter)
71	Continue to offer annual conferences
72	free education either webinars or lectures
73	Bring people together more often.
74	Explicitely communicating where the funds are allocated. Maybe reducing the membership fees if the association can function on less money.
75	keep conferences interesting and up-to-date
76	continue with offering conferences with top-notch speakers.
77	asking for regular input...completing these surveys has made me think about BCASLPA more lately than ever before.
78	decrease membership fees (in light of the other 2 professional organizations we typically and necessarily belong to in BC - college and CASLPA)
79	I don't need to be told I'm valued but will continue to be a member if I see that membership is of value to me.
80	I've said it before, but I think connecting us to online journals was a big "hank you" to me.
81	I would guess that most individuals that I interact with professionally would have no idea of my affiliation with BCASLPA, as they do not get a chance to see the certificate on the wall. Perhaps a member could receive a BCASLPA name badge with their profession noted. Something like this would likely be worn by the member when they are with clients and colleagues, as well as during conferences. This could build awareness and help the member to feel connected to the association.
82	Online PD events?? I'm not sure to be honest!
83	recognizing my potential contribution and inviting me to talk or share my expertise with others
84	That's a good question. I know that you are trying to make BCASLPA valuable to me but I don't feel it yet. It feels instead like just another fee I have to pay each year. I think it is going to take bigger things, rather than small things, to make me change my mind about that. Currently, I'm more likely to visit the Therapy BC website than the BCASLPA one as the information seems more relevant. I rarely attend BCASLPA events because I would often have to travel and the topics of the events are not interesting to me. I rarely find enough topics at the annual conference to make it worthy of my allocated education time and dollars from my work. I'm sorry that I can't be more helpful. I appreciate what you are trying to acheive and I wish you success!
85	prizes
86	facilitating communication amongst professionals
87	Make the benefits of BCASLPA membership clear. Promoting awareness of speech-language pathologists. Push for pay at least equivalent to other provinces. Provide access to resources, professional development, or other perks.
88	Making an attempt to arrange some events that are affordable to those who always have to travel.
89	Periodically email out useful therapeutic 'gifts' -- helpful handouts, helpful observation/screening checklists, planning checklists, report templates ... etc. etc. Lists of 'best practices' reminders -- for various areas like artic, apraxia, fluency, etc. etc.
90	Show us where our money is going. With the introduction of the college, our yearly dues to practice in this province are extremely high. It would be nice to know that these fees are actually being used for something that is truly beneficial to us as clinicians.
91	easy and time efficient way to access EBP research and problem solve with other SLPs
92	Randomly select a few members every year to win free entry to the BCASLPA conference.
93	Expanding online clinical resource links
94	Broadening the suggested options for how to get involved - e.g. on the website, there are not many positions advertised and other than mentoring, not a whole lot of other options. There could be may other options - e.g. reviewing a research article with clinical implications, a "clinical cafe" sharing clinical challenges/successes etc.
95	Good continuing education opportunities.
96	good advocacy for our professions
97	please try to attract interesting and diverse speakers (not only from BC) to the BCASLPA conferences. I have been to one and wasn't overly impressed with the level of presenters. Also try to make the Vibrations newsletter more clinically focused and also let me know what is happening in the different regions of BC for common

