



Speech and Hearing BC
speechandhearingbc.ca

Vibrations

March 2018

IN THIS ISSUE

BCASLPA Rebranding

President's Message

Hearing Aid Funding Model

Sea to Sky Aphasia Camp:
Updates and New Location

CSHHPBC Update: Incoming
Registrar

2018 BCASLPA Conference

BCASLPA at the 2018
Wellness Show in Vancouver

Interview: Barbara Cotter

Organizing a BCASLPA Area
Funds Event 101: 10 Simple
Steps

Adult Practice Survey

Speech and Hearing BC

BCASLPA...what? Has that ever happened to you? If you are like the rest of us...it has...over and over and over again. Well, you can sigh with relief as we rebrand to **Speech and Hearing BC**. Easier to say, easier to understand, and easier to explain. Many thanks to ZG Communications for guiding us through the rebranding process. The process was streamlined, well explained, and resulted in a name and branding that is a clear and professional representation of our Association and members. Thank you to the Provincial Council members who participated in the process over the past 18 months or so. You were thoughtful and professional in your consideration of each step of the process. And much thanks to you, our members, who are out there everyday, representing Speech-Language Pathology and Audiology.

President's Message

What do you think of when you hear the word sustainability? Compost, plastic bags, recycling? All good things to think about, but sustainability is more than the natural environment that we live in. Sustainability is a term developed in the 1980s as part of a United Nations initiative to raise living standards around the world.¹

There are three pillars of sustainability: Environment, Economy, and Society.

Environmental Sustainability

Ecological integrity is maintained, all of earth's environmental systems are kept in balance while natural resources within them are consumed by humans at a rate where they are able to replenish themselves.

¹ http://www.sustainability.ualberta.ca/Resources/~/_/media/sustainability/Resources/Green%20Guide/Documents/What-is-Sustainability.pdf

Economic Sustainability

Human communities across the globe are able to maintain their independence and have access to the resources that they require, financial and other, to meet their needs. Economic systems are intact and activities are available to everyone, such as secure sources of livelihood.

Social Sustainability

Universal human rights and basic necessities are attainable by all people, who have access to enough resources in order to keep their families and communities healthy and secure. Healthy communities have just leaders who ensure equity and human well-being, labour and cultural rights are respected, and all people are protected from discrimination.

Where does speech pathology and audiology fit in to sustainability principles?

As I see it, our professions of speech-language pathology and audiology are vital in both economic and social sustainability. Communication is required to maintain independence. Universal human rights and basic necessities include the right to communicate.

Here are just three advocacy initiatives in the realms of social and economic sustainability:

- Communication Matters: a grassroots advocacy group of registered speech-language pathologists (SLPs), formed out of a shared interest in improving speech-language services for young children in BC (<https://communicationmattersadvocacy.wordpress.com/about/>). They are working hard to help government understand the importance of access to speech pathology and audiology resources for healthy families and communities.
- Speech and Hearing BC has received an Innoweave grant to develop an advocacy approach to improve hearing aid funding. This group has hit the ground running with strategic inquiry and identification of influential stakeholders.
- Communication Access Now - a national campaign to promote accessibility for people who have speech and language disabilities (<http://www.communication-access.org/can/about-can/>) focused on accessible services in retail, emergency services, hospitals, financial institutions, voting, phone service, police, etc.

Our professional roles, supporting all aspects of functional communication and swallowing, are vital to economic and social sustainability. Be proud of your role and your contributions. Whenever we represent our profession in the community; with our patients, through our volunteering, we help others understand how we, as speech and hearing professionals, support present and future generations towards meeting their own needs.



Sherri K Zelazny, MA/RSLP, CCC-SLP
BCASLPA President



Working Group to Propose Government Funding for Hearing Aids for Seniors

by Andrea Bull

Working group to propose government funding for hearing aids for seniors

In comparison to other provinces, BC falls behind in providing basic financial support for hearing aids and assistive listening devices – we want to change that.

BC doesn't stack up

BCASLPA feels that the provincial government can better support BC residents by providing some degree of funding for hearing aids and assistive devices. In comparison to other provinces, BC falls behind in providing basic financial support for hearing aids and assistive listening devices. While the risks of untreated hearing loss are familiar to our association, they are not commonly known to the public or to policy makers.

To address this issue, BCASLPA has created a Provincial Hearing Aid Funding Working Group that will be collaborating with other non-profit and NGO organizations to develop a policy proposal on hearing aid funding that will be formally introduced to the provincial government. This policy will aim to provide all British Columbians with better access to hearing health services through the provision of a provincial hearing aid subsidy program.

Why is this issue so important?

