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Welcome to the 2018 issue of ASHA Audiology Connections. I am excited about this edition of the magazine and hope the content will serve as a valuable resource for you throughout the year.

I’d like to take a moment to introduce myself to all of you. I am the new Director of Audiology Practices at ASHA. The ASHA Audiology unit is involved in and connected to so many facets of audiology practice. I began working with ASHA Audiology at the beginning of November 2017. I have been a practicing clinical audiologist for more than 22 years with a concentration in medical audiology settings. My most recent audiology home was Towson University, where I served as a clinical associate professor, teaching undergraduate and graduate courses and supervising audiology students in the Towson University Hearing and Balance Center. Prior to my time at Towson, I worked in a hospital setting, a large ENT setting, and a small ENT/audiology practice. Not only did I acquire experience with hearing and balance disorders, as well as the multitude of pathologies that accompany those disorders, but I was able to gain experience managing a testing center and a medical practice. My passion for patient care is what led me to ASHA Audiology, where I hope to continue my support of the profession on a state and national level.

If you aren’t already familiar with the myriad audiology resources at ASHA, please visit www.asha.org/aud/. Here you will find an audiology event calendar; a link to the ASHA Practice Portal (resources to guide evidence-based decision making); ASHA practice policy documents; and publications including the American Journal of Audiology (one of ASHA’s foremost scholarly journals) and Access Audiology (an e-digest containing practical information for those on the “front lines” of audiology practice). You’ll also find helpful links to information on certification, practice management, Interprofessional Education/Interprofessional Collaborative Practice (IPE/IPP), and much more.

Are you interested in developing your leadership skills? ASHA recently debuted the ASHA Leadership Academy. It provides access to free webinars and a community discussion board where you can network and share with your peers. The Leadership Academy is a great resource for building a professional leadership foundation or adding to the foundation you have already developed. Additionally, ASHA has a Leadership Development Program that you can apply to for a greater immersion into the leadership realm.

This edition of Audiology Connections also provides information on the AuD Education Summit Task Force, changes in the profession related to hearing health care affordability, and so much more. When you have a free moment or two, I hope you will read it and be reminded of the many facets within our profession that are so important for our personal education and in our daily lives. I encourage you to learn more about ASHA’s focus on expanding ASHA’s National Outcomes Measurement System (NOMS) for audiology. Although enrollment in NOMS is voluntary, it is extremely important that audiologists meet the needed criteria outlined by the Centers for Medicare & Medicaid Services (CMS) to report their fulfillment of Merit-based Incentive Payment System (MIPS) requirements. Audiology is evolving, and we need to take an active role in its evolution.

It was wonderful to meet so many of you at the ASHA Convention in November. The ASHA Audiology associate directors and I look forward to talking with more of you at upcoming conferences (see list on page 4).
Our cover photo was taken at Towson University’s Hearing and Balance Center, a state-of-the-art facility that serves as the clinical training foundation for doctoral students pursuing degrees in the university’s Applied Doctor of Audiology program. The Hearing and Balance Center has served the greater Baltimore metropolitan area for nearly 50 years. It offers professional services supervised by licensed and certified doctors of audiology who are experts in their areas of specialty.

Children and adults can be evaluated at the Center and receive individual treatment. A full range of audiology services includes comprehensive hearing assessment, hearing aid fitting and dispensing, auditory processing evaluation, newborn hearing screening and re-screening, tinnitus and hyperacusis assessment and management, and comprehensive vestibular balance evaluation.

The cover photo depicts rotational chair testing to determine if the vestibular (inner ear) or the neurological system is the cause of a balance disorder. Many people with neurological problems or vestibular ocular reflex (VOR) abnormalities have been successfully diagnosed with the use of the rotational chair.
Last year, my message opened with a Chinese proverb: “We live in interesting times.” Over the last year, Congress has passed legislation authorizing over-the-counter (OTC) hearing aids and placed the Physician Quality Reporting System on a sunset track to be replaced by the Merit-based Incentive Payment System (MIPS). What are the possible impacts of these changes?

Let us consider what is NOT going to change. For several years, the emphasis on patient care has had to overcome two challenges. First, health care providers were encouraged to break down the professional silos and work collaboratively with other members on the patient’s health care team. Audiologists, by virtue of our training or practice setting, easily fall into a silo mentality: Give me the patient, let me help the patient, and leave me alone. The research has shown when providers talk to other members of the patient’s care team, the quality of overall care goes up and the cost goes down. To be viewed as adding value to the health care team, we must continue to communicate effectively with other providers in care for the patient.

The second challenge focuses on the concept of quality outcomes: What can the individual do after having met you that he/she could not do before? Improving quality of life is the real goal. In the hearing aid dispensing arena, this means we must learn to listen to the patient’s feedback rather than depend solely on hitting prescriptive amplification targets. It also means we must focus on functional goals and outcomes that allow greater participation in life’s activities. Where will audiologists fit in a service delivery model that includes OTC hearing aids?

For many, this will require a move away from strict bundling of services and devices—leading to greater transparency. We must calculate our cost of service delivery and not be afraid to charge for our professional services apart from linking them to a product. In all of health care, patient satisfaction and outcomes must be the goal. That brings us to MIPS.

MIPS has four components: quality, resource use, clinical practice improvement, and advancing care information. Quality refers to patient outcomes relative to satisfaction, life’s activities, and gains in function. Resource use focuses on how much each of us costs the system (in terms of billing and reimbursement) to arrive at a diagnostic conclusion. We will be required to weigh the importance of each diagnostic procedure and whether it is truly necessary. Medicare will then compare us to peers with regard to cost and outcomes for a similar diagnosis.

Ongoing clinical practice improvement focuses on a variety of issues that may include patient safety, infection control, employee training, and current methodologies, to name a few. This has been a requirement of health care facilities for many years and is now being demanded of individual providers. The last element, advancing care information, refers to electronic medical records and the ability to secure, appropriately share, and readily access patient information. It includes review of medications, allergies, history, and other electronic medical record components. Whether audiologists will be required to have electronic medical records has not yet been determined; the first three elements will apply to us as members of the health care community.

Underlying all of these changes is the need for data. We must prove our worth as valued members of the health care team. The task of accumulating data is too great for any single one of us, but if we combine data to make a large, more complete picture, we all could benefit. ASHA is currently working on expanding its National Outcomes Measurement System (NOMS) to include audiology. The expanded system is being designed to meet the criteria for what the Centers for Medicare & Medicaid Services (CMS) terms a Qualified Clinical Data Registry, which is an approved mechanism for clinicians to report their quality and clinical practice improvement data to CMS.

Through data source input by many audiologists, we (together) can assemble the information needed to prove to the world that we are of great value, that we provide meaningful services to those with auditory and balance problems, and that we deserve to be partners in health care.

Indeed, the times remain interesting. Now is the time to stand and face the winds of change—and to do something that will benefit the profession and those we serve.

Robert Fifer, PhD, CCC-A, Vice President for Audiology Practice, ASHA
Why do individuals join professional associations? I believe it is because they expect the association to work toward furthering their profession as well as to address the interests and needs of individuals engaged in the profession. ASHA is proud to be the membership and certification association representing the largest number of audiologists in the country. I am pleased to be able to share with you how ASHA has spent the last year working to further the profession of audiology. ASHA Audiometry has listened to and is addressing the needs of our audiology members.

ASHA has spent the last year working to further the profession of audiology. ASHA Audiometry has listened to and is addressing the needs of our audiology members.

The end of 2016 saw a 2-day Summit attended by a representative from every AuD program in the country. Other Summit participants included representatives from the American Academy of Audiology, the Academy of Doctors of Audiology, accrediting bodies, certifying bodies, licensure boards, AuD students, as well as practitioners. ASHA has heard from member as well as nonmember audiologists that the AuD education model, although having many advantages over its predecessor, has areas in need of further development. The AuD Education Summit Executive Summary/Complete Report identified the top six priorities, which are now being addressed by individual working groups: Vision for the Future; Student Readiness: Training and Preparedness for Externship; Guidelines for AuD Clinical Training Sites; Competency of Graduates; Standardization of Externship; and Residency Post-Graduation. Outcomes from the working group’s efforts will be shared with accrediting and certifying bodies, with the aim of modifying standards relating to AuD education.

ASHA has closely followed the new legislation that will make over-the-counter (OTC) hearing aids a reality. We understand that some members have serious concerns regarding this legislation, whereas others are pleased to see that hearing impairment is receiving such increased attention. A lot is going to depend on the quality of the devices and the ability of the consumer/patient to self-diagnose and self-select a device. We know that the number of individuals who need amplification is going to grow.

Although some consumers may successfully use these devices, a larger number of individuals whose hearing impairment has impacted more than just their ability to follow a conversation will not have their needs satisfied by a device alone and will need the full range of services that audiologists provide. ASHA continues to assist our members in the effort to educate consumers about what audiologists do and the rehabilitation services that audiologists provide. We must ensure that consumers understand that treatment for hearing impairment is not just about a device.

ASHA continues to strongly hold that because hearing loss is a medical condition that could be the result of an underlying illness or disease, the purchase of a device that is designed to address hearing loss should be done only after a licensed and certified audiologist conducts an audiological evaluation. ASHA also believes that there needs to be a way to measure consumer satisfaction and have consumer outcomes built into an OTC model. We have encouraged the Food and Drug Administration (FDA) to consider pilot trials toward this end before the devices are available for sale.
To those audiologists who may be hesitant to work with patients who show up with a device purchased elsewhere, I would say that we must overcome this reluctance. Ultimately, our purpose is to help individuals with hearing difficulties. Some audiologists may need to modify the way they practice so they can provide services to a wider range of patients. A majority of audiologists whom we surveyed indicated that they were in favor of using audiology assistants within their practices. ASHA is now instituting a program for certification of audiology assistants.

Knowing that the political landscape at present and in the foreseeable future is a bit daunting with regard to reimbursement and availability of the services we provide, ASHA recently engaged an independent consultant to elicit perceptions from ASHA’s 14,000 audiology members about aligning the mission and vision for the profession. Other audiology associations—including, but not limited to, the American Academy of Audiology, the Academy of Doctors of Audiology, and the Educational Audiology Association—agreed to send the survey to their members. Overwhelmingly, audiologists responded they were in favor of a transformative process that could bring about a collaborative relationship among audiology associations—one that creates a unified front for the profession going forward. We expect 2018 to bring about positive changes, and we thank you for your participation and input into our information-gathering efforts.
Leadership Development
Cultivating Volunteer Leaders

In 2007, ASHA created the Leadership Development Program (LDP), a yearlong program for ASHA members with leadership potential. The LDP alumni base has grown over the years, and the program now boasts more than 300 graduates—50 of whom are audiologists.

The program encourages potential leaders to develop their skills and give back to the professions through volunteering—whether with ASHA, at their workplace, or for a related professional organization. Many graduates find themselves using the LDP skills they learned both in and outside the workplace.

Nad Kattan, AuD, CCC-A, a Saudi Arabia–based audiologist, completed the LDP in March 2017. “The LDP was a great experience. Over the course of the webinars, I learned a lot more than I expected about leadership and related topics. [The LDP] gave me insight into myself personally and professionally, and gave me the chance to find out what leadership style I typically use and what other styles are available.”

Brianna Robertson, AuD, CCC-A, of Pennsylvania, is another graduate of the LDP’s audiology cohort. “Most importantly, I have learned things about myself that I may not have if I hadn’t completed this program. And I have improved in areas where I was lacking.”

Participation in the LDP also helps in building a new network of colleagues, as well as friends. Kattan continues, “The program has given me a great opportunity to make new friends through my learning team, who have been wonderfully supportive for the leadership project, as well as for personal and work-related issues. We developed a bond through our discussions and hope to remain in touch!”

Participants typically graduate from the LDP with a stronger understanding of ASHA as an organization—and a drive to get involved. Robertson states that she has already been asked to participate on a committee. “I am hoping to take what I have learned in the LDP and apply it there and, hopefully, many other committees and volunteer experiences in the future.”

Kattan has been involved in assisting with production of the ASHA Leadership Academy webinars, participating as an audience member for recordings, and providing invaluable feedback to the facilitators.

We encourage ASHA-certified audiologists to consider applying for this program each year. The application periods are either late October through early December or late January through early March. The former application period is for the general LDP cohort and spring kickoff, and the latter application period is for the cohort kicking off at ASHA Connect each year, alternating between Schools (odd years) and Health Care (even years).