Enthusiastic Energetic Belonging Q3P2

A	
98	By featuring one SLP and one audiologist each week, and sharing a small article or biography on that person. Different types of small prizes or awards involving fun contests or challenges, could be another idea.
99	It's already been done- access to journal articles. Thanks again!!
100	Journal subscriptions as part of membership
101	the awards and appreciations are great.
102	the one smallest way....have us to an AGM in a pleasant location and provide a catered appie and 1 glass of wine...
103	no recognition is needed. If you insist you could provide the iPad to me.
104	recognize my title
105	- scholarships/funding opportunities for training - fair wage advocacy - education of the public re: SLP services
106	Advocate for us in BC government. Increase our profile with the public and the government bodies.
107	It would be the ability to connect to colleagues that share the same interests and form discussion groups, exchange notes, do informal videoconferences, etc.
108	Reduce fees for active contribution to the organization.
109	A place that slps can call home provincially, thus discussion regarding current issues that are provincial regarding service delivery in our province, case loads in our province et. Many slps in isolated areas feel lonely and alone. Many slps who work in large agencies aren't always aware of best practise in each area of communication therapy. Perhaps information could be available at each slp's fingertips....
110	Not requiring us to pay a fee
111	Promoting SLP as a profession in the public arena.
112	Offer more discounts/perks for purchasing materials or attending events.
113	Improve the website or Reduce the Fees! or Advocate for reduced Fees with CASLPA and/or the CSHHPBC
114	asking for input on actions/directions taken
115	It's not exactly small....but hosting a free (or very inexpensive) professional development event would be great.
116	More sponsored pro D events
117	Publishing mini interviews and quotes from long standing members that highlight core values and professional commentary.
118	I am really not sure.
119	Provide some online continuing ed for no charge to members.
120	I think BCASLPA does a fine job of this at present.
121	Updating the journal so that it is more user friendly (links to apps, current articles ...)
122	I like the idea of a reduction in conference fee for members.
123	This survey is a good start. Timely responses to questions and concerns.
124	What you are doing now. Asking for input.
125	Provide access to the latest research
126	Regional stories featuring the work of therapists in the region
127	A certificate Providing more resources or events
128	Having more events for members
129	Here are a few ideas: membership discount rebate after certain numbers of years of being a member; negotiate a discounted rate for online access to journals (e.g. ASHA journals); sending out a good desk calendar each year
130	more accurate private practice listings and private practice rate guidelines
131	- recognising the setting in which I work (school district), and facilitating opportunities for S-LPs working in that work setting to collaborate around best practises, initiatives supporting literacy
132	Supporting provincial clinical workgroups (or education insevices) to be able to meet (e.g. lobbying employers for time during work vs financial or other support to encourage out of work hours involvement if needed)
133	more interaction of the supportive personnel with the audiologists & SLPs
134	recognizing a "therapist profile of the month" in the newsletter- describe a professional's practice (history in the province, caseload, education).
135	many Meet and Greets, with lots of wine and food and perhaps fun activities
136	a random e-card? sorry it's the end of a long day and i'm not thinking properly!!
137	events in smaller communities or areas not just in lower mainland

Enthusiastic Energetic Belonging Q3P2

A	
138	Hmm. I know that BCASLPA values my membership because membership dues funds the organization. A good way to let members know you appreciate their financial support is by serving their professional interests. In a mixed Audiologist-SLPs organization, the smaller number of audiologists often feel less valued, despite the representation on boards and committees ... etc. It would be nice for Auds to see that e.g. in conferences we have the same number of choices of workshops / seminars to choose from regardless of logistics--when there's a will there's a way.
139	Continue with the things you already do - especially the annual conference.
140	offering continuing education at minimal costs
141	Continue with public awareness campaigns
142	I would like it if BCASLPA felt more "local". If there was news or information made available by region.
143	A thank you note upon receiving my payment each year, and a congratulations note upon reaching the required Continuing Education credits each cycle.
144	If there was a way to give simple acknowledgment to members...maybe a small notice in Vibrations for those members at say, 10 or 20 year memberships??
145	continue communication to us
146	I guess asking for our input in surveys such as this which would then be used in determining future directions. And I know a survey is not really a small way. I did participate in a focus group for CASLP and as an expression of appreciation, they sent a small gift. It was completely unexpected but very much appreciated.
147	Offering free or reduced cost continuing ed; lowering the amount of Continuing Ed credits required for part time SLPs.
148	Have one open form for members to chat/blog
149	Provide ways for members in rural areas to participate in gatherings, webinars, teleconferences etc.
150	Offer more clinical resources.
151	Smallest way??? Drop the rates. Most valuable way? Get SLP outpatient services as option for adults
152	Any advocacy on behalf of school aged children for services
153	Not sure
154	By making the organization more personal. This could be done inexpensively by sending out occasional messages by email more in the line of the short and witty written letters of the past. Communication coming through computers can be so dry. We are, after all, gregarious people and like opportunities to laugh and feel we belong.
155	I have no idea- I let my membership go for years and have only just ree-instated.
156	membership recognition by length of time...ie. a "Ten Year Club" ; "Twenty Year Club"; etc.
157	Christmas or borthday card or something like that?
158	I liked the discount this year - I like getting email updates - it would be cool to see more social media (facebook or twitter?)
159	Provide professional development opportunities by hosting workshops and conferences.
160	lower conference fees!
161	be a stronger advocate in the media in promoting our poreffion within other professions, like school districts, hospitals, and health Units.
162	Send out birthday cards to your members with coupons for SLP/Audiologist related merchandise/opportunities.
163	Aruge on our behalf to CSHHPBC regarding how we are able to sign our names and indicate our accreditation, certification, registration, etc. I feel that our association should be setting these guidelines, not the regulatory body that does not represent us. This is a very small detail, but I feel it is significant.
164	Reduce membership fees, offer a reduced registration rate for members to the BCASLPA conferences.
165	Recognizing contributions in writing, much like what is being done already for those members who choose to participate in the committees.
166	Reduced fees and a serious effort to involve "rural" members by holding Pro-D events in Kamloops or Kelowna.
167	providing simple recognition
168	Deals on therapy materials at local stores?
169	send a message of appreciation to my employer
170	Helpng members with access to research information
171	by not lumping membership with CASLPA
172	not sure, perhaps continue to ask our advise on topics, things of interests and I enjoy the little prizes too.
173	- let me know a summary of the results of this online appreciative inquiry