More than 10% of residents experience some form of hearing loss and less than 25% pursue treatment, yet the provincial government does not provide universal funding for hearing aids. Untreated hearing loss produces feelings of isolation and depression and can place persons at risk for greater mental, cognitive and physical health issues.¹

What has been done so far?

In 2017, at the request of two interested MLAs, then BCASLPA Director of Public Audiology, Andrea Bull, presented at the spring parliamentary outreach sessions to outline challenges facing hearing impaired seniors. Following this, BCASLPA was asked to prepare a proposal to the BC Minister of Health demonstrating the need for, and the potential structure of, a provincial government funding model/policy for hearing aids in BC.

To support this project, Andrea took great initiative and secured an [Innoweave](#) grant to work with a seasoned public policy professional who will act as a mentor and help develop a policy that will be introduced to the Provincial Government. Innoweave is an organization that “helps passionate leaders of successful community organizations learn about, select, and implement new tools and approaches to generate greater impact and advance their missions.”

What we hope to achieve

The working group is learning how to understand, engage, and mobilize policy makers, practitioners, and the public to achieve our 'asks' and craft a strong proposal; however, we will also rely heavily on

¹ [Information gathered from Negative consequences of uncorrected hearing loss – A review](#)

the expertise and support of our peers, our networks, and ultimately, champions of those affected by hearing loss.

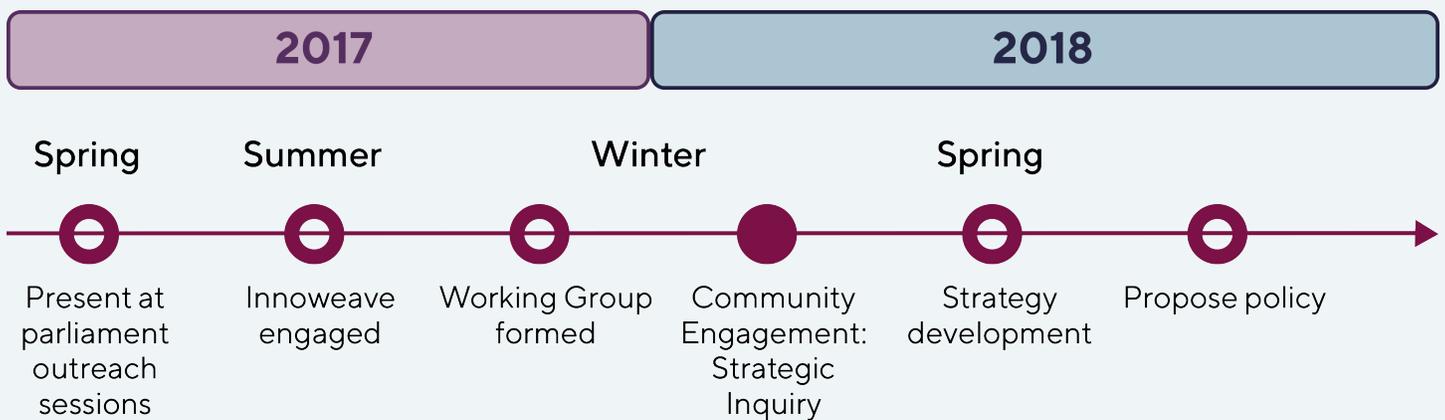
There are two main goals of this initiative:

Develop a proposal to the [BC Ministry of Health](#) outlining the need for, and the potential structure of, a provincial government funding model/policy for hearing aid funding in British Columbia.

Develop an ‘advocacy toolkit’ that includes informational material, templates, tools and lessons learned that can be utilized to help guide future BCASLPA constructive engagement.

Project timeline

Stay tuned for updates on our work to ensure all British Columbians can experience their human right to communicate.



How can I help?

For more information, please contact Andrea Bull at andrea.bull@gmail.com.

Sea to Sky Aphasia Camp

Updates and New Location

The Sea to Sky Aphasia Camp, planned and delivered through the School of Audiology and Speech Sciences in collaboration with the March of Dimes Canada and Douglas College, continues to be a sought-after interprofessional learning opportunity across the UBC campus. Approximately 36 students from a range of Health and Human Service programs register for this learning event, almost a third of whom are Speech-Language Pathology & Audiology students.

To participate, students register to spend a weekend as camp facilitators to a group of 30 campers with aphasia and their family members. Specific learning objectives for this hands-on experience have been developed based on interprofessional competencies, as well as promoting the understanding of the impact of aphasia on life participation. Camp activities are carefully and purposefully planned over the duration of the weekend to create significant opportunities for students to interact with clients with aphasia, family members as well as their student peers.

