

VOICES

A Publication of the **NJSHA** New Jersey Speech-Language-Hearing Association

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NEW JERSEY
NJSHA

Connecting Our
Futures Together

NEW JERSEY SPEECH-LANGUAGE-HEARING ASSOCIATION

APRIL 20-21
2023

CONVENTION



NJSHA Office

174 Nassau Street
Suite 337
Princeton, NJ 08542
1-888-906-5742
FAX 1-888-729-3489
info@njsha.org
www.njsha.org

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Editorial Board:

Robbie Lazarus, Chair
Beth Dux, Robynne Kratchman, Sue Goldman, Janet Koehnke, Kathleen Palatucci and Linda Tucker-Simpson

Publication Coordinator: Amy Caye

Editorial, advertising materials, membership and address corrections should be forwarded to:

NJSHA Office

174 Nassau Street
Suite 337
Princeton, NJ 08542
E-mail: publications@njsha.org
Website: www.njsha.org

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NJSHA acknowledges with appreciation a grant from Mimi Marzell Heyman to fund in part the publication of **VOICES**.

President's Message

"Never underestimate the power of communication." – Ethan Becker



**Kathleen Palatucci,
MA, CCC-SLP
President**

Greetings NJSHA members and friends! Welcome to the spring edition of **VOICES**. I know everyone reading this believes in the power of communication. We are communication professionals. We work very hard to make sure those we serve reach their potential for communication and functioning in their everyday lives. As association leaders and members, we work diligently to advance the vision of NJSHA which is **"to prioritize effective communication and the highest quality of life for all through professional excellence"**.

How often do we take the time to think about the importance of communication among and between ourselves? It can be challenging, right? We know that when communication breaks down, it's difficult to get things done and frustration may occur. This past year we have been working to incorporate the **NJSHA Strategic Plan 3-CCCs** throughout the Association by facilitating communication between committees and the NJSHA leadership team. As a result, we have had some astounding collaborative efforts! We know it takes time to **communicate, collaborate and connect**. But it has been worthwhile. At the **Annual Membership Meeting on Friday April 21 at 7:00 am**, you will be hearing more details about NJSHA's progress this past year. Yes, this will be an early bird meeting. You will be pleased to know a generous, hot buffet breakfast will be served to those who attend the membership meeting. So, come hungry!

NJSHA has been growing throughout this past year. We are seeing more members return to the Association and new members join as we recover from the pandemic. It has been a long journey. We do anticipate a great turn-out for the **2023 Annual Convention: Connecting Our Futures Together, April 20-21** in Long Branch, New Jersey, and I hope to see you there. I would like to acknowledge the Convention co-chairs: **Mary Faella, Joan Warner and Marykate Vaughan** for their tireless efforts planning the NJSHA 2023 Convention. Please read more about the Convention in this issue! There will be two round table connect sessions offered for CE credit on Friday. They are **Connect: Member-to-Member Mentorship** and **Connect: Advocacy** which will provide training for grassroots advocacy at the New Jersey state level.

Stay tuned for details to follow for the Supervisor's Workshop **IPP/IPE in Clinical Supervision** to be held June 15. NJSHA continues to fulfill its commitment to the vision of "prioritizing ... professional excellence". NJSHA cannot function without all the extraordinary volunteers who **communicate, collaborate and connect** continuously, giving freely of their time, talents and expertise. Thank you all. **We are all NJSHA!** ■

NJSHA 2023 Convention

By Mary Faella, MA, CCC-SLP, Convention Chair



The 2023 NJSHA Annual Convention is just around the corner. We are excited to offer new and innovative connections with

members, colleagues, friends and attendees! Please visit our website to find details on the various topics and speakers.

Our keynote speaker, former ASHA president, a friend of NJSHA and innovative thinker, Shari Robertson, will provide an inspiring keynote address. In addition, Shari will be presenting several additional sessions including *Talk, Move, Imagine, Smile: Mindful Strategies to Promote Resiliency in Children With Language Impairments* which addresses the aftermath of COVID-19 in at-risk children.