The 2018 cohorts—one for audiologists and speech-language pathologists in any work setting and one for professionals in a health care setting—kick off in April and July, respectively. Cohorts for 2019 will be announced in early fall.

Recent changes in eligibility requirements no longer preclude members from applying if they have previous experience on an ASHA committee/board/council (CBC). Current and former CBC chairs—as well as past, present, and incoming Board of Directors members—are not eligible to apply to the program.

For more information on the LDP, visit http://www.asha.org/About/governance/Leadership-Development-Program, or contact Haley Jones, volunteer operations manager, at hjones@asha.org.
Thank You, Volunteers
Volunteers Who Assisted Audiology Professional Practices in 2017*

Harvey Abrams  Laura Dreisbach Hawe  Michelle Kraskin  Jane Seaton
Pearl Absher  Pamela G. duPont  Sharon Kujawa  Erika Shakespeare
Elizabeth Adams  Ann Eddins  Charissa Lansing  Rachel Sharnetzka
Joni Alberg  John Eichwald  Jeffrey Larsen  Chastity Shea Moore
Sophie Ambrose  Beau England  Jennifer Lister  Jeffrey Simmons
Samira Anderson  Jeanane Ferre  Lisa Lucks Mendel  Donna Smiley
Alexandra Andre  Melissa Ferrello  Ted Madison  Laura Smith-Olinde
Demetra Antimisiaris  Howard Francis  James Mahshie  Donna Sorkin
Michelle Arnold  Erica Gardner  Rhonda Malinsky-Rockwell  Pamela Souza
Jane Baran  Rene Gifford  Peter Marincovich  Chris Spankovich
Kathryn Beauchaine  Chad Gladden  Nicole Marrone  Nirmal Srinivasan
Kristina Blaiser  Rachel Glade  Patti Martin  Alexis Staudenmeier
Erika Blanchard  Kristi Gravel  Devin McCaslin  Jessica Stich-Hennen
Jamie Bogle  Andrea Gregg  Amy McConkey Robbins  Holly Teagle
Katie Brennan  James Hall, Jr.  James H. Hall, Jr.  Christa Themann
Marc Brennan  Chahat Hamirani  Jaynee Handelsman  MaryKay Therres
Diane Brewer  Sarah Hargus Ferguson  Ashley Harkrider  Nanette Thompson
Velvet Buehler  Jeffrey Hoffman  Jeffrey Miscun  Saneta Thurman
Nicole Burkhardt  Julie Honaker  Julie Honaker  Robert Traynor
Lisa Cannon  Elizabeth Humphrey  Elizabeth Humphrey  Kelly Tremblay
Yulia Carroll  Lisa Hunter  Lisa Hunter  Vickie Tuten
Gail Chermak  Annette Hurley  Annette Hurley  Richard Tyler
Kathleen Cienkowski  Gayla Hutssell Guignard  Gayla Hutssell Guignard  Elena Umland
Joyce Clark  Kristen Janky  Kristen Janky  Anita Vereb
Kelli Clark  Dusty Jessen  Dusty Jessen  Julie Verhoff
Larry Clark  Joni Johnson  Joni Johnson  Andrew Vermiglio
Christopher Clinard  Elaine Kalous  Elaine Kalous  David Wark
Andrew Cobabe  Gyl Kasewurm  Gyl Kasewurm  Barbara Weinstein
Elizabeth Convery  Gitte Keidser  Gitte Keidser  John Whicker
Deborah Culbertson  Rebecca Kelly  Rebecca Kelly  Laura Ann Wilber
Joe Danise  Anna Kharlamova Meehan  Anna Kharlamova Meehan  Vicky Williams-Sanchez
Roberta DePompei  Jordan King  Jordan King  Michele Wilson
Marilyn Dille  Mary Ann Kinsella-Meier  Mary Ann Kinsella-Meier  Keith Wolgemuth
Ann Dix  Janet Koehnek  Janet Koehnek  Torri Ann Woodruff
Debra Dobbs  Pamela Koprowski  Pamela Koprowski  Jennifer Yeagle
Steven Doettl  Amanda Kozlowski  Amanda Kozlowski  Jacquelyn Youde
William Douglas  Morgan Sanda  Morgan Sanda  Teresa Zwolan
Christina Downs  Sharon Sandridge  Sharon Sandridge

*As of December 2017. If we have inadvertently omitted your name, please accept our apology.
AuD Education Summit Task Force

Our Work Continues

In October 2016, ASHA hosted the AuD Education Summit, attended by representatives from all 75 academic programs as well as stakeholders from the American Academy of Audiology (AAA), the American Board of Audiology (ABA), the Accreditation Commission for Audiology Education (ACAE), and the Student Academy of Audiology (SAA). The Summit was initiated following the 2014 report of the Academic Affairs Board (AAB) that identified major challenges to the existing model of AuD education. Summit participants focused primarily on the current model of clinical education, learned about alternative models from other doctoral professions, and identified strategies for improvement. The need for standardization of the externship received significant attention, as well as the necessity for a collective vision for audiology that would subsequently inform the evolution of future education.

After the Summit, an AuD Education Summit Task Force was established with the purpose of liaising with six working groups established to address the areas of greatest concern as determined by Summit attendees. The working groups are focusing on the following six priorities:

1. Vision—Future of AuD Education
2. Competency-Based Student Evaluations
3. Standardization for Externship
4. Student Readiness
5. Guidelines for AuD Clinical Training Sites
6. Residency Post-Graduation

The AuD Education Summit Task Force includes the following members:

<table>
<thead>
<tr>
<th>Task Force Liaisons</th>
<th>Working Groups</th>
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<tr>
<td>Janet Koehnke, ASHA</td>
<td>Vision—Future of AuD Education</td>
</tr>
<tr>
<td>Christina Roup, AAA</td>
<td>Vision—Future of AuD Education</td>
</tr>
<tr>
<td>Robert Traynor, ABA</td>
<td>Competency-Based Student Evaluations</td>
</tr>
<tr>
<td>Michelle Kraskin, Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC)</td>
<td>Competency-Based Student Evaluations</td>
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<td>Elizabeth Adams, Council of AuD Programs</td>
<td>Standardization for Externship</td>
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<tr>
<td>Lisa Lucks Mendel, Council of Academic Programs in Communication Sciences and Disorders (CAPCSD)</td>
<td>Student Readiness</td>
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<tr>
<td>Annette Hurley, Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)</td>
<td>Guidelines for AuD Clinical Training Sites</td>
</tr>
<tr>
<td>Lisa Hunter, ACAE</td>
<td>Residency Post-Graduation</td>
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Task Force liaisons are providing overall guidance for the six working groups based on the Summit recommendations, confirming the charge for each working group, providing a timeline for the work to be completed, and posting working group notes and progress via a shared online community.

The working groups consist of stakeholders from audiology academic programs and representative professional organizations, with more than 80 individuals participating. These volunteers have been meeting via conference calls with the goal of making recommendations for audiology that will be useful for accrediting bodies, universities, and professional organizations to make a change in the profession. The working groups are expected to complete their work by June 2018, at which time the Task Force will summarize the final recommendations in a report and plan the next steps. For more information, contact Neil DiSarno, ASHA’s chief staff officer for audiology, ndisarno@asha.org.

Lisa Lucks Mendel, PhD, CCC-A, Associate Professor, School of Communication Sciences and Disorders, University of Memphis
The Next Generation of Leaders
Member Spotlight on Megan Carter and Amanda Rodriguez

How does an organization ensure a strong future? In 2015, ASHA’s Board of Directors dug into this question and sought input from future members by creating the Ad Hoc Committee on the Next Generation (NGC). The committee is composed of a small group of audiologists and speech-language pathologists defined as early career professionals (ECPs). ECPs are professionals in the first 5 years of their careers, or under the age of 30. NGC members Kristi Gravel, AuD, CCC-A, and Katelyn Reilly, AuD, CCC-A, interviewed two audiologist ECPs to learn about their perspectives as young volunteers within ASHA.

Megan Carter, AuD, CCC-A, is in her fourth year of clinical practice and is serving in her second year on ASHA’s Audiology Advisory Council, representing the state of Washington. A colleague nominated her to the position because he thought it would be a great way for her to engage with ASHA and learn from audiologists across the country. Carter notes that, “He was right!”

Amanda Rodriguez, PhD, CCC-A, is in her second year of postdoctoral research at Boys Town National Research Hospital in Omaha, Nebraska. She has engaged with ASHA as an Audiology/Hearing Science Research Travel Award (ARTA) recipient and is in her second term of serving on the Financial Planning Board (FPB). Rodriguez notes that her volunteer experiences have highlighted that ASHA is “unmatched in terms of maintaining transparency, integrity, and productivity for members.” She leans on ASHA to “advocate for my profession, and guide me on research, funding, and mentoring.” She notes that “volunteering with ASHA at such an early stage in my career has inspired me to be committed to serving this organization in whatever capacity I am needed. [ASHA] respects my stage in life despite my experience level and is curious to hear what they can do for ECPs. ASHA does a wonderful job in intentionally recruiting young professionals to their committees and boards, and I am geared to advocate for that through my time with ASHA.”

Where do our ECP audiologists see themselves in 5 years? Carter aims to continue serving as a volunteer with ASHA and a mentor for young professionals. Rodriguez is striving to become a clinician-scientist who serves patients across the life span while teaching students and leading a laboratory. She envisions serving on ASHA committees and boards to provide the organization with a unique perspective. Both Carter and Rodriguez are excited to see where their professional journeys will take them.

Members are encouraged to join the ECP online ASHA Community to engage with fellow ECPs across the country and learn about volunteer opportunities with ASHA.

Kristi Gravel, AuD, CCC-A, University of Minnesota Masonic Children’s Hospital, and Katelyn Reilly, AuD, CCC-A, Vanderbilt University
The Road to Over-the-Counter Hearing Aids

An Annotated Chronology

In a way, it seems as if it took no time at all; in fact, it’s been more than 8 years since a National Institute on Deafness and other Communication Disorders (NIDCD) working group met in Washington, D.C., to discuss issues associated with affordability and accessibility of hearing health care. In 2017, this culminated in the signing of a bill by the president of the United States requiring the Food and Drug Administration (FDA) to develop regulations for a new classification of hearing aids to be sold over the counter (OTC). Here is the chronology of the events leading up to the signing of that legislation.

August 25–27, 2009. A newly formed NIDCD Working Group on Accessible and Affordable Hearing Health Care for Adults with Mild to Moderate Hearing Loss convenes (https://www.nidcd.nih.gov/research/workshops/accessible-and-affordable-hearing-health-care/2009). The purpose of this working group was to identify research needs leading to increased accessibility and affordability of hearing health care for adults with mild to moderate hearing loss, including accessible and low-cost hearing aids.

April 27, 2015–November 13, 2015. The National Academies of Sciences, Engineering and Medicine (NASEM) Committee on Accessible and Affordable Hearing Health Care for Adults convenes. Four public meetings were held during this period to identify issues associated with the accessibility and affordability of hearing health care for adults. Contributors included researchers, academicians, consumer groups, industry representatives, government representatives, and individuals with hearing loss.

October 23, 2015. The President’s Council of Advisors on Science and Technology (PCAST) publishes Aging America & Hearing Loss: Imperative of Improved Hearing Technologies (https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/PCAST/pcast_hearing_tech_letterreport_final.pdf). This PCAST study of the accessibility and affordability of hearing health care for adults culminated in four recommendations, including that the FDA designate “basic hearing aids” as a distinct device category.

April 21, 2016. The FDA sponsors a public workshop titled “Streamlining Good Manufacturing Practices (GMPs) for Hearing Aids.” The primary topic of this workshop was to identify the appropriate level of GMP regulations necessary to ensure the safety and effectiveness of air-conduction hearing aid devices that led to considerable discussion concerning the pros and cons of OTC hearing aids.