In the past year, there have been some new developments to the Aphasia Camp, specifically:

Pre-Camp Training:

In preparation for the weekend, students undergo training specific to working with people with aphasia in a community setting (including supported communication training), as well as engaging in activities designed to promote interprofessional collaboration. New this past year, the pre-camp training included a series of online training resources that were delivered to students in the weeks leading up to the in-person orientation evening. Feedback from students on the training provided was extremely positive, rated as particularly relevant to their future practice.

Greater Teamwork Focus

In another new addition this past year, students were divided into multidisciplinary teams for the weekend, and these teams were matched with a group of campers with aphasia. Team challenges and activities were set, culminating in a performance on the last day. Emphasizing the importance of teamwork served three purposes over the camp weekend:

- Promoted ongoing collaboration between students across the health disciplines relating specifically to their group of campers and their group of campers' needs.
- Provided greater opportunities for campers to develop relationships and rapport with each other. Given the isolating nature of aphasia, the importance of new friendships was highlighted to students, and they were coached to facilitate and encourage these important connections.
- Provided opportunities for family members to connect with each other to support and learn from their shared experiences.

New Location for 2018!

There are even bigger changes for 2018! The aphasia camp will no longer be held at the Easter Seals Squamish location, but instead at the Zajac Ranch in Mission BC. This will be a big transition for returning campers, but there is a lot of excitement for the new opportunities this beautiful new location will bring. Keep an eye out for upcoming promotional materials.

Recruiting for 2018 and beyond...

Critical to the success of the camp weekend are the clinicians in the community who attend as Team Leads for the weekend. The clinicians who volunteer their time also come from a range of health professions, ranging from Occupational Therapy and Physiotherapy, to Therapeutic Recreation, Nursing and Speech-Language Pathology, to name but a few. Team Leads offer support and guidance to a small group of approximately 6 students over the duration of the weekend. In their role, they facilitate debriefing discussions between students, while also encouraging student reflection and evaluation. We are recruiting to increase our number of Clinical Team Leads, and if this opportunity is one that interests you, please contact Eavan Sinden at esinden@audiospeech.ubc.ca.

If inquiring about the Aphasia Camp on behalf of a client, or for further information on how you can register a client, please contact Eavan Sinden at aphasiacamp@audiospeech.ubc.ca.



CSHHPBC Update:

Incoming Registrar

In December 2016, Diane O'Connor, the previous Registrar & CEO of the College of Speech and Hearing Health Professionals of British Columbia retired, and was replaced by the incoming Registrar, Cameron Cowper, at the beginning of January 2017.

REGISTRAR'S BIO

Cameron Cowper was appointed Registrar & Chief Executive Officer of the College of Speech and Hearing Health Professionals of BC, commencing January 1, 2017. Cameron joined the College as Deputy Registrar in 2015 after more than twelve years in senior policy and advisory roles within BC's Ministry of Attorney General.

As Deputy Registrar, Cameron managed the complaints, investigations, and discipline files, and took a lead role in initiating a comprehensive review of the College's policies and Bylaws, as well as a complete re-build of the College's registrant database and website (schedule for launch in the Fall of 2018). Since 2016, Cameron has also represented the College as a board member of the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR).

Cameron earned a BA and a Master of Public Administration from the University of Victoria, as well as a law degree from the University of London.

MESSAGE FROM THE REGISTRAR

I am honoured and grateful for the opportunity to reach out to BCASLPA members, and thus our registrants, through Vibrations.

In its 8th year of existence, the College has an ambitious agenda for the coming fiscal year, including a complete bylaw and policy review, the launch of a new website with corporate re-branding, an MOU on interjurisdictional practice (including tele-practice) with Alberta regulators, and a number of national (i.e., CAASPR) initiatives to harmonize and build capacity across the regulated jurisdictions: e.g., national competency profiles for audiology and speech-language pathology; a national (competency-based) licensing examination in partnership with SAC; a national language proficiency standard, as well as an online portal for internationally-educated applicants.



As for our comprehensive bylaw and policy review, one of the first objectives was to streamline and clarify the Bylaw provisions of Part 10 (currently, 'Advanced Competency Certification Programs') to make it easier for registrants to navigate and to add new provisions for the authorization of advanced techniques and technologies that do not meet the threshold, or Ministry of Health requirements, for an Advanced Certificate (AC). The current iteration of Part 10 predates the AC Programs of Study (POS), so the current version includes a great deal of clinical language and unnecessary duplication. The updated version promises to be far clearer and far shorter!

That said, and in follow-up to BCASLPA's member survey on the subject of the College's AC program, circulated in 2017, I prepared the following Q&A to assist BCASLPA members navigate the government-mandated, and often misunderstood, process for ensuring clinicians are competent in higher risk areas of clinical practice.

Q&A: CSHHPBC Advanced Certification (AC) Program

Q1: Why does the College have Advanced Certifications?