This year's Convention will include diversity, equity and inclusion (DEI) sessions to satisfy the new 2023 two-hour ASHA requirement. There will be a one-hour session on Thursday that future speech-language pathologists (SLPs) and audiologists (AUDs) are also encouraged to attend. On Friday, Dr. Robertson will be speaking on *Structured Literacy: A Comprehensive and Language-Based Approach for English Learners*. Barbara Fernandes will present *From Surviving to Thriving as a Minority Speech-Language Pathologist*.

Another sought-after national speaker is Melanie Potock, MA, CCC-SLP. She will be offering the Marni Reisberg sessions on *Your Feeding Tool Kit*. Many of you may know her through her website; <https://mymunchbug.com>.

NJSHA, in collaboration with the New Jersey Academy of Audiology (NJAA), has developed a comprehensive program targeted for audiologists on both Thursday and Friday. One of the several dual programs, (SLPs and AUDs) will be presented by Larry Medwetsky, PhD, CCC-A, *Beyond Auditory Processing: An Integrative Approach to Conceptualizing Spoken-Language Processing*. Larry is also offering an additional one-hour Q&A forum that will invite attendees to bring central auditory processing evaluation results to further discuss the implications with the students/clients. The Audiology Track will also include timely and informative sessions on the role of the audiologist in over-the-counter hearing aids, pediatric and adult vestibular function, musicians and the prevention of hearing loss and maximizing performance of children with hearing loss.

A Literacy Track, created in response to Convention feedback, will be offered on Friday, April 21. This embedded program is targeted at SLPs and educational AUDs as well as regular education teachers, special education teachers, reading specialists, child study team members, reading interventionists, as well as others in related fields. This program

will be an interprofessional event relevant to a wide variety of professionals in addition to SLPs. Social media posts and electronic program fliers are on the NJSHA website to share with parents, administration and interested colleagues. A special rate will be offered for non-SLP professionals. As an SLP Convention attendee, you will also have the opportunity to enjoy any or all of the literacy sessions!

NJSHA Convention 2023 will also have special sessions that engage the attendees in roundtable discussions on different topics. Each of these sessions will offer continuing education hours. It is a professional experience not to be missed. We are pleased that a complimentary breakfast will be offered each morning, afternoon snacks, as well as coffee and other drinks throughout most of the day. Attendees will be responsible for their own lunches.

NJSHA created the *Pathfinder* for attendees to download on their mobile devices and use before, during and after the Convention. It will help you easily navigate the Convention.

Can't decide which sessions to attend? Purchase a recording package to earn continuing education credits for select sessions you may have missed and view them after the Convention. These recorded sessions are available to attendees for just \$50 for NJSHA members and \$65 for non-members. Full Convention registration is required for this option.

As with any successful project or event, it takes a group of dedicated individuals to make it happen. On behalf of the Convention chairs, a special acknowledgment and thanks go to the following Convention Committee members: Cynthia D'Antonio, Holly Weinstock, Stephaine Janitz, Kelly Pezzanite, Mary Jo Simeone, Michelle Baker-Bartlett and Michele McGlynn.

Appreciation is also extended for the support of NJSHA's other committees, Continuing Education, Public Relations - Jaffe Communications, Legislative with lobbyists Lynn Nowak and Jacy Lance from Porzio Governmental Affairs, School Affairs, Health Care, Private Practice and Early Intervention and Audiology to provide state and professional updates. NJSHA's management company, Craven Management Associates (Deron Sferra and Diane Yenerall) handles all the logistics in making the Convention enjoyable, educational and informative. In addition, thank you to our members and attendees, for your suggestions on topics and speakers, as well as your attendance. Be sure to stop by the registration desk with any questions or concerns.

A final thanks to Kathy Palatucci, president; Donna Spillman-Kennedy, president-elect; Robynne Kratchman, immediate past president and the board of directors for their continued support and guidance throughout the year.

Looking forward to connecting with you down the Jersey Shore! ■

Let's Loop New Jersey! It is Long Overdue

By Ziva Kompel and Gita Balser, AuD Graduate Assistants in the MSU AuD Program, Maryrose McInerney, PhD, CCC-A, Associate Professor, Montclair State University

There are over 800,000 individuals with hearing loss in New Jersey. Hearing loop systems are a type of assistive listening system required by the Americans with Disabilities Act, yet most public places lack this needed equipment.