December 7, 2016. NASEM convenes a dissemination meeting titled “Hearing Health Care for Adults: Priorities for Improving Access and Affordability” (http://www.nationalacademies.org/hmd/Activities/HealthServices/HearingHealthCareForAdults/2016-DEC-07.aspx). The purpose of this meeting was to (a) facilitate discussion on strategies for a multi-pronged approach to improve hearing health care access and affordability; (b) identify needs, barriers, and opportunities for action on hearing health care; and (c) brainstorm about new and future actions and collaborations.
April 18, 2017. The Federal Trade Commission (FTC) convenes a workshop titled “Now Hear This: Competition, Innovation, and Consumer Protection Issues in Hearing Health Care” (https://www.ftc.gov/news-events/events-calendar/2017/04/now-hear-competition-innovation-consumer-protection-issues), FTC’s workshop examined competition, innovation, and consumer protection issues raised by hearing health and technology, especially hearing aids. A considerable amount of the workshop agenda was devoted to issues associated with the technology, distribution, sale, and regulatory environment associated with Personal Sound Amplification Products (PSAPs).

June 2, 2017. NASEM convenes the meeting titled “Public Release for the Report by the Committee on Accessible and Affordable Hearing Health Care for Adults.” The report of NASEM’s Committee on Accessible and Affordable Hearing Health Care for Adults, which included a recommendation for the implementation of a new OTC hearing device category, was reported on and discussed.

June 9, 2017. NASEM convenes a public dissemination meeting titled “Hearing Health Care for Adults: Priorities for Improving Access and Affordability” (http://www.nationalacademies.org/hmd/~/media/Files/Agendas/Agenda%20-%20June%202019%20Dissemination%20Meeting.pdf?la=en) [PDF]. This meeting was a follow-up to the December 7, 2016, meeting for the purposes of developing strategies based on several key recommendations of the Committee on Accessible and Affordable Hearing Health Care for Adults, as published in a NASEM report on June 2, 2017, to include OTC devices.

July 12, 2017. The House of Representatives passes H.R. 1652, the Food and Drug Administration (FDA) Reauthorization Act of 2017, which includes the Over-the-Counter (OTC) Hearing Aid Act of 2017. This bill directs the FDA to develop regulations associated with a new classification of hearing aids to be sold without the need for professional involvement.

August 3, 2017. The Senate passes H.R. 2430, with provisions identical to those in the House version.

August 18, 2017. President Trump signs the OTC Hearing Aid Act into law.

What now? The FDA is in the process of writing and publishing a proposed OTC regulation consistent with legislative intent.

Moving Forward. What now? The FDA is in the process of writing and publishing a proposed OTC regulation consistent with legislative intent. The proposed regulation will be made available for public comment (typically a period of 60 days), after which the FDA will consider those comments and make appropriate revisions. The final version of the regulation will be published in the Federal Register.

Harvey Abrams, PhD, CCC-A, Courtesy Professor, University of South Florida
Things That Make You Go “Hmmm”

Comedian, actor, and former talk show host Arsenio Hall is known for his thought-provoking musings. He often (1) begins by presenting an overview of the topic, (2) introduces related information for consideration, and (3) ends by posing thoughtful comments and questions, and saying, “Things that make you go hmmm.”

Audiologists are familiar with the “hmmm” spoken with a questioning inflection that indicates that a listener has difficulty with their hearing. Hall’s “hmmm” indicates that there is something new to think about or an opportunity to think in a different way.

1 | The Overview: Hearing Aid Fitting Process

There are many steps in the hearing aid fitting process. Considerations include electroacoustic characteristics of the hearing aid (input/output functions, type of microphone, receiver bandwidth, background noise suppression, and attack and release times), and nonelectroacoustic characteristics of the hearing aid (style or type of hearing aid, binaural or monaural fitting, earmold style and configuration, and compatibility with Hearing Assistive Technology Systems [HATS] and other technology). Other considerations include the individual’s manual dexterity, skin sensitivity, and cosmetic preferences. The fitting and verification process includes, for example, quality control measures to rule out any defects in the hearing aid, electroacoustic analysis, evaluation of fit, real-ear measures, and use of fitting algorithms.

2 | Related Information to Consider: Cultural and Linguistic Diversity

The significant contribution of speech audiometry and the need for speech to be familiar to the listener has long been noted (Hirsch et al., 1952). Speech tests are used in the hearing aid fitting process (a) to assess aided versus unaided speech perception ability and (b) to determine which levels of noise may be deemed acceptable or annoying.

An individual’s cultural and linguistic background signals the potential need to modify clinical approaches. It is inappropriate to provide services exclusively in English to non-English speakers or those with limited English proficiency. Speech tests should be used that have been specifically developed based on target languages rather than those tests that have been simply and inappropriately translated (Nissen, Harris, & Dukes, 2008; Shi, 2014).

Different languages have different fundamental frequencies. For some languages, certain frequency regions contribute to speech intelligibility more than others. Researchers have looked at developing a language-specific band-importance function (BIF) (Jin et al., 2016; Wong, Ho, Chua, & Soli, 2007), deriving count-the-dot audiograms based on the BIFs of different languages (Jin, Kates, & Arehart, 2017a), and evaluating the sensitivity of the speech intelligibility index to the assumed speech dynamic range according to language (Jin, Kates, & Arehart, 2017b).
The Question: Things That Make You Go “Hmmm”

How might an individual’s cultural and linguistic background influence the hearing aid fitting process?

There may be a need, for example, to do any or all of the following:

- Utilize interpreter and translator services to ensure effective communication
- Secure language-specific speech audiometry materials
- Review resources that provide an overview of the individual’s cultural background
- Assess the patient’s level of acculturation
- Obtain available BIFs or develop language-specific BIFs

The list goes on. As audiology professionals, we can better understand and meet the needs of all of our patients by continually looking for and responding to the things that make us go “hmmm.”

References


CDC Addresses Nonoccupational Noise-Induced Hearing Loss

Both the large body of scientific literature and the emerging evidence of noise-induced cochlear synaptopathy contributing to hearing difficulty in noise support the recognition that excessive exposure to loud sounds from both recreational and occupational sources is leading to an epidemic of noise-induced hearing loss. This preventable hearing loss, which progresses insidiously for years before an individual perceives it or before an audiologist diagnoses it, underscores the need for improving the availability of public health information for individuals and their health care providers.

In early 2016, the Centers for Disease Control and Prevention (CDC) formed a small, unfunded intra-agency workgroup to address the issues of nonoccupational noise-induced hearing loss. The vision of this workgroup is to provide data and education, increase awareness, and prevent noise-related hearing loss at home and in the community. The workgroup has three strategic objectives:

- Identify, gather, and analyze data to support evidence-based decisions.
- Build evidence and educational resources to support partners and other stakeholders.
- Convene and facilitate innovative collaborations to advance noise-induced hearing loss awareness and prevention.

In a 2016 report on hearing health care, the National Academies of Sciences, Engineering, and Medicine (NASEM) made 12 recommendations. One important message among these recommendations was to encourage individuals and their family members to reduce high-volume-level exposure to noise for extended periods of time and to use appropriate hearing protection. As one of the sponsors of the NASEM report, the CDC is continuing its efforts to address the critical public health issue of hearing loss.

In February 2017, the CDC launched a hearing loss campaign to address the issue with a special edition of the Morbidity and Mortality Weekly Report (MMWR). The issue, titled “Vital Signs: Noise-Induced Hearing Loss Among Adults,” is based on the most recent available data from the National Health and Nutrition Examination Survey (NHANES) reporting on audiometric notches suggestive of noise-induced hearing damage. The launch also included an infographic, videos, and other sharable media, most of which were available in English and Spanish. The June 2017 CDC Public Health Grand Rounds topic followed with “It’s Loud Out There: Hearing Health Across the Lifespan” and included presentations from the National Center for Environmental Health (NCEH), the National Institute for Occupational Safety and Health (NIOSH), Dangerous Decibels (www.dangerousdecibels.org), and the World Health Organization (WHO).

As part of this national movement, the CDC has engaged with the leadership of the American Speech-Language-Hearing Association (ASHA), the American Academy of Audiology (AAA), and the Academy of Doctors of Audiology (ADA) to increase collaboration and move our mutual objectives forward. More information about the CDC and various hearing loss activities is available at www.cdc.gov/hearingloss.

References

John Eichwald, MA, Chief, Child Development and Disability Branch, National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention
Yulia Carroll, MD, PhD, Senior Medical Officer, National Center for Environmental Health and the Agency for Toxic Substances and Disease Registry, Centers for Disease Control and Prevention
The Vigilant Audiologist

Recognizing Signs of Cognitive Decline

The relationship between an audiologist and a client provides us with unique opportunities to be at the forefront of identifying cognitive impairments. We get to know clients in the context of communication: not just brief answers to questions, but a conversation, often over multiple appointments. Along with personal stories, clients may share health and memory concerns. We may also develop concerns based on our client observations and interactions. In these situations, how should we proceed?

The current ASHA best practice recommendations for adult hearing aid fitting endorse cognitive screening to identify changes that may affect management decisions. In our view, screening for cognitive impairment is a dynamic process that includes both informal procedures and formal tools. We hope this piece will encourage broader discussion of the practice issues and necessary professional competencies surrounding cognitive screening and counseling.

Aging, Cognition, and Dementia

Aging is associated with declines in “fluid” abilities such as processing speed and reasoning (Harada, Natelson Love, & Triebel, 2013; McCarrey, An, Kitner-Triolo, Ferrucci, & Resnick, 2016). Healthy older adults may perceive increased difficulties retrieving infrequently used words or names, require more time to process auditory and visual information, and have sporadic difficulty retrieving event details. However, significant changes in retrieving words, formulating thoughts, remembering procedures or autobiographical history, and problem solving during routine activities are not typical of aging, even when such changes are considered “mild” (Harada et al., 2013; McCarrey et al., 2016).

Dementia is defined broadly as a decline in one or more cognitive domains (e.g., memory, language, perceptual motor cognition, and social cognition) that differs significantly from one’s previous abilities (American Psychiatric Association, 2013). Research suggests that dementia is more common in older adults with hearing impairment (Lin et al., 2011, 2013). There are approximately 20 different types of dementia with distinct clinical diagnostic criteria, pathologies, and etiologies. Some dementia syndromes are characterized primarily by memory impairments; others by language impairments, executive function impairments, or behavior changes. These diverse presentations complicate the processes of screening for and diagnosing dementia. Depression and some medications can mimic and exaggerate dementia symptoms (Gauthier et al., 2006; Wright & Persad, 2007). Therefore, confirming a diagnosis requires corroborating evidence from potentially numerous sources, including family and patient interviews, neuropsychological testing, specialized neuroimaging procedures, laboratory tests, and genetic testing.

On the spectrum with dementia is mild cognitive impairment (MCI), which is often—but not always—a predictor of dementia (van Maurik et al., 2017). MCI is more likely than dementia to affect a single cognitive domain, is less severe, and has a less noticeable (although still perceptible) impact on higher-level activities of daily living. Population-based studies estimate the prevalence of MCI at 5% to 19% of individuals over the age of 65 (Gauthier et al., 2006; Sachdev et al., 2015). Given the prevalence, individuals with MCI are almost certainly seen within the caseload of the typical audiology practice.

To Screen or Not to Screen?

We propose two complimentary routes to cognitive screening for the vigilant audiologist. The first is simple—increasing awareness of the warning signs of potential cognitive decline. We encourage audiologists to expand their history questionnaires to include items that may reveal significant changes in memory, language, problem solving, attention, activities of daily living, or perceptual motor abilities. Being attentive not only to directly provided information but also to how well your client is able to answer questions, process information, and remember device-care routines may provide important key indicators of cognitive decline. Family members may be more sensitive to early cognitive changes than the affected individuals, and encouraging family participation in appointments will support a full understanding of the client’s needs.

The second (and more complex) route is to perform a formal screening. Cognitive screening instruments (for an overview, see Shen, Anderson, Arehart, & Souza, 2016) can be performed by any health professional and are not discipline specific. However, although formal screening instruments may have increased sensitivity over simple awareness, they come with the increased responsibilities of selecting the appropriate screening tool and conveying screening results to the client.

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The vigilant audiologist will play an important role as these changes move forward.

References
ASHA: Dedicated to Advocating for Audiologists

Advocacy is a core operation at ASHA. Each day, ASHA works to advance the influence and demonstrated value of services provided by our member audiologists to decision makers in Washington, D.C., and state capitals across the nation. Our advocacy effects extend into the federal, state, legislative, and regulatory arenas. Because we live in a time marked by political uncertainty, sharpened ideological divisions, and shrinking budgets, it is especially important that both the value and quality of audiology services are properly understood and reflected in relevant laws and regulations.