A1: The College's number one priority, as mandated by government, is to protect the public, ensuring clients get the best possible care, especially for those activities government has determined to be higher risk. For those reasons, ACs are prescribed in our Regulation and Bylaws.

At the time Part 10 was originally brought into force, several other regulatory options were considered by government (i.e., the Ministry of Health):

- The Ministry could have disallowed any of the higher risk practices altogether;
- Registrants could have been subject to delegation from another profession (e.g. physicians) who would then have had overall responsibility for the care and services provided;
- Registrants could have been subject to requiring 'physician orders'; or
- Registrants may have been able to perform some aspects, but defer the rest to other professionals;

Happily, the Ministry elected to go with the regime that far and away provides our registrants with the greatest level of independence & autonomy in their practice in those areas! Thus, eliminating the College's AC program would eliminate the ability of our registrants to practice independently in these high-risk areas and would not be in keeping with the Ministry's policy directive.

Status quo is not necessarily best practice!

Q2: Why don't other colleges have them?

A2: Actually, a number of other colleges do, and many more are one the way.

Our Speech and Hearing Health Professionals Regulation was among the first to be created under the new (at the time of our College's inception) *Health Professions Act*; others are waiting for updates to their regulations and will follow the new model.

Many colleges have 'advanced' or 'restricted' practices, including CRNBC, CDSBC, CPSBC, and CDBC ('enteral and parental nutrition'). Others do not (e.g. COTBC), but their regulation does not provide for restricted activities or noted high-risk practices meaning they cannot perform certain practices—that may change for some (e.g. CPTBC and CTCMA).

Q3: How do I get an Advanced Certificate?

A3: You need to do 3 things:

- Satisfy the pre-requisites, or equivalent if your education completion date was more than 7 years ago;

- Complete the required education and practical training in the specific Program of Study (POS), under supervision and within 3 years;
- Have your supervisor sign off on your POS, then apply to the College.

Your application is then reviewed by colleagues on the College’s Advanced Certification Advisory Committee (ACAC) and the Quality Assurance & Professional Practice (QAPP) Committee. An AC is valid for 3 years and can then be renewed.

Q4: What can I do without an Advanced Certificate?

A4: A certificate encompasses an entire body of knowledge surrounding a specific area of practice (e.g., endoscopy is far more than passing a scope successfully; tracheostomy management is far more than putting something into an artificial opening).

Provided the registrant is competent (using the knowledge objectives as a guide), they could provide related services but NOT those prohibited in the AC Program of Study (POS)—another qualified health professional (who has that activity in their scope of practice) would have to do that—this varies by certificate (e.g. RT, RN, Physician).

The information above begs the question, why not take the additional step and do it all independently? Good for the client/patient, good for the clinician, cost effective for the employer.

Q5: How do I renew an Advanced Certificate?

A5: You need to do 2 things:

- Perhaps most importantly, you need to attest to the following before you renew an AC:
 - I attest that I am competent to practice in the areas of my Advanced Certificate(s) in accordance with the College Bylaws, Code of Ethics, Standards of Practice, and Clinical Decision Support Tools;
 - I attest that I am competent to supervise another registrant in the areas of my Advanced Certificate(s) in accordance with *Policies Levels of Supervision* (POL-QA-06) and *Qualification of Supervisors* (POL-QA-07);
 - I attest that I have maintained competence in the areas of my Advanced Certificate(s) by actively performing, practicing, or training others in the areas of my Advanced Certificate(s) during the previous 3 years (e.g. between April 1, 2018 and March 31, 2021).
- You need to complete 4 Continuing Competency Credits (CCCs) related to that AC within 3 years (part of the overall 45 CCC requirement).

This is arguably quite minimal, and there are numerous ways of obtaining the required 4 CCCs—presentations, self study, courses, webinars, supervision of trainees.

There is also no minimum number of procedures or tests to be completed in 3 years—this reduces the burden in rural and remote areas, as well as for casual and part-time employment contexts.

In terms of protecting the public, if you were the client, who would you rather have for a health care provider—a registrant who has demonstrated competency in a high-risk area of practice or one who hasn’t?

Q6: Aren't there a lot of barriers to supervision when pursuing an Advanced Certificate?

A6: Actually, no. Only 1-2 components of an entire AC Program of Study (POS) require close or constant supervision. The remainder is general supervision. General supervision refers to the oversight of the work of another registrant to provide practice oversight, clinical direction, and/or clinical guidance. With general supervision, the supervisor does not necessarily have to be present or even in close proximity to the person being supervised—they only need to be accessible when required.

Remember, multiple supervisors are allowed, and supervisors from out of province (e.g. Alberta) and from other professions (e.g. physicians for cerumen management) have been approved.