Interview with Arlene Romoff, consultant, speaker and author of *Hear Again: Back to Life with a Cochlear Implant* (1999), *Listening Closely: A Journey to Bilateral Hearing* (2011), and *Advocate for Hearing Loop Legislation*.

Q: What kind of challenges do you face in New Jersey to have access to full communication?

A: New Jersey residents like me consistently face challenges attending meetings and events in public places. If a room is not equipped with a hearing loop system, then I won't hear optimally – the clarity is impacted. Public events are not worth attending if I can't hear clearly, so I opt out. Loop systems are readily available, but they are rarely installed, and it is not generally known that they are even needed!

Q: What is hearing looping?

A: Hearing loops electronically bring the voice of a speaker using a microphone directly to hearing aids or cochlear implants, giving optimal hearing. Sound picked up by a microphone feeds into an amplifier sending current to wires in the floor or ceiling. The current generates a magnetic field that is picked up by telecoils in the individual's hearing devices and is converted back into sound! Most hearing aids and cochlear implants have telecoils built into them which can be activated by an audiologist.

Q: Why are hearing loops beneficial?

- A:**
1. They are easy to use with no need for additional equipment.
 2. They deliver quality sound directly to the telecoil receiver, reducing background noise. According to the International Hearing Loop Manufacturer's Association, speech comprehension can be increased as much as 90 percent (or more).
 3. The hearing loop systems are discreet and preferred by people with hearing loss.

Q: As an individual who uses bilateral cochlear implants, can you share an experience that would express the benefits of using an audio-loop at an event?

A: Definitely! I was attending a disability conference in the Rayburn Building in Washington DC. The conference had provided me with captioning and seated me up front. The event was a succession of panelists speaking into microphones. On a crazy whim, I decided to put my t-coil on to see if the room was looped. (There were no signs indicating that an induction loop system was installed.) As soon as I turned on my t-coil, I could hear everything crystal clear! I stopped the meeting and told

everyone that the meeting room was looped! I had to explain what a hearing loop system was and why this was important. I told them that just as the people who used wheelchairs were able to use ramps to access this event, the hearing loop system was my "ramp" and allowed me to attend discreetly, effectively and with dignity. After that, I realized that New Jersey needed to "get in the loop"!

Q: What steps are we taking to require public places in New Jersey to be looped?

A: Two bills—S286 and A1487—have been introduced to require the installation of hearing loops (internationally known as "the access ramp for the hard-of-hearing") when places of public accommodation in NJ are newly built or renovated. There's precedent for these requirements. Loops are widely in use in Europe, New York and other states. The Port Authority requires them at info counters, and Amtrak is installing them in their trains. This legislation will ensure communication access for people with hearing loss in New Jersey.

Q: With the introduction of this legislation, what role can audiologists and speech language pathologists play in advocating for the loop system?

A: Audiologists and speech-language pathologists bring a level of professional expertise to legislators. They can provide a detailed account of loop systems' benefits, why they counsel their patients about them and how they are used. They can also provide real-life examples of how their patients benefit from these systems, and how the ease of use allows them to participate. They can also point out that if more of these systems were installed, it would allow their patients to participate more actively in the community. They can point out how these systems can be used discreetly, without having to call attention to themselves, a component which is very important to people dealing with the social issues that many hearing situations present. The key is to communicate with the legislators, in their own communities, as legislators want to serve their constituents, and act as spokespeople by conveying the importance of loop systems to other legislators.

Q: What is the cost of installing a loop system?

A: The cost of a loop system depends on the size and construction of the venue. Including the loop system as part of a new building plan typically decreases the cost of the system. To loop ticket windows or information desks, the cost can be as little as \$300-\$1,000.

Continued p. 5

Conference rooms could be \$2,500-\$4,500 dollars. Large auditoriums could be anywhere from \$75,000-\$150,000 dollars. These systems require almost no maintenance and are what the public wants and needs.