ASHA employs a cluster of 20 government affairs and public policy experts to advocate on behalf of the profession. These experts undertake a number of critical activities every day that include

- building strategic relationships with influential lawmakers and policymakers;
- engaging in robust policy analysis and development;
- communicating with ASHA members, lawmakers, policymakers, and the general public;
- facilitating opportunities for ASHA members to become advocates; and
- working to build and sustain strategic coalitions with allied stakeholders.

ASHA is dedicated to addressing several issues of critical importance to audiology and our audiologist members this year. These issues include expanding Medicare coverage of audiology services, ensuring that over-the-counter hearing aids and other Personal Sound Amplification Products adhere to appropriate safety standards, maintaining a defined scope of practice for the profession, promoting the expansion of newborn hearing screening, and fighting against any proposed cuts to critical health care or education initiatives.

ASHA’s advocacy success ultimately rests upon the active engagement of our members. Every audiologist is an advocate with an important voice, and active member participation is critical. ASHA offers the following resources for staying informed and getting involved:

- Take Action on ASHA’s advocacy issues.
- Sign up for ASHA Headlines, and receive your 60-Second Advocacy Update.
- Follow ASHA Advocacy on Facebook, Twitter, and Pinterest.

Jeffrey P. Regan, MA, Director, Government Affairs and Public Policy, ASHA
About SIG 6, Hearing and Hearing Disorders: Research and Diagnostics

The mission of SIG 6 is to provide the opportunity for communication and collaboration between clinicians and researchers, with the goal of building a bridge between research findings and evidence-based practice related to hearing and balance. We are a community of audiologists and hearing scientists interested in a wide range of clinical and research issues involving the auditory and vestibular systems. Topics of interest include models of hearing, psychoacoustics, auditory processing, effects of genetic and/or environmental agents on the auditory and vestibular systems, tinnitus, diagnosis of hearing and balance disorders, aging and auditory–vestibular function, and hearing loss prevention and conservation. SIG 6 is guided by its Coordinating Committee, which includes Coordinator Keith S. Wolgemuth, Associate Coordinator Marilyn Dille, Professional Development Manager Anna Meehan, Perspectives Editor Ashley Harkrider, Perspectives Associate Editor Laura Dreisbach Hawe, member Erika Blanchard, and ex officio Deborah Berndtson.

About SIG 7, Aural Rehabilitation and Its Instrumentation

Soon, over-the-counter (OTC) hearing aids will offer consumers yet another option for amplification. SIG 7 members view hearing aids as one possible component in the broader rehabilitation process. As audiologists and speech-language pathologists, we can frame the choice of a hearing aid within the wider range of aural rehabilitation (AR) options available. Our patients may potentially benefit from use of effective communication strategies, a wide range of hearing aids, perceptual training, and support. For example, based on a needs assessment, audiologists may (1) offer guidance on effective communication strategies; (2) review selected and appropriate technology, such as personal sound amplification products, OTC hearing aids, audiologist-prescribed hearing aids, cochlear implants, remote accessories, alerting devices, large-room systems, and phone and television systems; (3) share information on computer-/tablet-based auditory training or lip-reading training programs; and (4) offer support by acknowledging patient/family frustrations with hearing difficulties, encouraging a change to more positive thinking and referring to a mental health counselor when difficulties are not within our professional boundaries. Patients and families interested in AR treatment sessions can be referred to speech-language pathologists with AR expertise or to audiologists offering sessions with private pay arrangements. The arrival of OTC hearing aids will change how we think about and offer AR services. How will we communicate with patients who are considering or who have purchased OTC hearing aids? Will we turn them away, or will we instead find ways to reach out and share the wide range of AR options available? SIG 7 supports the latter and hopes to lead in these efforts. This SIG is led by its Coordinating Committee, which includes Coordinator Deborah S. Culbertson, Associate Coordinator Nicole Marrone, Professional Development Manager Charissa R. Lansing, Perspectives Editor Rebecca Kelly-Campbell, members Elizabeth Humphrey and Jani Johnson, and ex officio Paul Farrell.
About SIG 8, Audiology and Public Health
SIG 8 is specifically devoted to public health issues related to hearing and balance. Established in 1988 as one of the inaugural Special Interest Divisions (now Groups), SIG 8 has evolved over the years both in scope and in name. Its mission is to address public health issues related to all aspects of audiology through a transdisciplinary, interprofessional collaborative practice (IPPCP) approach. This public health approach enables audiologists to improve hearing health and balance in individual patients and/or positively influence hearing health and balance in large populations. It reduces the potentially devastating consequences of hearing, tinnitus, and balance disorders by preventing their development in the first place when possible, and, when hearing loss or balance disorders are not prevented, by mitigating any progression through intervention. The SIG 8 Coordinating Committee includes Coordinator Vickie Tuten, Associate Coordinator Kathy Gates, Professional Development Manager Kelly Reavis, Perspectives Editor Tina Penman, members Rich Tyler and Amy Boudin-George, and ex officio Tricia Ashby-Scabis.

Vickie L. Tuten, AuD, CCC-A, SIG 8 Coordinator

About SIG 9, Hearing and Hearing Disorders in Childhood
Special Interest Group 9 is a community of clinicians, educators, researchers, and students collaborating to enhance communication outcomes of children who are deaf and hard of hearing, or who have other auditory/vestibular-related disorders. SIG 9 comprises roughly equal numbers of speech-language pathology and audiology affiliates. The inherent need for collaboration in order to serve children with hearing disorders was the theme of the 2017 SIG 9–sponsored short course, titled “Bridges for Partnerships: Models & Tools for Collaboration Across Professions & Settings.”

A special thanks to Aparna Rao, outgoing SIG 9 Coordinator, and Cynthia McCormick Richburg, outgoing Perspectives Editor. Returning committee members are Donna Smiley, Melissa Ferrello, Kristina Blaiser (Associate Editor and Professional Development Manager), James Mahshie (incoming Coordinator), Kathryn Beauchaine (Continuing Education Manager), and ex officio Anne Oyler. We are happy to welcome Becky Clem (newly elected Member-at-Large) and Michael Douglas (incoming Perspectives Editor).

The SIG 9 Coordinating Committee supports an active community of clinicians and researchers. We encourage you to make SIG 9 an integral part of your professional education and practice.

James Mahshie, PhD, CCC-SLP, SIG 9 Coordinator

“My SIG keeps me in the know about what is happening with cutting-edge research and improvements in diagnostics related to hearing.” – SIG Affiliate

Join today!
For more information, visit www.asha.org/sig

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One of the goals of the ASHA Practice Portal is to facilitate efficient and evidence-based decision making by audiologists and audiology students. This is accomplished, in part, by providing access to a compilation of pertinent information on topics integral to the day-to-day practices of audiologists and students. These topics include both clinical and professional issues. There are currently 20 audiology-specific topics available on the ASHA Practice Portal and several more in development. Tinnitus and Hyperacusis, Balance System Disorders, Newborn Hearing Screening, and Cochlear Implants for Children are just a few examples. The full list can be found on the ASHA Practice Portal at http://www.asha.org/practice-portal/.

Topic pages include the following types of information:

- An overview of the page, including the definition of the audiology-specific topic and the scope of information provided
- Links to ASHA Evidence Maps related to specific audiology topics
- Recent data on the incidence and prevalence of a specific disorder related to hearing and/or balance
- A collection of the signs and symptoms of a specific hearing or related disorder
- A list of causes and etiologies of a specific hearing or related disorder
- A description of the roles and responsibilities of audiologists in relation to a specific disorder or patient population, including links to supporting ASHA documents
- A review of key issues related to a number of professional matters
- Details related to the screening and/or the comprehensive assessment of a specific disorder or patient population
- Details related to the treatment of a specific disorder or patient population
- Lists of resources related to specific topics, available from both ASHA and outside organizations and sources

Some benefits of the ASHA Practice Portal as a resource include the following:

- The select peer review of all content by a minimum of nine subject-matter experts, who are acknowledged under the “About This Content” tab on the topic page
- The support provided for the busy clinician in making educated practice decisions based on the best available information and evidence
- The ability to review and update content on a regular basis
- The ability to add new topic pages on a continual basis
- The ease of gathering member and user feedback through portalinfo@asha.org

Jill Reynolds, MA, CCC-SLP, Practice Portal Resource Manager, Audiology Professional Practices, ASHA

Sample of Practice Portal Content
Supporting Evidence-Based Practice

Highlighting the ASHA Evidence Maps

According to ASHA’s 2017 Knowledge, Attitudes, and Practices Survey on Evidence-Based Practice, a majority of audiologists and speech language pathologists (SLPs)—67.1%—report that they are expected to apply evidence-based practice in their work setting; however, fewer than half of clinicians indicate that they feel “confident in their ability to incorporate evidence-based practice into my professional life.” Additionally, only 34.7% of survey participants described themselves as “very confident” when asked about their ability to assess the quality of a research article. Meanwhile, 88.6% of responding audiologists and speech-language pathologists (SLPs) report “insufficient time” as a barrier to engaging in evidence-based practice.

What’s a clinician to do? Fortunately, ASHA’s Evidence Maps can help! The maps are a searchable, online tool designed to assist clinicians with evidence-based decisions. Each Evidence Map highlights the importance of the three components of evidence-based practice—external scientific evidence, clinical expertise, and client perspectives—and summarizes the latest research related to the assessment, treatment, and service delivery for various hearing, balance, tinnitus, and communication disorders. Each Evidence Map topic undergoes a full systematic review of the literature on a rotating schedule. Related articles are reviewed for quality according to international standards and summarized by clinical research staff before publication on the ASHA website.

Audiology-specific Evidence Maps that are available to clinical practitioners, researchers, faculty, students, and the public include the following:

- Auditory Neuropathy Spectrum Disorder
- Balance System Disorders
- Central Auditory Processing Disorder
- Hearing Loss (Newborn, Early Childhood, School-Age, and Adults)
- Prevention of Hearing Loss
- Otitis Media
- Tinnitus

The Evidence Maps are organized by disorder. Recommendations and conclusions are then categorized into practice areas: assessment, screening, service delivery, and treatment. Audiologists can apply additional filters, such as “comorbid diseases and disorders” or “risk factors,” or search for keywords across maps.

Because searching for and reviewing the latest clinical research is time consuming, audiologists and SLPs need tools that compile and organize relevant evidence. The Evidence Maps are your shortcut to quality, summarized research conclusions and recommendations pertaining to audiology and communication clinical topics. The ASHA Evidence Maps can be found at http://www.asha.org/evidence-maps/. For tips on navigating, also be sure to check out the video tutorials available on the Evidence Maps home page. If you are interested in providing feedback on the ASHA Evidence Maps or nominating a map topic area of interest, please contact ncep@asha.org.

Cheryl Swit, MS, CCC-SLP, Clinical Research Associate, ASHA
What Audiologists Earn

Annual salaries, bonuses, and commissions vary by work setting.

The median academic year (9- to 10-month) salary of audiologists ranged from $70,000 in the schools to $82,000 in colleges/universities in 2016, according to the results of the 2016 ASHA Audiology Survey and the 2016 ASHA Schools Survey. The median calendar year (11- to 12-month) salary of audiologists ranged from $70,000 in audiology franchises/retail chains to $85,000 in colleges/universities, the surveys found.

Of the audiologists who received a bonus in addition to their salary, the overall median amount was $2,000. Bonus amounts differed by work setting ($1,500 in hospitals; $7,500 in industry; $2,100 in nonresidential health care facilities). Of the audiologists who received commissions in addition to their salary, the overall median amount was $20,000. Most audiologists who received commissions worked in nonresidential health care facilities.

Gail Brook, Research Associate, ASHA

Audiology at the ASHA Convention

With cutting-edge educational sessions, fun networking events, and an expanded Audiology Row in the Exhibit Hall, the 2017 ASHA Convention in Los Angeles attracted audiologists and audiology students to sunny Southern California. The ASHA Convention is the largest annual gathering that brings together audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Practitioners, faculty, researchers, and students found an impressive lineup of presentation topics and formats. Highlights included the following:

- A half-day Audiology Research Symposium that included sessions on hidden hearing loss and research.
- Dozens of sessions on a variety of hot topics in audiology such as central auditory processing, telepractice, hearing and balance science, traumatic brain injury, tinnitus, and interprofessional practice.