Finally, a provision in the College's Bylaws allows our committees to consider "substantial equivalency" for out-of-province or internationally-educated applicants (IEAs).

Q7: Aren't the costs of an Advanced Certificate a bit high?

A7: More than 95% of the cost of any AC is borne by the college—cost of reviewing applications and committee approvals, cost of reviewing and updating AC Programs of Study (POS), cost of developing standards, policies, and bylaw revisions—only a tiny fraction is passed on to the applicant.

The ONLY cost to the registrant is an administrative one—to process the application and issue/administer the actual certificate—and is as low as possible @ \$45 per certificate (to a maximum of \$90 regardless of the number).

Q8: It is frustrating to have other professionals provide services with no standard for competency including an AC program. Why is there this inequity?

A8: Aside from the legislative changes (see Q2) does it make sense to say that if someone else has no standard, our registrants should also have no standard?

Enforcing public safety and minimum standards doesn't mean pursuing a race to the bottom.

The subject of advanced practice closely aligns with inter-professional collaborative practice and can help mitigate the 'Turf War' phenomenon—struggles for territory, power, control, or rights; ones that usually end in conflict or confrontation, neither of which is in the best interests of clients/patients.

This does not mean that your services, skills and abilities are interchangeable with another profession(s), so it is imperative that you can articulate what you bring to the care of the client and ensure that it is the best possible care.

Q9: Are there aspects of the AC program beyond the scope of the College?

A9: Yes—lack of equipment, lack of support from supervisors & managers, other professionals thinking they can provide it all, business interests and competition. Unfortunately, those are things beyond the regulatory control of the College.

Q10: Can the College do more?

A10: Yes, and the College is continually working to improve the Advanced Certificate (AC) program by:

- Working on bylaw revisions to make Part 10 easier for registrants to follow;
- Keeping the AC Programs of Study (POS) current;
- Keeping fees nominal and not applying costs to everyone;

- Avoiding a minimum number of required procedures or studies in 3 years, which could increase barriers to keeping a certificate;
- Developing an online learning module for ‘Advanced Practice’ once the revised Part 10 Bylaws are finalized;
- Combining certificates E and F, now that the Bylaws provide for it; AND
- Ensuring that standards, policies, and information is readily available to registrants to help demystify misconceptions and erroneous information that is out there;
- Incorporate some of the survey feedback into positive changes.

Q11: Can BCASLPA help?

A11: Absolutely—there are a number of things BCASLPA could do to assist with the College’s Advanced Certificate (AC) program:

- Exploring learning opportunities that pertain to ACs required in BC;
- Ensuring that members who may want to participate, complete a CSHHPBC *Expression of Interest* form from the website and submit it to the college (we’re always looking for keeners to participate on committees!);
- Advocating for professionals who have ACs and are bringing their ‘A’ game;
- Encouraging and supporting Inter-professional collaborative practice (not inter-changeable practice);
- Providing general feedback, or feedback on proposed bylaws changes posted on college websites for public comment, to other colleges;
- Helping ensure that members have accurate information or redirecting them to CSHHPBC.

Q12: Does the College have any response to the BCASLPA Advanced Certificate survey feedback from members?

A12: Yes. Survey responses suggest that many misconceptions persist in respect of the College’s Advanced Certificate (AC) program, for example:

- Without an AC, you can’t provide any services—incorrect (see A4)
- You must get an AC—incorrect—there is often choice (e.g., Certificate K)
- Supervisors must always be co-located and of the same profession—incorrect (see A6)
- Some members assume that things are covered by an AC which are not included (e.g. Oral suctioning does not require Certificate K)
- Other professionals can do the same work we do—incorrect (see A2, A8)
- No other professions have ACs or equivalent—incorrect (see A2)
- ACs only apply in hospital settings—incorrect (many ACs are performed in other settings such as home care, agencies, and private practice)
- All registrants have the appropriate university background and should be qualified on graduation—incorrect (untrue in other jurisdictions and at time of graduation)

In addition, some comments were either 1) based on bias, and thus difficult to resolve, 2) were based on legislative requirements that cannot be changed—e.g. “a supervisor is hard to find, but I will not

be supervised by a RHIP for cerumen management” (RAUD comment), or 3) are beyond the College’s control and/or not in the public interest (e.g. scrapping the program).

Comments were sometimes divided—e.g., split between those members wanting more (or similar) ACs and those members wanting less or none. Finally, some were premised on the notion that the clinician, not the patient/client, is paramount, and were thus inconsistent with the mandate of a regulatory college.

That said, survey feedback from members also included lots of excellent and positive suggestions for change. Some of those recommended changes have already been dealt with or are in development, for example: providing for other authorized areas of practice (e.g., autism), which may look different from an AC (see my message statement).