Q. What counties in New Jersey have public places looped and how can we get New Jersey in the Loop?

A. The Hearing Loss Association of NJ website (www.hearingloss-nj.org) has a Hearing Loop information page that has a growing list of looped venues in New Jersey. Also, the Department of Human Services (DHS) funded

hearing loops in the following 12 counties this past year: Burlington, Cumberland, Essex, Gloucester, Hudson, Hunterdon, Middlesex, Monmouth, Ocean, Passaic, Salem and Somerset.

DHS has allocated \$1,000,000 in its FY24 Budget proposal to support communication access for people with hearing loss – for Hearing Loops, Captioning and American Sign Language. Contact your legislator to support this budget proposal.

Let's not waste any more time. Let's loop New Jersey! ■

The Whys and the Hows of Bilingual Mentorship

Maria Nordelo, SLPD, CCC-SLP & Jennifer Montes De Oca, MA, CCC-SLP
Multicultural Committee

New Jersey (NJ) is rapidly becoming one of the most culturally and linguistically diverse states in the United States (US). According to the 2019 Census, more than 25% of New Jersey's population identifies as other than Caucasian, and almost 31% speak a language other than English in their home environment. Most recently, New Jersey (NJ) surpassed New York, and is now ranked fourth in the US for the number of non-English speaking residents (U.S. Census, January 2019). Conversely, less than ten percent of NJ's audiologists and speech-language pathologists (SLPs) identify as multilingual service providers (ASHA, 2021). An introspective approach should be considered when reviewing clients on your caseload. Clinicians should be aware of their personal strengths and weaknesses when working with bilingual/multilingual clients.

Consider the following scenarios:

- A family receives a feeding evaluation report and therapy recommendations; the family speaks a different dialect of Arabic than the bilingual SLP.
- An adult with aphasia is a monolingual English speaker; their caregiver predominantly speaks Spanish.
- An elementary-aged student is an English-language learner; their family exposes them to ASL, Urdu and English, and the student has a bilingual Spanish-English SLP.

How can recent graduates or seasoned SLPs be prepared to work with such an increasingly diverse population? Aside from engaging in professional development, mentorship and reaching out to SLPs who are experts in bilingualism or multiculturalism is key. The necessity for cultural competence and humility is common to the scenarios above. Cultural competence is a process that evolves and requires continuous self-assessment, ongoing cultural education, openness to the values and beliefs of others and a willingness to share one's values and beliefs. It begins with understanding culture, continues through interaction with people of different cultures and extends to lifelong learning (ASHA, 2017). Although a clinician can engage in professional development coursework, read journal articles and complete independent study, these do not replace the helpful insights that a bilingual mentor may provide.

Bilingual/multilingual SLPs are becoming increasingly important, and equally significant is the need for more culturally responsive supervisors to provide SLPs with the support needed when providing services to diverse populations. When providing services, SLPs focus on how communication disorders or differences may present and how to identify them based on a client's cultural and linguistic background. In the above scenarios, the SLP could provide the communication partners with communication strategies to ensure

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Celebrate Better Hearing & Speech Month in Your School!

By Maria Nordelo, SLPD, CCC-SLP and Susane Dardeir, EdD, CCC-SLP
School Affairs Committee

There are many reasons to celebrate the month of May: warmer weather, blooming flowers and only two months remaining until the well-deserved summer break. Did you know that May is one of the months in the school year that has the most holidays in the spring, namely Cinco de Mayo, Mother's Day and Memorial Day? One celebration that is a little bit less well-known but should be celebrated is *Better Hearing and Speech Month* (BHSM) because it celebrates communication!

BHSM was first recognized by its current name by the American Speech-Language-Hearing Association (ASHA) in 1972. Although ASHA is considering changing the name of this initiative, one thing is for certain; the initiative will continue to bring awareness to communication disorders and the services available to clients through the fields of audiology and speech-language pathology.

NJSHA's School Affairs Committee (SAC) has compiled some true and tested activities and suggestions to bring action to our discipline's initiative for BHSM.