Enthusiastic Energetic Belonging Q3P2

A	
174	Frequent e-mail notifications about website additions and updates. I find if I receive an e-mail with the link to the Hanen, CASLPA, or ASHA websites (promo materials, workshops, etc..), I more frequently visit those websites. I get so much of those messages per week that I hardly check the BCASLPA website.
175	I really appreciated the discount this year in order to encourage members to get private insurance. I felt that BCASLPA was valuing their members that way. Another way might be to tell members more about what BCASLPA can do for them (vs. the College which is for the benefit of consumers).
176	higher frequency of events for members, ongoing activities every second or third month to connect with colleagues. Pub night?
177	
178	Provide more education opportunities and access to resources for free/smaller fee.
179	Don't really know- lower fees?
180	Host a conference highlighting members of BCASLPA and include significantly discounted rates for members.
181	we need to continue to be able to access good educational opportunities and resources, and promotion of the professions - these are the values that we receive and are fundamental to belonging to the organization
182	Lowering of the membership fee.
183	Offering an on-line means of sharing info, asking for help, offering best practice ideas, reviews of books/materials... for SLP's to access and use.
184	say thank you
185	organizing quality audiology oriented seminars; I think in general BCASLPA is a redundant organization to the audiologist.
186	maybe a write-up in Vibrations to remind people what a large and committed membership is able to contribute towards the practice of our profession in the province
187	Website with links to info - keep access to journals
188	After asking for my opinion, taking my comments or suggestions to heart and implementing changes.
189	for me, supporting the need for wage equity. Currently with a MA and 25 years experience, I am paid 8\$ less/hour than my equivalent peers. Myself and a very few others are fighting this "lone" battle, with little or no voice or support from the associations, union, or college that represents us.
190	Ensure that the funds that are collected are used efficiently.
191	Reduce your rates. It's extremely difficult to pay to belong to three different organizations when I'm not working full time.
192	Have a quick tool on the website through which we could send suggestions (not an e-mail address for contact, but a simple form on the website that sends our suggestions to BCASLPA in a click)
193	good question -- value is not the problem. my problem is time (and i presume it is for others too -- we are mostly women who work and raise families and this provides very little extra time in our lives)
194	-Offer bursaries/scholarships for people with no/little education funds to travel to the BCASLPA conference - connect us more with the online resources, i.e. a quick notification of a possible article of interest that has been published!
195	Sponsor free attendance at BCSLPA conferences for any presenters.
196	Valuing our specific area of practice by developing the resources available on that topic on your website and listing the conferences in North America that might be of interest.
197	-reduced fees
198	Continue to provide such excellent professional development
199	Perhaps liaising with hotels, educational companies, and book stores to try to negotiate discounts for members on business.
200	free materials of some small value.
201	Waive the fees for a year?
202	Continue as you are, maintaining the website. Don't take on too much as you are all volunteers!
203	provide some free resources online (an updated pamphlet on finding a private SLP, handouts on normative development, best practice guidelines, therapy materials, etc)
204	Provide listing of SLPs working with adults within BC in the PUBLIC sector
205	Reduce fee.
206	reasonable membership fees given the cost of the college registration continuing to provide educational opportunities at the local level that meet the needs of the membership
207	An official registry