Networking events afforded audiologists and audiology students the opportunity to meet and talk with colleagues in a casual setting:

- The Audiology SIGnificant Luncheon—sponsored by the audiology-related Special Interest Groups (SIGs)—SIGs, 6, 7, 8, and 9—brought more than 80 attendees together to learn more about ASHA’s SIGs while enjoying a complimentary lunch.
- Immediately following the ASHA Awards Ceremony, the “Hear, Here!” Audiology Open House provided a gathering place for audiologists and audiology students to socialize while enjoying drinks and heavy appetizers.

Audiology students attended the ASHA Convention as part of an incentive that provided them with a year of student membership in the National Student Speech Language Hearing Association and free registration to attend the Convention. Dozens more students attended via ASHA award programs, such as the Audiology/Hearing Science Research Travel Award.

The ASHA Convention Program Committee is committed to growing and strengthening the audiology programming and deepening the focus on interprofessional collaboration. Join us for the next ASHA Convention in Boston!

New JCIH Position Statement

Guide to Service Provision for Newborn Hearing Screening

The Joint Committee on Infant Hearing (JCIH) has completed the 2018 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs and has submitted it for publication in the Journal of Pediatrics.

The American Speech-Language-Hearing Association (ASHA), as one of seven member organizations, was represented by Mary Pat Moeller, PhD, CCC-A; Patti Martin, PhD, CCC-A; and Ryan McCreery, PhD, CCC-A. The primary purpose of the JCIH Position Statement is to provide a foundation for effective Early Hearing Detection and Intervention (EHDI) systems.

Building upon and expanding practices outlined in the 2007 Position Statement and the 2013 JCIH Supplement on Early Intervention, this document is intended to guide service provision for newborn hearing screening programs, pediatric diagnostic audiology practices, medical providers, and state EHDI programs.
And Now for Something Slightly Different
ASHA Professional Development Opportunities for Audiologists

We hope that you took advantage of Case Studies by ASHA Professional Development, a series of free courses eligible for ASHA continuing education units (CEUs) in 2016–2017! This award-winning program provided learners with relevant content that centered on important issues facing the audiology profession. Ranging from making person-centered care the foundation of your practice to using audiology assistants to grow your business, these 30-minute programs were practical and engaging. If you missed any sessions in the series, you can still watch them on the Case Studies by ASHA Professional Development playlist on ASHA’s YouTube channel, and most are still eligible for ASHA CE credit (for a nominal fee in the ASHA Store (www.asha.org/shop).

This year, the free courses continue—with a new twist. Presentations will explore an issue, starting a conversation that will later take place at an upcoming ASHA conference. For example, sessions relating to ASHA’s Audiology 2018 Online Conference will explore the complexities of central auditory processing disorders in advance of the online conference that will take place October 10–27, 2018. Visit the ASHA Store (www.asha.org/shop) for more information on this year’s round of free courses eligible for ASHA CEUs, and visit ASHA’s Conferences and Events web page (www.asha.org/events) for more information on the Audiology 2018 online conference.

We also launched the Carhart Series of audiology webinars in 2017, a collection of courses named in honor of Dr. Raymond Carhart, the “father of audiology” and past ASHA president. The series features some of the most respected names in the profession of audiology sharing what they’re most passionate about and providing solutions to the top clinical dilemmas facing audiologists today. As you may know, Carhart had a profound fondness for the clinic and for practitioners who work hard every day to solve patients’ hearing and communication challenges. Thus, presentations in this series reflect Carhart’s spirit of curiosity and his appreciation for discovery and practical application.

The Carhart Series premiered last November, with Dr. Kelly Tremblay presenting on how hearing aids impact the brain and implications for auditory rehabilitation. In April, Dr. Ryan McCreery discusses how to improve communication outcomes for children with hearing aids, and in May, Dr. Sharon Kujawa helps expose “hidden hearing loss.” For more information, including the dates of the live and on-demand webinars, see the ASHA Store (www.asha.org/shop).

ASHA Professional Development (the other “APD”) is ASHA’s in-house provider of continuing education courses. Our team works to deliver innovative learning experiences that bring together evidence-based science, the best practices in adult education, a breadth and depth of topics, practical applications, and connections to thought leaders and curated content. We offer a constantly updated, well-rounded portfolio of courses and events for audiologists, including the Audiology 2018 Online Conference.

The 2018 conference topic is central auditory processing disorders.

Jack Coursen, Associate Director, ASHA Professional Development
The practice of audiology is evolving. How do you make sense of it all and keep up with the latest developments? One way to stay focused on the future is to learn and grow professionally through continuing education (CE) opportunities. Although there are a number of great courses from various sources, sometimes you can’t find content that is exactly what you’re looking for. At ASHA, you can design your own learning and earn ASHA continuing education units (CEUs) in the process.

**Independent Study**

Independent study (IS) provides an opportunity for you to enhance your skills and knowledge in an area relevant to clinical topics and professional issues in audiology, speech-language pathology, and speech, language, and hearing sciences. Participants may earn up to a maximum of 2.0 (20 hours) of ASHA CEUs for a single IS. Some examples of IS include reading relevant journal articles, designing and conducting a research project, attending a professional course not offered for ASHA CEUs, preparing a presentation or a course, and participating in an internship/hands-on experience.

To find out more about this continuing education option, go to http://www.asha.org/ce/self-direct/.

**ASHA’s CEFind**

Finding courses offered for ASHA CEUs is easier than ever! Just use ASHA CEFind. After entering a key word or phrase, location, course title, provider name, and so forth, the user can then filter the results by setting, format, ASHA CEU amount, start date, instructional level, content area, and ASHA Approved CE Provider. The course offering information is refreshed nightly.

Users can also find course offerings held within the past 36 months using the Archived Courses application. Go to www.asha.org/CEFind.

**View Your ASHA CE Registry Transcript 24/7!**

Audiologists who join the ASHA CE Registry can access their CE transcript information online. Individuals may view courses on their personal transcripts, find out how many ASHA CEUs they have earned for specific courses, and see the number of ASHA CEUs earned in their active and prior certification maintenance intervals by going to the ASHA CE home page and selecting “View Your Transcript.”

Look for the ASHA Approved CE Provider Insignia

ASHA-Approved CE Providers have an insignia that you may see in course advertisements—both online and in print—and at conferences you attend. These providers meet ASHA Continuing Education Board standards and offer high-caliber learning experiences.

The insignia is a convenient way to

- identify ASHAApproved CE Providers;
- find CE Providers that offer courses that help you maintain certification and meet your state licensure and regulatory agencies’ CE requirements; and
- find CE Providers that offer workshops, seminars, and conferences that are within the scopes of practice for audiology and speech-language pathology.

Renee Levinson, MA, MBA, CCC-A, Former Associate Director, ASHA Continuing Education (retired) and Jo Ann Linseisen, MA, Associate Director, ASHA Continuing Education

—Nido Qubein, Motivational Speaker

"Change brings opportunity."
Central Auditory Processing Disorders
Audiology 2018 Online Conference

October 10–22, 2018
Learn new evidence-based strategies for central auditory processing evaluation, how to interpret results accurately, and how to develop useful and specific recommendations for intervention.

We’ve gathered experts who will get you up to speed on the measures used by related professionals to examine potential deficiencies in psychosocial, educational, and neurocognitive skills.

Earn while you learn—get comprehensive information and new strategies—and, you can earn up to 2.4 ASHA continuing education units (CEUs).

Gain easy access to 12 prerecorded sessions any time while the conference is in session.

Participate in live-chat sessions with expert presenters, and network with audiologists from all over the United States and abroad.

For more information, visit on.asha.org/audiology-18.

Comments From Attendees of Last Year’s (2017) Audiology Online Conference

“ASHA you have done it again! I loved the format and the speakers were fantastic. I can’t wait to see what you have in store for next year!”
—Rebecca Nelson Crowell

“The lectures were excellent...well organized, packed with current information, and supported by references and resources.”
—Charissa Lansing

“The live chats were especially helpful in clarifying the information presented in the lectures. I also appreciated the written transcripts of the lectures.”
—Darlene Jarrell

“Many of the presentations are very succinct summaries of current important issues facing our patients and our profession. We can use these presentations to improve our practices and communicate effectively with the communities we serve.”
—Mac Butts

on.asha.org/audiology-18
The 2017 Audiology Online Conference, “Cutting-Edge Perspectives in Service Delivery for Older Adults,” took place at a most opportune time, as the hearing health care landscape is poised for change. So much of what we know about hearing and aging, models of practice, interprofessional care, and patient-centered care has evolved just in the last few years. Audiology practitioners are eager to advance their knowledge in order to provide the best outcomes-based services to our older patients with hearing and balance concerns.

The 17 sessions—offering up to 3.55 ASHA continuing education units (CEUs), if eligible—were designed to maximize comprehensive care for older adults with hearing and balance problems given the expanding evidence for working with this population. Topics included patient-centered care, technology, emerging interventions, cognition, cognitive decline and dementia, risk of falling, and end-of-life issues. All of our expert presenters prerecorded their sessions and were available to interact with participants during live, text-based chats. I was honored to present the plenary session for the Audiology 2017 Online Conference and extend my sincere thanks to the conference faculty, which included Samira Anderson, Demetra Antimisiaris, Michelle Arnold, Elizabeth Convery, Debra Dobbs, Ann Clock Eddins, Howard W. Francis, Chad Gladden, Julie Honaker, Gyl Kasewurm, Gitte Keidser, Nicole Marrone, Craig W. Newman, Carrie Nieman, Jill Preminger, Victoria Sanchez, Sharon Sandridge, Lisa Satterfield, Pamela Souza, Barbara Weinstein, and Jennifer Yeagle. We were most fortunate to be able to draw on the expertise of professionals working in academic and clinical settings in audiology, medicine, public health, gerontology, and pharmacy. The diversity of the faculty reflects the collaborative nature of providing the best hearing health care to older patients.

Did you miss our 2017 Audiology Online Conference? Not to worry. The presentations from this popular conference are now available on demand. Get practical, outcomes-driven strategies for providing quality care to older adults. Choose our “Best Buy” option to get all available presentations from the original conference for one low price.

Visit on.asha.org/audiology-2017 for more information.

Kathleen M. Cienkowski, PhD, CCC-A, Associate Professor and Program Director of Audiology, University of Connecticut

The 2017 Audiology Online Conference focused on service delivery for older adults.
Challenges in Quality Graduate Education
Be a Part of the Solution

Would you like to be a partner in improving the quality of graduate education programs in audiology and speech-language pathology? That is the vision of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), the semi-autonomous entity that accredits graduate education programs in audiology and speech-language pathology. Specifically, that vision is to engage practitioners and academic programs in strategic partnerships for the advancement of quality education and enhancement of the professions.

This focus is one of the key pillars in the CAA’s 2016–2018 Strategic Plan, with related strategies and accompanying action plans. There are many ways that you can get involved as a partner and contribute to quality graduate education.

One of the most critical components in accreditation is the development and implementation of Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology (Standards). In 2015–2016, the CAA undertook a comprehensive review of its accreditation standards and, after extensive peer review and input from numerous stakeholders, revised the Standards, which went into effect August 1, 2017. The Standards identify indicators of a quality program and guide programs toward improvement over time.

Part of the standards review process included a study titled A Practice and Curriculum Analysis of the Profession of Audiology. This study sought to validate and update the core knowledge and skills required of program graduates who are prepared to enter the workforce and meet the expectations of the public and the professions, to practice audiology in a safe and effective manner, and to achieve the credentials required to practice. The results of this study, which focused on practicing audiologists as well as academic and clinical faculty, helped to update the “Curriculum” section of the Standards.

The CAA has provided these and other opportunities for you to participate as a partner in improving graduate education by engaging employers, supervisors, state agencies, and academic and clinical educators to take part in the practice analyses and standards reviews. The CAA relies on input from many individuals in the profession to validate and improve the accreditation program; to ensure that the accreditation standards are current, appropriate, and effective; and to see that all relevant stakeholders have been able to contribute to identifying quality graduate education programs.