Student Advocacy

- Promote students' engagement by having them present BHSM facts during morning announcements.
- Encourage students to present to their own class about what the role of a speech-language pathologist and audiologist is and how they support them in their learning.
- Have students read aloud to younger grades.

School/Community Events

To Faculty/Staff

- Host a staff breakfast/lunch.
- Hold a school-wide scavenger hunt that ends in the speech room.
- Share daily or weekly fun facts via email that will impact staff (e.g., ways to promote vocal hygiene).
- Create or find/share a pamphlet containing BHSM facts or information about specific communication disorders (e.g., teacher pamphlet regarding stuttering strategies).

To School Community

- Present to parents at PTA/PTO meetings.
- Host a Family Night (e.g., "Communities Celebrating Communication!" story time).

- Share daily or weekly fun facts via email that will impact families (e.g., ways to increase vocabulary, strategies to improve comprehension skills).
- Create or find/share a pamphlet containing BHSM facts, or information about specific communication disorders (i.e., pamphlet regarding stuttering strategies, bilingualism, feeding/swallowing, literacy).

Interested in learning more about the special education code, updates to current legislation and learning how to advocate for speech-language pathologists in school-based settings? Get more involved in NJSHA and join the School Affairs Committee (SAC). Just email info@njsha.org and inquire about being added to the SAC email group. ■



U.S. Public Health Service Ready Reserve Corps

As one of the eight uniformed services, the U.S. Public Health Service (USPHS) Commissioned Corps is an all-officer uniformed service dedicated to public health. The Ready Reserve Corps, a new reservist unit of the USPHS Commissioned Corps, The USPHS Ready Reserve Corps is currently recruiting nationwide for licensed and ASHA board certified Speech Language Pathologists. The Ready Reserve Corps offers a unique opportunity for officers to continue working in their civilian full-time positions and serve their country part-time. To be eligible to serve, you must be a U.S. citizen, obtain a security clearance, possess a qualifying degree, pass a physical examination, and be less than 40 years in age. Service obligations include a six-year commitment, training one weekend per month and two weeks per year, maintaining physical readiness, and deploying for urgent or emergent public health needs.

Visit our website at <https://www.usphs.gov/ready-reserve> to learn more and begin the application process. The Ready Reserve Corps also holds monthly Zoom Q&A sessions on the third Wednesday of the month from 3:00 pm – 4:00 pm (EST). Please complete this form to receive a meeting invitation. <https://forms.office.com/g/31AszxyMXV>.

For more information contact CAPT Michelle Baker-Bartlett, MS, CCC/SLP, BSN, RN, Regional Commander at Michelle.Baker-Bartlett@hhs.gov.

Bilingual Mentorship

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the ability to adequately convey thoughts, needs and purpose. Educating teachers, parents and family/caregivers can improve communication quality, nature and frequency.

When SLP students are working with diverse populations, support from a supervisor is crucial. The supervisor does not replace clinical judgment, but provides significant time and space to reflect on the client and/or session in order to identify what went well, what went wrong and potential areas for improvement that can support your learning process. Adequate supervision, therefore, helps develop insight and maintain and improve good clinical practice. However, oftentimes the supervisor may not have the knowledge and skill set to work with the diverse population being served, which is when having bilingual mentorship can be crucial.

Ways to attempt to identify a bilingual mentor:

- Network with clinicians in your current work setting
- Become active in your local or county organizations
- Join the NJSHA Multicultural Committee
- Create or update your LinkedIn Profile to connect with like-minded individuals
- Join one of ASHA's Multicultural constituency groups
- Join ASHA's S.T.E.P. Mentoring Program (ASHA, 2023)
- Join the Bilingual Empowerment through Allied Mentorship (ASHA, 2023)

If you are interested in connecting with bilingual mentors who work in a variety of work settings with diverse populations in NJ, you may want to get more involved in NJSHA and join the Multicultural Committee. Just email info@njsha.org and inquire about being added to the Multicultural Committee email group.