Enthusiastic Energetic Belonging Q3P2

A	
208	Do the background research into topics of interest to members and come up with a list of which professionals are available to provide and present this information. In my experience, conference planning is too much guess work. If members were offered choices, they would feel more informed and involved.
209	Knowing who I am.
210	Free SLP goodies. E.g. mailing out some Hanen language development calenders to members, group discounts with Super Duper...
211	To connect public and our profession.
212	Continue to allow volunteers to attend the BCASLPA conference for free.
213	Reduce the membership fee - a bit?
214	Reduced fees for long-time members
215	Promote the professions - in each of their specialty areas, not just in broad terms. (Importance of early detection of hearing loss; importance of early intervention for very young children; importance of communication to literacy & in school success; role of adult SLP [but private practice adult audios seem to have more \$\$ to afford their own advertising, so would be less supportive of promoting adult audio services.) Hire a national advertising agency rather than rely on members' homebrew creativity.
216	Keep up with the advocacy for our profession and the importance of our work
217	I am a life member, and still working full time in my profession--others like me may wish to serve on committees for BCASLPA or even hold office, At present Life members are not permitted to hold a BCASLPA executive position which is a pity considering the life experience they bring to the organization.
218	certificate of appreciation
219	Give back to the members. Be it by offering free CEUs or organizing member events.
220	Provide education, journal articles to help keep me up to date, forum for SLPs to discuss topics, topics which included Adults not just Peds
221	Reduction of fees inversely related to number of years of membership.
222	providing a way to help slps make connections with each other AND not forcing us to be joint members with CASLPA, if we want to be members of BCASLPA then we will do it, you won't everhave a dedicated membership if you force them to be members because they have no choice..this creates ill feelings
223	reduce fees
224	Giving us more discounts for a variety of things including insurance, hotels, professional resources, etc.
225	Research education, post everything you would need to know, contact infomation re: that edcuational endeavour and try to influence Hearing Aid Manufacturers to make superior products to reflect their pricing - less packaging and promos.
226	Support SLPs to feel valued dynamic intelligent proactive professionals. To feel part of something exciting and respected. Counter the sense of looking over our shoulders due to College role. I would want more public advocacy. So, regular media contact with theme of our clients' desperate needs.
227	Continuing to recognize the people that go "above and beyond".
228	Recognizing long time members.
229	I still do not what CASLPA actually does for me. Make new members aware of what is available and what you do.
230	Getting my email address correct- they had it wrong for over 2 years!
231	I think the structure of BCASLPA is too complicated and it has decreased my interest in joining any groups within the structure. I feel there are too many levels of structure to get to the grass roots activity level. Create a BCASLPA that feels "active". This may mean spending most of our dues hiring a well rounded professional to lead the group and then letting the members create activity based on specific projects. Choose one to two projects per year that we could do well and get the members focused on those rather than spreading ourselves so thinly with so little money.
232	I'd appreciate being informed of local events, CE opportunities, etc. Especially those that are relevant to us but not necessarily presented by an SLP or AUD. These opportunities sometimes pass me by (e.g. autism training, etc) because I don't hear about them in time.
233	That is a tough question. It's easier for me to think of larger things, than smaller. Maybe a montly draw for members, with a small prize like a starbucks card or a movie pass. The prize could come with a note saying that our membership is valued, and include a quote from a person who has been positively affected by a speech pathologist to re-affirm what we do.
234	Discounts! Free resources.