Again, many thanks to BCASLPA for graciously providing me with an opportunity to reach out to its members in this way.

Sincerely,

Cameron Cowper
CSHHPBC Registrar & CEO

2018 BCASLPA Conference

SAVE THE DATE
October 19 and 20th
Delta Ocean Pointe Resort Victoria



Photos courtesy Delta Victoria Ocean Pointe Resort

Mark your calendars for **October 19 and 20th** at the Delta Victoria Ocean Pointe Resort to attend the 2018 BCASLPA Conference. We have something for all professionals with a selection of quality speakers across the continuum of our practice. Our conference theme is **Neuroplasticity**.

The conference supports networking opportunities through its lunch forums, social events and breaks. Meet our valuable exhibitors and sponsors in the exhibit hall. While the schedule is still being finalized, below are some of our confirmed speakers and topics to date:

Keynote

Steve Miller, Neuroscience & Brain Based Learning: What's new and cutting edge therapy

For Audiologists

- Ted Venema, New BCHIP Program at Douglas College and more topics
- Shannon MacLean, Musical Training for Adults Enhances Speech in Noise Perception: Clinical Implications for Audiology and Speech Language Pathology
- Jeff Small, Communication Strategies for Dementia and Hearing loss
- Tony Herdman, Latest Work on Evoked Potentials

SLPs Working with Children

- Pat Miranda, The Parent and Child Early (PACE) Coaching Project (BC research study examining the effectiveness of a parent coaching intervention based on the ESDM)
- Gloria Ramirez, Neuroplasticity and Morphological Development
- Lesley Magnus, Evaluation and Treatment of Unintelligible Children
- Lisa Archibald, Developmental Language Disorder and Working Memory
- Tony Herdman, Neuroimaging and the Brain While Reading (Adults and School Age)

SLPs Working with Adults

- Luis Riquelme, Connecting evidence & clinical practice: The dysphagia clinician's journey; Including cultural frameworks in dysphagia practice; IDDSI: How's implementation going?
- Tony Herdman, Neuroimaging and the Brain While Reading (Adults and School Age)
- Roberta Elman, CAPE: A Framework for the Essentials of Aphasia Intervention

Indigenous Topics

- Jessica Ball, A Holistic Approach to Supporting First Nations Young Children's Speech and Language Development

Special Member Benefit: BCASLPA is providing members with a \$25 per night hotel subsidy! More details will follow in the coming weeks.

Volunteers, Thank You!

BCASLPA at the 2018 Wellness Show in Vancouver



Left to Right: Kate Wishart and Megan Kleisinger

Five BCASLPA members volunteered their time to staff the BCASLPA exhibit table at the 2018 Wellness Show in Vancouver on February 17 and 18. Thanks to Jennifer Decock-Hewitt, Megan Kleisinger, James Le, Pam Waterhouse and Kate Wishart for volunteering their time and energy. It was a very busy fair with plenty of traffic and interactions with attendees to provide information and spread the word about our professions.

Interview with Barbara Cotter, SLP, Richmond School District

Interviewed by Nicole Hewamudalige, SLP, Richmond School District

Give us a snapshot of your career.

My career as an SLP started in November 1984, when I met Len Ellis, PhD at the ASHA conference in San Francisco. He offered me a job with the Ministry of Health that began in June, 1985. This position was that of a sole clinician in Princeton, BC. A new Health Unit had been built with observation windows, a storage room full of brand new materials and my own office along the Similkameen River. Premier Bill Vander Zalm officially opened the Health Unit where I stayed for three years.

My next position as an SLP was with the Penticton School District. Rod Johnston, PhD was our Director of Special Education and a great source of inspiration and learning. I had the privilege of having Janet Harder as my SLP colleague. Janet and I shared our first student intern in 1988 and my love of working with student interns began.

My role with the Richmond School District began in 1992. It has been a rich 25 years and I feel spoiled to have experienced the leadership of Kathy Champion, a multiplicity of professional development, and colleagues who are current, collaborative and committed to our field.

What is the first thing you want to do when you retire?

I don't know if there is a "first" thing I want to do as there are many things I hope to do more of that require "time". These include yoga classes, practicing the piano, reading books, cooking for friends and family and hiking in the mountains.

What are your long-term plans for your retirement?

My long-term plan is to enjoy the gifts of "time" and "choice" and to see where that journey takes me.

Will you work at all? Why or why not?

I will continue to work part time at Capilano University. I love working with adults as well as children and this gives me an opportunity to share my knowledge and experiences.

If you'll be traveling, where will you go?

We have plans to go to Palm Springs and the Dominican Republic. We also hope to spend more time in our favorite places in Europe where we will try to live like "locals".