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NJSHA Board Elections

*By Robynne Kratchman, ABD, CCC-SLP
NJSHA Immediate Past President*

NJSHA's board of directors consists of 15 elected members who serve three-year terms plus a non-voting student member. Every year, we hold elections to fill vacant board seats. The terms begin July 1 and end June 30. This year, our board has four seats to fill. The voting period lasts three to four weeks and all NJSHA members in good standing (regular and lifetime members) are eligible to vote. The NJSHA office emails all members the names, backgrounds and position statements for the candidates. This year we are fortunate to have had seven excellent well qualified candidates. Given that, the decision was difficult. I am

very pleased to announce the names of our newly elected, incoming board members. They are: Maria Nordelo (re-elected), Jim Tsiamtsiouris, Catherine Curtis and Barbra Seltzer.

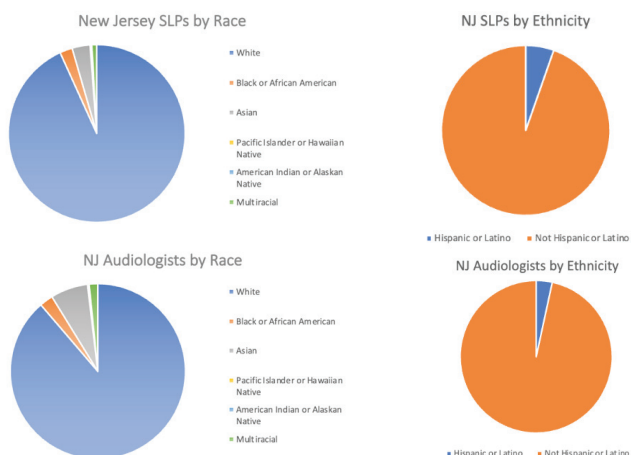
We'd like to recognize our outgoing board members whose terms expire June 30, 2023. They are Joan Warner, Nicole Ford and Robynne Kratchman. These individuals have served NJSHA tirelessly in many capacities. We have all benefitted from their efforts. ■

Training Speech-Language Pathology Graduate Students for a Modern & Diverse Society

By Kristen Victorino, PhD, CCC-SLP
Higher Education Committee

New Jersey is comprised of a rich multicultural landscape, with diverse residents calling a range of rural, suburban and urban communities home. According to the most recent 2020 U.S. census, 53.5% of NJ residents identify as White alone (non-Hispanic or Latino), 21.5% as Hispanic or Latino, 15.3% as Black or African-American alone, 10.3% as Asian alone, and 2.4% as two or more races. Additionally, 0.7% identify as American Indian/Alaska Native, while 0.1% identify as Pacific Islander/Hawaiian Native (source: <https://www.census.gov/quickfacts/NJ>). Speech-language pathologists (SLPs) and audiologists (AUDs) in New Jersey, however, are far less racially and ethnically diverse than the population of the state.

The American Speech-Language-Hearing Association (ASHA)'s 2021 national membership data statistics indicate that 91.3% of ASHA constituents overall identify racially as White, 3.6% Black, 3.1% Asian, 1.5% mixed race, 0.3% American Indian or Alaskan Native, and 0.1% Hawaiian or other Pacific Islander (see: <https://www.asha.org/siteassets/surveys/2021-member-affiliate-profile.pdf>). In terms of ethnicity, 6.2% overall identify as Hispanic. In New Jersey, our statistics vary slightly from the national rates, and also reveal some differences between the audiology and speech-language pathology professions (noting that there is a sizeable difference in overall sample size – with 321 respondents from NJ identifying as AUDs, compared to over 6300 SLP respondents). The vast majority of SLPs and Audiologists in NJ identify as White (93.2% and 88.8%, respectively) as well as non-Hispanic or Latino (94.6% and 96.6%, respectively). The pie charts below provide a visual representation of the racial and ethnic makeup of SLPs and Audiologists in New Jersey (source: <https://www.asha.org/siteassets/surveys/demographic-profile-certificate-holders-by-state.pdf>).