Enthusiastic Energetic Belonging Q3P2

A	
235	provide email notices of new information available on the BCASLPA website
236	reasonably priced but relevant and practical annual or every other year conference
237	A personal mailing at least once a year, It would be nice to have something to display in my clinic room that reads: XXX is a valued member of the BC Association of Speech-Language Path-- and Aud--
238	Already in place is the regional funding available for localized projects / workshops.
239	A contact list of other supportive personnel.
240	When things work well (e.g. website, conference, newsletter) we can see that our membership is valued.
241	I think you do already...nothing in particular comes to mind...
242	no idea...
243	Syncing your membership with CASLPA's to help further reduce the high cost of belonging to both the College and National organizations.
244	You are already doing it - just by giving your time and energy to the organization.
245	Recognition for contributions - a certificate for a specific role.
246	A note to my employer
247	monthly newsletter so we know what is going on?
248	Discounts at a hotel chain!
249	Bcaslpa members having access to asha journals
250	providing members useful info or links to use in our practice
251	Becoming a better advocate for our therapy services within BC. I feel that SLPs are very undervalued as evidenced by the HSA president saying that SLPs and audiologists will never receive the same recognition as nurses or other health care practitioners. That is very insulting to years of schooling and dedication to this profession. Question, why do you constantly frame this question as the "smallest" way?
252	continue to fund pro-d, maintain and develop website with links to available resources
253	Offer workshops at reasonable rates.
254	Decreasing their rates!
255	1 free online course per year
256	why do you want to offer the minimum (smallest way)?
257	Implement changes already. Seems like there are tons of surveys but little meaningful change.
258	This contest for an iPad 2 certainly has me motivated. This is like a reward for participating rather than just belonging. The questions have really made me think. How about we earn points that are weighted somehow for each way/time we participate in something related to being a BCASLPA member (e.g. each School Affairs Committee meeting equals 5 points, each contribution to Vibrations =10 points....). The point system would need to be developed. Each time we collect 5 points we are able to enter a contest for an item/material/equipment that would be valuable to an SLP. Prizes could be small (e.g. a therapy mirror, a small flashlight..). I don't know how to make the collection and reporting of points easy though. Perhaps someone else has an idea.
259	These surveys are a good start. Perhaps we should attempt to get the cost of belonging to the College down now that all the work was done to get it in place
260	A visit from a representative from BCASLPA for a wine and cheese in the Kootenays to update us and discuss possibilities for how we can contribute to the organization! We need to feel the 'belonging' in a more tangible way to keep our enthusiasm going.
261	by continuing to ask for feedback (i.e. these surveys) - that way BCASLPA can try to remain relevant and change with the needs of it's members
262	I would love to see a reduction in fees especially with the money that we now need to give to the college as well. This is very challenging for new grads especially. Continue to advocate for our needs. Continue to help employers understand our unique qualifications for the job we do. All this for less money :)
263	Help organize/prioritize information customized to my needs, e.g., ability to set up alerts for receiving news about certain topics
264	Share the feedback that is collected and provide concrete examples of some of the changes that may be made based on the feedback.
265	Discounting memberships
266	I think opportunities to dialogue with the organization (like this survey) AGMs and subcommittees are a good place to start.
267	Reining in the membership cost!

Enthusiastic Energetic Belonging Q3P2

A	
268	decrease membership fees and more group discounts on stuff like home insurance, hotels etcc
269	Negotiate to lower registration/certification fees.
270	Offering on-line education opportunities (see above)
271	Continue to provide ways for me to gain clientele, have access to continuing education and combine with the oter groups CASLPA and the College to decrease the \$ I am spending to belong to everything.
272	Have the BCASLPA conference in the North from time to time.
273	You already are - free registration to the annual conference in exchange for being on the planning committee. Otherwise there is no way I would be able to attend. Thank you.
274	Continuing to find ways to bring members together to feel connected.
275	Work together with CASLPA to ensure members only have to report continuing education once.