In addition to helping programs achieve quality improvement, the CAA also implements its own Accreditation Quality Management System (AQMS). As an important part of the AQMS, the CAA seeks feedback on an ongoing basis from programs and stakeholders to ensure that the academic accreditation program is of the highest quality and meets or exceeds programs’ needs and expectations. Internal and external mechanisms to accomplish this include site visitor performance feedback, training and workshop evaluations, and focus groups. In addition, a comprehensive evaluation process, in the format of customer feedback surveys, occurs every 3–4 years. The CAA measures the effectiveness of the accreditation process, then analyzes results and identifies areas of future focus to improve the program. Providing feedback when requested is yet another way that you can partner with the CAA to identify and address challenges in quality graduate education in audiology.

Volunteer!

As you can see, audiologists like you play an important role in ensuring that education programs are preparing audiology professionals to provide quality services. Consider volunteering as a site visitor or running for election to the CAA. We look forward to partnering with audiologists like you in academic and practice settings to ensure the integrity and quality of the CAA’s accreditation program. Go to http://caa.asha.org for more information about the CAA and volunteer opportunities.

Annette E. Hurley, PhD, CCC-A (2017 CAA Chair) and Patti Tice, Former Director of Accreditation, ASHA (retired)
Audiology/Hearing Science Research Travel Award (ARTA)

Audiology students and postdoctoral fellows, are you interested in research and attending the ASHA Convention? Audiology faculty, do you know a promising student or postdoctoral fellow who could benefit from attending Convention? Learn more about the Audiology/Hearing Science Research Travel Award (ARTA), and get ready for the ASHA Convention in Boston, November 15–17, 2018!

ASHA sponsors the ARTA for students interested in expanding their knowledge in audiology and/or hearing science. Awardees experience the excitement of learning and sharing with ASHA Convention attendees—and make valuable connections with like-minded students, researchers, and other professionals to further awardees’ research interests.

Eligibility

Applicants are eligible if they have not previously won the award and, at the time of application submission, are enrolled in one of the following:

- Clinical doctoral degree (AuD) program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- Research doctoral degree (PhD) program focused on audiology, tinnitus, balance, or hearing science
- Combined clinical doctoral/research doctoral degree (AuD/PhD) program in audiology or hearing science that is accredited by the CAA
- Postdoctoral fellowship program focused on audiology, tinnitus, balance, or hearing science

Stipend and Responsibilities

Each awardee receives a certificate, a stipend of $500, and complimentary registration to attend the ASHA Convention. Awardees are required to attend designated sessions and events, including pre-Convention events. Meals are covered at many of these events.

Application

Visit [http://www.asha.org/students/ARTA-Award/](http://www.asha.org/students/ARTA-Award/). The application form for 2018 will be available at this URL in March. All application materials must be received by May 1, 2018; award notification will take place in July. Contact academicaffairs@asha.org if you have questions.

Maureen Salamat,
Audiology Project Manager, Audiology Professional Practices, ASHA

Congratulations to the individuals who received the award to attend the ASHA Convention in Los Angeles, November 9–11, 2017. See the 2017 awardees at [http://www.asha.org/Students/ARTA-Award-Recipients/](http://www.asha.org/Students/ARTA-Award-Recipients/).
As a second year Doctor of Audiology (AuD) student at the Long Island Doctor of Audiology Consortium (Adelphi, Hofstra, and St. John’s Universities) in New York, I have balanced my academic and clinical requirements while also pursuing exciting research opportunities. I have been passionate about pursuing a research doctorate (PhD) after completion of my clinical doctorate in audiology, but previously I had many questions as to how I can achieve this. I am grateful that I received the Audiology/Hearing Science Research Travel Award (ARTA) and was able to attend and present my research at the 2017 ASHA Convention in Los Angeles. As an ARTA recipient, I had excellent opportunities to learn more about the profession of audiology, attend outstanding research presentations focusing on evidence-based clinical practices, meet peers from across the country, and network with established clinicians and researchers. The experience sparked a newfound excitement for my future in audiology research.

From our first event at the ARTA breakfast, I quickly realized that we were in an incredibly supportive environment. Both the ASHA staff audiologists and the ASHA board members communicated how invested they were in our success. They were very approachable and encouraged us to utilize the resources at ASHA in the process of planning a rewarding career in research. Later, at the “Thinking About a PhD?” session, I was reminded that researchers shape the future of audiology. As one speaker astutely expressed, “Research is the bedrock of our profession.” I was also interested to learn about the importance of peer support as a predictor of success in PhD programs.

Throughout the Convention in L.A., I was able to attend numerous sessions that related directly to my own interests—that is, learning about evidence-based practice and the most innovative research in audiology.
Choose Your Own Adventure

The theme of ASHA’s 2017 Convention was “Focus on the Big Picture,” fitting for its Los Angeles location. For ASHA, the big picture is in the mission statement, “Making effective communication, a human right, accessible and achievable for all.” At the opening ceremony, ASHA President Gail Richard quoted Forrest Gump: “Life is like a box of chocolates.” Forrest and Dr. Richard were right about life—but as a recipient of ASHA’s Audiology/Hearing Sciences Research Travel Award (ARTA), the ASHA Convention is a “choose-your-own-adventure” box of chocolates!

Every recipient’s story starts the same way—with an application. You then hear of your acceptance and look forward to the recommended educational and “get-to-know-you” events with other recipients. As an ARTA recipient at the ASHA Convention, choosing your own adventure means asking yourself questions like, “Do I attend this seminar, read this poster, or go to this booth first?” The Convention is what you make of it, and ARTA gives you the opportunity to make it meaningful.

The adventures I chose included ARTA events as well as a number of sessions on topics relevant to family-to-family support, cochlear implants, rehabilitation for adults, and neural differences in autism spectrum disorder. At the same time, there was ample time to present my own poster, “Social Support Service Preferences of Parents and Caregivers to Children Who Are D/deaf or Hard of Hearing,” funded by ASHA’s Students Pursuing Academic Research Careers (SPARC) Award. Sometimes, my path crossed with familiar faces from the ARTA events, and at other times, after we reconvened, I was able to learn from my fellow recipients about the adventures they chose. My Convention journey reaffirmed the support available to students like myself through ASHA, as well as how much I love my chosen profession. Ultimately, it encouraged me to explore the edge of my comfort zone by attending lectures on topics with which I am not familiar and connecting with my peers from across the country.

The end of the Convention is not the end of any ARTA recipient’s story. Back at our academic homes, we have had the opportunity to apply and critically evaluate the concepts learned, reflect on the content presented, and find that our network of colleagues—although they may have chosen different ASHA Convention adventures—still took away the same “Big Picture”: effective communication through work in our specific roles. A fellow ARTA awardee suggested an alumni lunch for future Conventions as a way for us to reconnect with each other and support those following behind us. We are best when we work together, exchanging ideas to better the practice of all those who work with, are members of, and serve ASHA.

Torri Ann Woodruff, Student, Gallaudet University
## ASHA Award, Mentoring, and Research Education Programs

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<tr>
<th>Program</th>
<th>Description</th>
<th>Awardees</th>
<th>Eligibility</th>
<th>Funding</th>
<th>More Info (General Deadline)</th>
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<tbody>
<tr>
<td>Advancing Academic-Research Careers (AARC) Award</td>
<td>Supports new faculty development in CSD through mentored academic and research activities</td>
<td>Students</td>
<td>Junior faculty in a CSD department with research doctoral degree</td>
<td>10 awards of $5,000 each</td>
<td><a href="http://www.asha.org/students/AARC-Award">www.asha.org/students/AARC-Award</a> (Due in April)</td>
</tr>
<tr>
<td>Audiology/Hearing Science Research Travel Award (ARTA)</td>
<td>Fosters student research interests in audiology and hearing science through support for travel to attend the ASHA Convention</td>
<td>Students</td>
<td>Audiology or hearing science doctoral students (e.g., PhD, AuD) and postdoctoral fellows</td>
<td>20 awards of $500 each and Convention registration</td>
<td><a href="http://www.asha.org/students/ARTA-Award">www.asha.org/students/ARTA-Award</a> (Due in May)</td>
</tr>
<tr>
<td>Minority Student Leadership Program (MSLP)</td>
<td>Enhances leadership skills through interacting with leaders in the professions, and learning how the Association is governed</td>
<td>Students</td>
<td>Undergraduate CSD seniors, master’s, and doctoral (e.g., AuD, PhD) students from underrepresented populations</td>
<td>Convention registration, lodging, meals, program stipend, and materials</td>
<td><a href="http://www.asha.org/students/MSLP-Award">www.asha.org/students/MSLP-Award</a> (Due in May)</td>
</tr>
<tr>
<td>Research Mentoring Pair Travel Award (RMPTA; funded in part by NICCD*)</td>
<td>Cultivates research careers through support for travel to the ASHA Convention to attend the NIDCD-supported Research Symposium and meet with a mentor</td>
<td>Students</td>
<td>Master's and doctoral (e.g., PhD, AuD) students, postdoctoral fellows, and junior faculty</td>
<td>15 awards of $750 per protégé and $250 per mentor, and Convention registration for each</td>
<td><a href="http://www.asha.org/students/RMPTA-Award">www.asha.org/students/RMPTA-Award</a> (Due in July)</td>
</tr>
<tr>
<td>Student Ethics Essay Award (SEEA)</td>
<td>Fosters ethical decision making by students preparing for careers in audiology, speech-language pathology, or speech, language, and hearing science</td>
<td>Students</td>
<td>Undergraduate, postbaccalaureate, or entry-level graduate program CSD students, currently enrolled part time or full time</td>
<td>Typically, 3 monetary awards; 1-year National NSSLHA membership per awardee</td>
<td><a href="http://www.asha.org/practice/ethics/essay_award">www.asha.org/practice/ethics/essay_award</a> (Due in April)</td>
</tr>
<tr>
<td>Student Research Travel Award (SRTA)</td>
<td>Supports Convention travel for the top-rated, first-authored student presentation in each Convention topic area</td>
<td>Students</td>
<td>Undergraduate, master’s, and doctoral (e.g., PhD, AuD) students</td>
<td>For each Convention topic area, one award of $500 and Convention registration</td>
<td><a href="http://www.asha.org/students/SRTA-Award.htm">www.asha.org/students/SRTA-Award.htm</a> (Convention submission deadline)</td>
</tr>
<tr>
<td>Students Preparing for Academic-Research Careers (SPARC) Award</td>
<td>Promotes student interest in the pursuit of PhD education and careers in academia</td>
<td>Students</td>
<td>Undergraduate CSD juniors and seniors, 1st-year master’s students, and 1st- or 2nd-year AuD students</td>
<td>10 Awards of $1,000 each</td>
<td><a href="http://www.asha.org/students/SPARC-Award">www.asha.org/students/SPARC-Award</a> (Due in April)</td>
</tr>
</tbody>
</table>

*National Institute on Deafness and Other Communication Disorders, U.S. Department of Health and Human Services.