The implication of this data is that like ASHA constituents nationwide, SLPs and AUDs in New Jersey overwhelmingly identify as White and Non-Hispanic or Latino, a statistic that is out of alignment with the population of the state. ASHA's current strategic plan includes two objectives aimed at both diversifying the workforce as well as increasing the cultural competence of its members. Strategic Objective #6 is to "Increase Diversity, Equity, and Inclusion (DEI) within the Association and the discipline." To meet this goal, ASHA reported in 2022 that the Council for Academic Accreditation (CAA) "modified standard 3.4A/B in 2021 to more fully incorporate concepts of diversity, equity and inclusion—not just across the curriculum in terms of reflecting the diversity of society, but affording opportunities for program faculty and staff, as well as students, to assess their own cultural biases, as well as recognize the impact and interaction of cultural and linguistic variables along with social determinants of health" (<https://www.asha.org/about/strategic-objective-highlights/>). These revisions recently went into effect on January 1, 2023. Additionally, Strategic Objective #8 aims broadly to "increase members' cultural competence." The CAA does not prescribe how graduate programs should demonstrate compliance with the modified standard 3.4A/B. Some programs may show that they infuse DEI topics throughout the curriculum, while others may have dedicated coursework in multicultural/multilingual issues. Still others will incorporate both, as is the case at Rutgers University's MS-SLP program.

The MS in SLP program at Rutgers sits in the School of Health Professions, which is part of Rutgers Biomedical and Health Sciences (RBHS) - Newark campus. The program is currently a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, and it welcomed its first two cohorts of SLP graduate students in Fall 2021 and 2022. The program has an ethno-social diversity focus that responds to the state and country's steadily changing demographics. In addition to the diversity course content discussed in the classroom, the diversity in the population in Newark and throughout the state of NJ is reflected in the students' clinical experiences. The program is mission-driven, aiming to prepare graduate students to be successful practitioners in a pluralistic society.

Training

Continued from p. 8

During the first semester of the graduate program, all students enroll in a course that exemplifies the mission and the program: Foundations of Ethnoracial-Social Diversity & Public Health for SLP Practice. The purpose of the course is to address ethnoracial and social diversity foundations of language, communication and speech with an emphasis on minority groups and bilingual/multilingual and dialectal speakers of English in the U.S., as well as health determinants and healthcare disparities, particularly in minority groups in multiethnic communities. Additionally, students enroll in two one-credit courses that address diversity in varying practice settings (SLP Principles & Practices in Diverse School Settings, and in Diverse Medical Settings). While these dedicated courses provide focused opportunities to address clinical practice issues around multicultural and multilingual populations, it is important to note that every course in the curriculum also includes learning outcomes associated with assessment and treatment of speech, language, communication and swallowing needs in a diverse range of clients, including those who are bi/multilingual or dialectal speakers.

Students are also immersed in multicultural clinical experiences. The RU Speech-Language Pathology Clinic is located in the SHP building in Newark, and serves the local community pro-bono. Graduate students enroll in on-campus clinical rotations for their first three semesters. To further ensure our students gain experience providing culturally-responsive care across language lines of difference, the RU-SLP Clinic has partnered with Rutgers' two interpreter training programs – Rutgers-New Brunswick's "Translation and Interpretation Program" as well as Rutgers-Newark's "Lives in Translation" internship program. Working with the faculty overseeing these programs, SLP students have the opportunity to work alongside Spanish and Portuguese interpreters during patient assessments and treatment.

For those students who themselves are bilingual, the MS-SLP program offers a Bilingual Competency Recognition (BCR) program. Designed to meet the needs of an increasingly diverse clinical populations, graduates of the BCR program prove competency to service multilingual learners (MLL), English language learners (ELL), and monolingual speakers of languages other than English. To qualify for BCR, students must pass oral and written examinations in the target intervention language, as well as complete 50-hours of direct intervention in the BCR language, supervised by a bilingual clinical educator.

Finally, faculty research is also diversity-focused. Dr. Jose G. Centeno teaches and conducts research in areas that respond to the clinical needs of ethnoracially diverse geriatric populations with chronic age-related disabilities, with a special focus on older bilingual

adults with aphasia. His current research is at the intersection of neurolinguistic theory (post-stroke aphasia), bilingualism, ethnogeriatrics and health equity. His present study, funded by the Health Equity and Advancing Social Justice Pilot Grants Program from the NJ Alliance for Clinical and Translational Science, focuses on examining the input from caregivers of Latinx individuals with post-stroke aphasia to assess the needs, barriers, and facilitators in their daily living and care.