What is your most memorable moment in your career?

There have been so many wonderful memories that I could not pick one as the most memorable. Receiving the Elizabeth MacLeod Award from UBC was very special, and one of my nominees was Cheryl McGee who is now working at UBC in the same position that Liz held.



I was also thrilled to learn that a student who participated in one of the “Intensive Fluency Clinics for Secondary Students” that I participated in is now a teacher in Richmond!

Any advice for new grads?

Have a growth mindset, stay curious and seek input from others. Your clients and colleagues will contribute richly to your career.

What would you tell someone thinking about a career in Speech-Language Pathology or teaching at the university level?

I would share my experiences and let them know that it has been a diverse and rewarding career.

What might someone be surprised to know about you?

Mmm... that’s a tough one. They may be surprised to know that I once won a ham (first place!) at a target shooting contest in Merritt, BC.

What would you have done if you weren’t a Speech-Language Pathologist?

I hope I would have become a chef. There are similarities in both careers. You need to have a growth mindset, be creative, resilient and enjoy working and learning from others.

If you were to tell one person “Thank You” for helping you become the person you are today, who would it be and what did they do?

There have been many people who contributed to my growth as a Speech Language Pathologist and as a person. These include my parents, my Aunt Kathleen (who has an Early Childhood Center named for her in Dearborn, Michigan), my principals, colleagues, students and their parents. The common thread amongst this group is the belief in the need for meaningful inclusion in education and society.



Organizing a BCASLPA Area Funds Event 101

10 'Simple' Steps

1. Develop your idea for Professional Development

- Gather your colleagues and discuss topics/speakers of interest
- Consider your professional development needs/interests and what may appeal to others
- Research experts in chosen area
- a. Secure support from your employer
 - Request that they provide any necessary seed money
- b. Choose potential dates and venue of the right size to accommodate the event
 - Consider conflicting events and non-instructional days in schools
- c. Consider if you want/need to have the event fully or partially catered
- d. Contact potential speakers
 - Check their interest, availability, fees
 - Decide on speaker and date. Make a tentative booking with them to be confirmed later

2. Apply for Area Funds from BCASLPA

- a. \$3000 is available each year for each area in the province
- b. Fill out the Area Funds Application Form available on BCASLPA website
- c. Work out a rough budget including expenses and revenue and include in application
 - Expenses: speaker fees/expenses, venue, catering, technical, clerical, gifts etc.
 - Revenue: Potential Area Funds, registration fees
 - Consider charging a higher fee to non-BCASLPA members
- d. 4 SLPs/Audiologists must sign the form
- e. Submit application before deadline noted on website

3. You have been awarded Area Funds!

- a. Confirm the date with your speaker
 - Request a bio and workshop description to use in your advertising
- b. Draw up a Speaker's Agreement which is a contract between your organization and the Speaker
 - BCASLPA can provide you with a sample agreement
 - Have all parties agree and sign
- c. Divide up the tasks with your organizing group

4. Book the Venue and Catering

- a. Consider finding a space within your school district or health authority, for example, that you can use at reduced or no cost.
- b. Check into access and facilities for caterers
- c. Check with local caterers/restaurants
 - Decide on the type of menu you want and receive quotes based on your projected numbers
- d. Confirm venue and caterer- deposits may need to be paid

5. Registration

- a. Set up a system for registering participants
 - Check with your organization to see if they have an account with an online registration company (Online registration systems keep track of funds and allow you to communicate with your registrants).

6. Advertising

- a. Draw up a poster/notice you can use for all of your advertising
 - Include workshop description, speaker bio, date, venue, catering and registration information
- b. Send out your workshop information to all potential participants
 - Consider if you want to include other professionals
 - You may want to request that people post and share information with others
- c. Have your event included on the BCASLPA and SAC websites

7. Clerical Tasks

- a. Keep track of the budget and registrants
- b. Book hotel room for speaker
 - You may need to complete a credit card form with the hotel
- c. Keep your caterer in the loop about numbers and have a final cut-off day
- d. Make up name tags
- e. Copy handouts or send to participants electronically
- f. Arrange to have cheques made out for speaker fee/expenses, caterers and venue
 - Payment is usually made on the day of the workshop
- g. Consider buying small gifts for those that will have helped you pull off a great day

8. Technical Support

- a. Have your speaker provide you a list of any technical requirements for audio and video
- b. Consider having someone available through the day for tech support

9. Take care of your speaker

- a. Keep in touch and answer any questions around travel arrangements
 - Greet them at the airport and deliver to hotel
- b. Be their chauffeur
- c. Consider inviting them out for dinner
- d. Thank them with a small gift

10. Enjoy the day!

- a. Set up a registration table
- b. Communicate with your caterer around timing and logistics
- c. Introduce your speaker and thank them at the end of the day
 - Present them with a small gift as a thank you
- d. Have your participants complete a short evaluation form
- e. In the following weeks, tie up loose ends
 - Complete your budget
 - Send in your financial information to BCASLPA and you will receive the Area Funds cheque
 - Review your organizational processes and make notes for the future
 - Analyze your evaluations
 - Note suggestions for another time; what worked and what needs to change
 - Enjoy how much you and your colleagues appreciated a quality professional development event!