**Those with a clinical doctorate will be considered on a case-by-case basis.
<table>
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<tr>
<td><strong>Mentoring</strong></td>
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<tr>
<td>Mentoring Academic and Research Careers (MARC)</td>
<td>Program that supports achieving and sustaining a rewarding career in academia through one-on-one, online mentoring by seasoned faculty</td>
<td>✔</td>
<td>CSD PhD students, postdoctoral fellows, and junior faculty</td>
<td>n/a</td>
<td><a href="http://www.asha.org/students/mentoring/marc">www.asha.org/students/mentoring/marc</a> (Due in September)</td>
</tr>
<tr>
<td>Student to Empowered Professional (S.T.E.P.)</td>
<td>Provides guidance, feedback, and support for professional development by providing one-on-one, online mentoring by CSD clinicians, faculty, or practitioners</td>
<td>✔</td>
<td>Undergraduate, master’s, and doctoral (e.g., PhD, AuD) CSD students, with preference given to those from underrepresented populations</td>
<td>n/a</td>
<td><a href="http://www.asha.org/students/mentoring/step">www.asha.org/students/mentoring/step</a> (Due in March)</td>
</tr>
<tr>
<td><strong>Clinical Practice Research Institute (CPRI)</strong></td>
<td>Provides funds to support the planning and preparation of a research grant proposal that addresses evidence-based practice in CSD</td>
<td>✔</td>
<td>Researchers focused on clinical practice research who have applied for federal research funding</td>
<td>Variable</td>
<td><a href="http://www.asha.org/Research/CPRI">www.asha.org/Research/CPRI</a> (Due in January)</td>
</tr>
<tr>
<td><strong>Grant Review and Reviewer Training (GRRT)</strong></td>
<td>Provides instruction on processes involved in conducting scientific grant review and includes participant review of ASHFoundation grant applications</td>
<td>✔</td>
<td>Researchers with federal research funding</td>
<td>-30 participants—Travel, lodging, and meals</td>
<td><a href="http://www.asha.org/research/GrantReviewTraining">www.asha.org/research/GrantReviewTraining</a> (Attendance by invitation only)</td>
</tr>
<tr>
<td><strong>Research Education &amp; Mentoring</strong></td>
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<tr>
<td>Lessons for Success Conference (L4S; funded in part by NIDCD)</td>
<td>Delivers intensive training to emerging scientists in the areas of grant preparation and funding, development and management of independent research programs, and advancement of professional competencies</td>
<td>✔</td>
<td>PhD candidates, postdoctoral fellows, and junior faculty who have applied for extramural research funding**</td>
<td>~30 participants—Travel, lodging, and meals</td>
<td><a href="http://www.asha.org/Research/L4S">www.asha.org/Research/L4S</a> (Due in December)</td>
</tr>
<tr>
<td>Pathways (Established with NIDCD funding*)</td>
<td>Provides mentoring to early-career clinical scientists in developing strong foundations for independent research careers</td>
<td>✔</td>
<td>The following clinically trained professionals: PhD candidates, postdoctoral fellows, and junior faculty*</td>
<td>~10 participants—Travel, lodging, and meals</td>
<td><a href="http://www.asha.org/research/pathways-program">www.asha.org/research/pathways-program</a> (Due in December)</td>
</tr>
<tr>
<td>PROMoting the Next GENERation of Researchers (PROGENY)</td>
<td>Encourages research careers for undergraduates by matching researchers attending Convention with poster presenters who are undergraduates</td>
<td>✔</td>
<td>Undergraduate students, each of whom is the first author on an ASHA Convention poster session</td>
<td>10 awards of Convention registration</td>
<td><a href="http://www.asha.org/Research/PROGENY">www.asha.org/Research/PROGENY</a> (Convention submission deadline)</td>
</tr>
</tbody>
</table>

For more information, contact academicaffairs@asha.org. You can download a PDF poster version of this chart at www.asha.org/uploadedFiles/ASHA-Award-Mentoring-Research-Education-Programs-Chart.pdf
MEMBER BENEFITS

Benefits of ASHA Membership

As an ASHA member, you are part of a vibrant community of 198,000 communication sciences and disorders (CSD) professionals, including more than 14,000 audiologists. Our goal is to provide you with a supportive community to help you make a difference. Find audiology-specific resources at www.asha.org/aud/, on the ASHA Practice Portal at www.asha.org/practice-portal/, and through professional consultation with staff audiologists at audiology@asha.org.

Take advantage of all the benefits of ASHA membership today!

Evidence-Based Practice

- **Publications**—Visit ASHAWire for access to four peer-reviewed ASHA journals (http://journals.pubs.asha.org) and The ASHA Leader (http://leader.pubs.asha.org).
- **Practice Portal**—Your one-stop access to resources that help guide evidence-based decision making on clinical and professional issues (www.asha.org/practice-portal).
- **Evidence Maps**—Online searchable tools to assist clinicians with making evidence-based decisions (www.asha.org/Evidence-Maps).

Continuing Education

- **Continuing Education (CE)**—ASHA Professional Development (www.asha.org/professional-development) provides a variety of professional ASHA CE opportunities, including convenient self-study products, workshops, and conferences.
- **CE Registry**—The only service that awards and tracks the ASHA continuing education units (CEUs) you earn—and members get a discount (www.asha.org/ce/)
- **Convention**—Get a significant discount on the premier annual professional education event for audiologists, hearing scientists, audiology assistants, and students (www.asha.org/events/convention).
- **Audiology Online Conference**—Enjoy access to audiology-specific lectures, discussions, course handouts, and experts in the profession (www.asha.org/Events/Audiology/About-Online-Conferences).

Advocacy

- **Advocacy**—Identifies and communicates concerns of the profession—educational policies, funding for programs, and state licensure laws (www.asha.org/takeaction).
- **Public Relations (PR)**—Publicizes the professions through media relations, major campaigns, and various forms of traditional and digital outreach, regularly attracting audiences in the millions (www.asha.org/About/news/Public-Relations-Initiatives).

Community

- **Community**—Tap into the collective expertise of your fellow audiologists (http://community.asha.org).
- **Special Interest Groups (SIGs)**—Join a SIG, and receive access to all 19 issues of Perspectives of the ASHA Special Interest Groups, a series of online periodicals (www.asha.org/SIG).
- **Student to Empowered Professional (S.T.E.P.)**—Program in which mentees and mentors address short- or long-term goals (www.asha.org/students/mentoring/step).
- **ProFind**—Professional referral service helps you connect to the public (www.asha.org/ProFind).
- **Career Center**—Locate job openings, or post jobs (www.asha.org/careers/).

Money-Saving Affinity Benefits

- **Mercer Consumer**—Professional liability insurance tailored to the special needs of audiologists. Call 866-795-9340, or visit www.ashainsurance.com.
- **GEICO**—Discounts on auto insurance. Call 800-368-2734, or visit www.geico.com.
- **Elavon**—Receive a discount on credit card processing. Call 800-546-1831.
- **RxCut**—Print your FREE RxCut® Plus prescription savings card for the absolute lowest price on your generic prescriptions (www.rxcut.com/ASHA).
- **Avis and Budget**—Up to 25% off base rental car rates. Visit www.avis.com/asha and www.budget.com/asha.
- **Hyatt Hotels**—Receive 10% savings off Hyatt daily rate.
- **Office Depot/OfficeMax**—Up to 80% savings on more than 93,000 products. Visit www.officediscounts.org/asha.
- **And more!**
  Visit www.asha.org to take advantage of the benefits.

Mike Skiados, CAE, Director, Membership, ASHA
Peggy Savage, Member Relations Manager, ASHA
Gift to the Grad
ASHA’s Special Offer for Graduates

Apply Between May 1 and August 31, 2018

Gift to the Grad, ASHA’s annual member recruitment campaign, is a special offer for recent graduates to help them prepare for their career and to ease the financial burden that they might experience as a young professional.

ASHA is committed to making the transition from student to professional more affordable. Gift to the Grad is one of several money-saving options that ASHA offers to new graduates. When a graduate applies for membership and certification between May 1 and August 31, the applicant will receive up to 20 months of membership for the price of 12 months. Applicants may also combine the Gift to the Grad with the National Student Speech Language Hearing Association (NSSLHA) Conversion Discount, which is offered to graduates who have maintained 2 consecutive years of national membership in NSSLHA—for a total savings of $450.

For more information, visit www.asha.org/students/gradgift, e-mail joinasha@asha.org, or call the ASHA Action Center at 800-498-2071.

Melanie Johnson, Membership Program Manager, ASHA
AuD STUDENT DAY

AuD Student Day at ASHA

ASHA Audiology hosted the third annual AuD Student Day at the National Office on March 31, 2017. Eleven AuD program faculty and 37 students attended from four universities—Gallaudet University, James Madison University, University of Maryland College Park, and Towson University. Following breakfast, Elena Umland, PharmD, of Thomas Jefferson University, gave an interactive presentation about interprofessional education/interprofessional collaborative practice (IPP) in her work setting. After the talk, the attendees were assigned to groups of six, where they were given an audiology case study to discuss. The teams were instructed to work collaboratively to develop audiologic recommendations, form an IPP team for patient care, and create a plan for how team members would interact on an IPP team. Each team selected a representative to report to all of the attendees. Students and faculty had ample time to network during the lunch break. Following lunch, ASHA representatives from the National Student Speech Language Hearing Association and ASHA Governance talked to students about volunteer leadership and engagement opportunities for students and early career professionals. In the afternoon, students heard from Audiology Chief Staff Officer Neil DiSarno, who discussed the changing landscape of hearing health care, including over-the-counter hearing aids. DiSarno also talked about what ASHA is doing for the profession of audiology, and he took questions from students and faculty. In a post-event survey, both students and faculty indicated that the presentations raised their awareness of how ASHA works on behalf of the profession. Most students indicated that they were somewhat (33%) or very (60%) likely to obtain the ASHA Certificate of Clinical Competence in Audiology (CCC-A) after graduation.

Get Social With ASHA!

Are you following ASHA on social media? Join in the conversation about hot topics and find out what’s happening at the National Office.

community.asha.org  facebook.com/asha.org  on.asha.org/Linkedin-ASHA  twitter.com/ashaweb

youtube.com/ashaweb  instagram.com/ashaweb/  pinterest.com/ashaweb  blog.asha.org
ASHA’s Action Center
Your Connection to Professional Assistance

When you contact the Action Center, we will help you connect to the appropriate unit within ASHA to answer your inquiries. Our mission is to deliver excellence in customer service by serving as the frontline professionals—handling questions and providing reliable, courteous, and timely assistance regarding ASHA and the Association’s products, programs, and services.

Here are just a few things that the Action Center staff helps ASHA members do:

- Get information about various member benefits
- Find out about your membership and certification status and requirements
- Reset your login status in the “My Account” section of ASHA’s website
- Provide guidance as to when your 3-year Certification Maintenance requirement is due and the number of professional development hours that you still need
- Pay your dues and Continuing Education Registry fee
- Sign up to join a Special Interest Group
- Request an official transcript of your ASHA continuing education units
- Learn more about ASHA self-studies and other products featured in the ASHA Store, including economical group rates
- Guide you on technical access to web pages on the ASHA website
- Receive personal consultation to register for conferences, webinars, and eLearning opportunities to suit your needs

Obtain free materials on careers in audiology and consumer education products to suit your needs
Receive professional consultation or technical assistance from staff audiologists
Update your contact and/or demographic information
Each month, the Action Center responds to approximately 9,000 calls—as well as more than 3,000 e-mails and 300 chats and other forms of correspondence—from members, students, and consumers.

Contact the Action Center
Phone: 800-498-2071
Product Sales: 888-498-6699
M–F, 8:30 a.m.–5:00 p.m. (Eastern Time)
Fax: 301-296-8580
E-Mail: actioncenter@asha.org
Chat: http://www.asha.org/about/contacts/

Eduardo Velasquez, Quality Assurance Manager, ASHA

ASHA Audiology—
We’re Here for You

Do you need a consultation with our Audiology Professional Practices team about a professional issue? Do you have concerns about your or a loved one’s hearing health?

You have questions. And we have answers! Every day, ASHA staff audiologists provide professional consultation to members and consumers seeking information for themselves or loved ones. On average, ASHA Audiology receives about 150 inquiries a month.

What do ASHA members and consumers want to know? Here are the most popular topics that we addressed in 2017:

- Members—How will changes in legislation affect my audiology practice? What resources does ASHA have on balance, tinnitus, documentation, and hearing screening?
- Consumers—Diagnostics and treatment, broken down into these two main areas:
  - Adults—I think I have a hearing loss—what are the next steps? How do I help family members with hearing loss? What hearing aid is best for me or my family member?
  - Pediatrics—My child has hearing loss, and the school won’t give him/her an Individualized Education Program (IEP)—what should I do? My child has been diagnosed with central auditory processing disorder—what are the next steps?

Please don’t hesitate to contact us at audiology@asha.org. We are here to help!
Audiology Assistants Help Increase Access to Services and Improve Outcomes

One of ASHA’s strategic objectives relates to enhancing service delivery across the continuum of care to expand services and produce better outcomes. Part of the idea of expanding services and improving outcomes is to delegate routine tasks to support personnel—audiology assistants—and free up your time for the more complex tasks that require your level of expertise, education, and clinical skills to be performed properly.