The diversity-focused MS-SLP program at Rutgers University was developed in response to the urgent need to diversify the SLP workforce and to provide inclusive and culturally responsive services to a modern society. This is accomplished by weaving cultural humility, multicultural topics, and special attention to language variation throughout academics, clinical experiences and faculty research.

Suggested Resources:

ASHA's Multicultural Resources: <https://www.asha.org/practice/multicultural/>

Resources for the development of multicultural courses for faculty: <https://www.asha.org/practice/multicultural/faculty/>



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Milestones

Melanie C. Dominko-Richards, MS, CCC-SLP, HPCS, has been elected the president of the Board of Directors for the American Hippotherapy Association (AHA), Inc. The AHA, Inc. is a 501(c)3 non-profit organization that provides educational resources and continuing education courses for occupational therapy, physical therapy and speech-language pathology professionals who incorporate equines, equine movement and the equine environment in treatment.

Robyn Merkel-Walsh, MA, CCC-SLP/COM, has been appointed to the International Consortium of Ankyloglossia Professionals to serve a term on the board. She was accepted to present on speech sound disorders in patients with ankyloglossia for The American Laser Study Club and is an invited speaker for the 2023 NYSSLHA Annual Convention.

Robert M. DiSogra, AuD, Retires From Audiology

Long time NJSHA member and friend, Bob DiSogra, has retired from his consulting practice and lecturing as of January 1, 2023.

Bob had a 45-year career in audiology and, along with the late Bob Woods, PhD, was instrumental in having the hearing aid dispensing license requirement lifted so audiologists in New Jersey can now dispense hearing aids under their audiology license.

Over the years, Bob taught many undergraduate and graduate audiology courses at Kean University and Rutgers University as well as several doctoral classes in pharmacology online. He has lectured at almost every state audiology academy meeting on a variety of topics including COVID-19 brain fog, diabetes and hearing loss and a variety of pharmacology topics. He has also lectured at several international audiology meetings in Germany, England, Canada and New Zealand.

Bob worked at JFK Medical Center in Edison from 1977 - 1984, Biostim, Inc., a biomedical research company in Princeton, doing cochlear implant research (1984 - 1985) and his private practice in Freehold (Audiology Associates of Freehold, PC) from 1985 - 2016. Bob has served on several NJSHA committees and was a co-founder of the New Jersey Academy of Audiology in 1992.

In 2020, Bob's pharmacology research, diabetes podcasts, webinars and publication history was recognized by the American Academy of Audiology where he received the award for Clinical Excellence in Audiology. Bob will spend more time at home and traveling with his wife, Suzanne, a retired speech-language pathologist, as well as visiting with his grandchildren in North Carolina.

Have a Milestone you would like to submit for the spring issue of VOICES? Email publications@njsha.org by May 10.

Professional Directory

PROFESSIONAL DIRECTORY: Include your practice in the NJSHA Professional Directory. The member cost is only \$50 per year. Advertisers MUST include their Professional License Number. Additional information can be found at www.njsha.org.

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ASHA ACE Awards July-September 2022

During this period, the following current NJSHA members were presented the Award for Continuing Education (ACE) by the ASHA Continuing Education Board. The ACE is a formal recognition of professionals who have demonstrated their commitment to lifelong learning by earning 7.0 CEUs (70 contact hours) within a 36-month period. Congratulations to each of you from NJSHA!

Kathryn Bradley
Nina Cosgrove
Marilena Damiani
Kim Fields-Murphy
Ursula Glackin
Kristina Grieci
Linda Gumina

Vanessa Kulik
George Marge
Alison Mazukewicz
Jenn Moore
Kirsten Pantalena
Holly Pralgever
Erik Raj

Rebecca Reiss
Angela Cultrara
Rodrigues
Joanne Summer
Hillary Tennant
Alyssa Tribble



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Refreshments will be served.

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