Jane McMullin and Abby Brooks
School District #63 (Saanich)

The Speech-Language Pathologists of Saanich School District invite you to a full day workshop

SAVE THE DATE & REGISTER NOW!!

Friday April 20, 2018

The New Neuroscience of Language and Literacy

A Workshop Presented by

Dr. Martha Burns

Dr. Burns has been a practicing speech-language pathologist in the Chicago area for over 40 years. She serves on the Faculty of Northwestern University, Department of Communication Sciences and Disorders, and served on the medical staff of Evanston-Northwestern Hospital. Dr. Burns is a Fellow of the American Speech-Language-Hearing Association and has received honors from Northwestern University, Evanston Hospital Corporation, the American Speech Language Hearing Foundation and Saint Xavier University. She has authored three books and over 100 journal articles on the neuroscience of language and communication. Dr. Burns' expertise is in all areas related to the neuroscience of learning, such as, language and reading in the brain, the bilingual brain, the language-to-literacy continuum, and the adolescent brain. She is the Director of Neuroscience Education for Scientific Learning Corporation.

9:00 AM – 3:45 PM

Parkland Secondary School Theatre

10640 McDonald Park Road, Sidney, BC

Quick and easy access from Swartz Bay ferry terminal

\$60 for BCASLPA Members & SD63 Staff

\$125 for Others

Lunch and Refreshments included

(We will have some vegetarian and gluten-free options available but, if you are on a restricted diet please consider supplementing with your own food)

Dr. Martha Burns will share the very latest research on educational neuroscience for SLPs, educators, and others working with children. The workshop will focus on the application of the new research to assessment and treatment of students with neurodevelopmental speech and language disorders including, auditory processing disorders, dyslexia, and childhood apraxia of speech.

To Register now and for further information, go to:

<http://bit.ly/sd63slpworkshop2018>

Contact Jane McMullin (jmcmullin@sd63.bc.ca) for further information
or Marta McAulay (mmcaulay@sd63.bc.ca) for registration

Supported by BCASLPA Area Funds and School District #63 (Saanich)

Adult Practice Survey

The BCASLPA Adult Practice Committee invites Speech-Language Pathologists working with adults in the public setting to fill out a brief survey regarding service delivery and wait times.

The results of this survey will assist the Committee in determining priorities for the coming years, and how we can best serve YOU, the SLPs serving adults in British Columbia. Please take a few minutes to complete!

[Click here to participate.](#)



Certificate in Francophone Practice for Speech-Language Pathologists

Certificat francophone en orthophonie

Interested in or already working with the Francophone community? The Faculty of Rehabilitation Medicine and Campus Saint-Jean at the University of Alberta offer courses for speech-language pathologists.

REHAB 560, a six-week course offered online in May-June 2018, will address French-English cultural and linguistic issues. REHAB 562, offered in the first three weeks of August 2018 at the Campus Saint-Jean and via video conference, reviews appropriate assessment tools and treatment models for children with language disorders. Instruction is in French for both courses. REHAB 560 is a prerequisite for REHAB 562.

For more details: francocert.ualberta.ca

La francophonie – vous y travaillez déjà ou vous portez de l'intérêt à la communauté? La Faculty of Rehabilitation Medicine et le Campus Saint-Jean de la University of Alberta offrent des cours pour orthophonistes.

Le cours REHAB 560, offert en ligne pendant 6 semaines en mai-juin 2018, porte sur des enjeux culturels et linguistiques francophones/anglophones. Le cours REHAB 562, offert en août 2018, au Campus Saint-Jean et par vidéoconférence, présente les modèles et les outils d'évaluation et d'intervention pour les enfants qui ont des troubles langagiers. Les deux cours sont enseignés en français. REHAB 560 est un prérequis au cours REHAB 562.

Pour plus de détails: francocert.ualberta.ca

Submit Your Story

Next deadline: May 10, 2018

Please contact Janet Campbell, at bcaslpa@telus.net, to inquire about submissions.

Contributors

Andrea Bull

Abby Brooks

Jane McMullin

Nicole Hewamudalige

Credits

Editor: Janet Campbell and Sherri Zelazny

Communications: Janet Campbell

Layout: ZG Communications



Speech and Hearing BC