Audiology support personnel can perform myriad duties including, but not limited to, the following—if permitted by state law and when the assistant has demonstrated competence:

- Scheduling patients
- Packaging and mailing earmold orders, device repairs, and manufacturer/lab returns
- Maintaining inventory of supplies and checking function of equipment
- Performing checks on hearing aids and other amplification devices
- Troubleshooting minor repairs to hearing aids, earmolds, and other amplification devices
- Cleaning hearing aids and other amplification devices
- Performing electroacoustic analysis of hearing aids and other amplification devices
- Demonstrating alerting and assistive listening devices
- Instructing patients in proper ear hygiene
- Assisting audiologists with setup and technical tasks
- Preparing materials for ear impressions
- Maintaining and restocking test and treatment rooms
- Performing equipment maintenance and biological checks
- Conducting otocoustic emission screening
- Performing nondiagnostic otoscopy
- Performing pure-tone audiologic reassessment on established patients
- Preparing the patient for VNG/ENG or evoked testing
- Assisting audiologists in hearing testing of pediatric patients
- Performing pure-tone hearing screening and universal newborn hearing screening tests
- Performing infection control duties within the clinic/service delivery location
- Audiology assistants who are fluent in a language or languages in addition to spoken English, and who have the necessary training and skills, may serve as translators, interpreters, and/or cultural brokers, when needed.

Assistants will not perform any task without the express knowledge and approval of the supervising audiologist or any task that may be prohibited by state or federal law (American Speech-Language-Hearing Association, n.d.).

Likewise, the supervising audiologist will ultimately determine the level of oversight and supervision that is required based on the activities that are delegated to the assistant, the skills of the assistant, and the clinical setting. Audiology assistants with specialized training or certifications, such as from the Council for Accreditation in Occupational Hearing Conservation (CAOHC) may perform more advanced techniques under the supervision and direction of a licensed audiologist.

With the creation of the ASHA Assistants Certification Program, additional guidelines and recommendations in the proper training and utilization of audiology assistants, including a complete audiology assistant scope of practice, will be more clearly defined. In the interim, the ASHA Practice Portal topic regarding Audiology Assistants provides a comprehensive resource for activities acceptable for an audiologist assistant, tasks that are outside their scope of practice, ethical considerations regarding how to use the services of audiology assistants, the education and training of an audiology assistant, and supervision recommendations.

Audiology assistants can increase access to services and free you to make more complex clinical decisions. A well-trained audiology assistant will add new dimensions to your service delivery and help you in all areas of your practice.

Reference
Leading the Way for Audiology Content

What do space travel, cognitive behavioral therapy, and cytomegalovirus prevention have in common? These are just some of the topics covered by the “All Ears on Audiology” column for The ASHA Leader in 2017.

Entering its third year, the “All Ears on Audiology” column continues to thrive, with innovative pieces penned by leaders in the profession. Here is a rundown of some of our featured pieces:

- “Ear Care for the Most Vulnerable Infants” highlighted the challenges specific to the neonatal intensive care unit (NICU) population and listed patient-centered steps to working with pediatric hearing loss cases (on.asha.org/NICU-ears).
- The expansion of cochlear implant candidacy due to technological advances was covered by audiologist Teresa Zwolan and Donna Sorkin (on.asha.org/expand-CI).
- “Vocational Rehabilitation: A Possible Route to Hearing-Device Funding” outlined how to participate in state-based vocal rehabilitation programs and how audiologists could get involved (on.asha.org/VR-rehab).
- Audiologists Steven Doettl and Devin McCaslin covered the relationship between vestibular dysfunction and hearing loss, and how to treat dizziness in children (on.asha.org/dizzy-kids).
- Katie Brennan wrote about the important collaborative relationship between audiologists and SLPs when building auditory skills in children who sign (on.asha.org/sign-skills).
- Mary Pat Moeller and Ryan McCreery detailed a longitudinal study on factors affecting language outcomes for children with mild to severe hearing loss who use hearing aids (on.asha.org/moeller-study).
- “All Ears on Audiology” even went to space! Audiologist Jamie M. Bogle described what happens to astronauts’ vestibular systems when they leave Earth’s atmosphere. Read “Otoliths in Space!” for more on her research and how this may impact future space travel (on.asha.org/oto-space).

Along with this dedicated audiology column, the Leader published several feature articles for our audiology audience. In “Amplifying Patient Care,” audiologists from the University of Pittsburgh Medical Center described how their interventional audiology initiative to promote communication access across health care settings helped patients with hearing loss (on.asha.org/UPMC-amp).

Plus, the “Research in Brief” column spotlighted cutting-edge research on wireless cochlear implants, inner ear organoids, hearing-loss risk in racial/ethnic minorities, and more.

With an eye to the future of the profession, readers can look for continuing coverage in the Leader on over-the-counter (OTC) hearing aid legislation affects audiology.

When the OTC hearing aid legislation was introduced in Congress in May 2017, The ASHA Leader ensured that members were consistently updated. In subsequent Leader blogs and news briefs, the Leader monitored the bill’s progress from inception to its eventual signing into law in August 2017. For a summary of ASHA’s policy work regarding OTC legislation, read “Cutting Through the OTC Myths” by Neil DiSarno, ASHA chief staff officer for audiology (on.asha.org/otc-myths).

With upcoming columns planned on unbundling services, cognitive behavioral therapy as tinnitus treatment, and gun silencer legislation, The ASHA Leader is working to keep audiologists informed and engaged. We encourage our audiology members to share their ideas, challenges, or puzzling cases! To submit an article proposal and view our writing guidelines, visit on.asha.org/leader-write.

Jillian Kornak, Writer/Editor, The ASHA Leader

Audiology Information Series

Did you know that ASHA offers free patient information handouts—available in English and Spanish? Go to the audiology home page at http://www.asha.org/aud/, and click on “Patient Information Handouts” in the Practice Management section.

These printable PDFs focus on key topic areas covered on the public web pages and provide consumers with easy access to their subjects of interest in a plain-language format. The handouts can be a great complement to your patient education materials.
Meeting the Need for Bold Solutions

The ASHFoundation at the Crossroads of Innovation

Consider how children with hearing loss manage—and learn—in complex environments, like their classrooms. Think about how the simple act of listening, especially in noisy settings, can be much more mentally taxing and exhausting for many adults with hearing loss. And, did you know that clear speech strategies utilized by communication partners can significantly enrich daily living experiences for people with hearing loss?

This small sampling of topics is part of a bigger story of funding that occurs through the research grant programs of the American Speech-Language-Hearing Foundation (ASHFoundation). We can all agree that research advances are a critical way to ensuring that best treatments are available to children and adults with hearing loss and related disorders. The ASHFoundation is dedicated to bringing forward-thinking solutions to individuals who face communication problems on a daily basis.

The audiology and hearing science community benefits greatly from the work of the ASHFoundation, which has helped professionals launch their careers, engage in research and related priorities of the discipline, and access mentoring and networking opportunities. ASHFoundation funding leverages additional funding and elevates the importance and visibility of audiologists and hearing scientists around the world. This work is advancing the next generation of innovators for those we serve.

In 2017, the ASHFoundation awarded $637,000 to 68 talented researchers, students, and clinicians to support the best in research, education, and clinical care. The following audiologists and scientists received recognition as part of the ASHFoundation’s celebration of awardees on November 10, 2017. You can learn more about them and other 2017 recipients by visiting https://www.ashfoundation.org/. Funding opportunities for 2018 are listed in a chart on pp. 44–45 of this magazine.

Nancy J. Minghetti, Executive Director, ASHFoundation
Research Grant Programs

New Century Scholars Research Grants—$25,000
These grants encourage innovative scientific studies and talented investigators who will advance the discipline’s research priorities.

Eric Bielefeld
Ohio State University
Proposal: Identifying an Interaction Between Kanamycin, Anti-Retroviral Medications, and Noise Exposure on Hearing Loss

Kasia M. Bieszczad
Rutgers University
An Epigenetic Role in the Persistence of Memory for Significant Sounds

Raksha A. Mudar
University of Illinois at Urbana-Champaign
Proposal: Cognitive and Neural Alterations in Age-Associated Hearing Loss

New Investigators Research Grants—$10,000
These grants support research activities of new investigators who have earned a doctorate within the past 5 years.

Joanna Lee
University of Iowa
Proposal: Magnetic Resonance Imaging and Diffusion Tensor Imaging in Children With Bilateral Mild-to-Severe Hearing Loss

Ian B. Mertes
University of Illinois at Urbana-Champaign
Proposal: Role of Olivocochlear Efferents for Listening in Dynamic Noise

Student Research Grants in Audiology—$2,000
These grants support research studies in clinical or rehabilitative audiology by doctoral students.

Viral D. Tejani
University of Iowa
Mentor: Carolyn Brown
Proposal: Spectral and Temporal Mechanisms Behind Masking Release in Hybrid Cochlear Implant Users

Scholarship Programs

New Century Scholars Doctoral Scholarships—$10,000
These scholarships support students enrolled in a research/teaching doctoral program (PhD or equivalent) who demonstrate a commitment to a teacher-investigator career in communication sciences and disorders.

Laura S. Coco
University of Arizona

Shae D. Morgan
University of Utah

Jaclyn R. Schurman
University of Maryland

AuD Scholarships—$5,000
These scholarships support clinical doctorate students who demonstrate academic achievement and promise.

Logan G. Faust
James Madison University

Yihsin Tai
University of Illinois at Urbana-Champaign

Emily C. Thompson
Vanderbilt University

Clinical Recognition Programs

State Clinical Achievement Awards
These awards acknowledge recent contributions to clinical practice. Each year, all state associations are invited to honor one individual from their respective states.

North Carolina
John E. Sexton

New York
Barbara E. Weinstein
City University of New York

ASHFoundation and ASHA Partnership Program

ASHA Research Conference Travel Grants
Advance the discipline’s research priorities and research training opportunities through a collaborative effort. Awarded in Spring 2017.

Elizabeth Walker
University of Iowa

Investment in people and promising ideas is the cornerstone of the ASHFoundation legacy. This legacy is possible only with charitable support from individuals, organizations, and corporations. Please be part of this important work by contributing to our annual campaign at https://www.ashfoundation.org/Ways-to-Give/Individual-Donor-Form/. Only through collective generosity can the ASHFoundation make a true difference for others!
# 2018 FUNDING PROGRAMS

The American Speech-Language-Hearing Foundation supports innovators and sparks innovation in communication sciences and disorders (CSD). It is a nonprofit organization that is funded, in part, by the tax-deductible contributions of individuals, corporations, and organizations. Size and quantity of funded awards are dependent on fundraising results and may vary accordingly.

## RESEARCH GRANTS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>AWARDEE</th>
<th>ELIGIBILITY</th>
<th>AWARD</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher-Practitioner Collaboration Grant</td>
<td>Supports collaborative studies that will enhance evidence for improving CSD services</td>
<td>Faculty/Researchers and Clinicians</td>
<td>Partnerships of researchers (with a PhD or equivalent research doctorate in CSD or related discipline) and practitioners (with a degree in audiology, speech-language pathology, or related field)</td>
<td>Up to four grants of $35,000 each</td>
<td>April 16, 2018 <a href="http://www.ashfoundation.org/Apply/Researcher-Practitioner-Collaboration-Grant/">www.ashfoundation.org/Apply/Researcher-Practitioner-Collaboration-Grant/</a></td>
</tr>
<tr>
<td>New Century Scholars Research Grant</td>
<td>Supports innovative studies that will advance CSD and will foster new research ideas and directions for investigators</td>
<td>Faculty/Researchers</td>
<td>Researchers (with a PhD or equivalent research doctorate in CSD)</td>
<td>Up to four grants of $25,000 each</td>
<td>April 30, 2018 <a href="http://www.ashfoundation.org/Apply/New-Century-Scholars-Research-Grant/">www.ashfoundation.org/Apply/New-Century-Scholars-Research-Grant/</a></td>
</tr>
<tr>
<td>New Investigators Research Grant</td>
<td>Supports preliminary studies by new investigators that could launch larger-scale research</td>
<td>Faculty/Researchers</td>
<td>Researchers (with a PhD or equivalent research doctorate earned within past 5 years)</td>
<td>Up to 10 grants of $10,000 each</td>
<td>April 30, 2018 <a href="http://www.ashfoundation.org/Apply/New-Investigators-Research-Grant/">www.ashfoundation.org/Apply/New-Investigators-Research-Grant/</a></td>
</tr>
<tr>
<td>Speech Science Research Grant</td>
<td>Supports studies by new investigators pursuing speech science research</td>
<td>Faculty/Researchers</td>
<td>Researchers (with a PhD or equivalent research doctorate earned within past 5 years)</td>
<td>One grant of $10,000</td>
<td>April 30, 2018 <a href="http://www.ashfoundation.org/Apply/Speech-Science-Research-Grant/">www.ashfoundation.org/Apply/Speech-Science-Research-Grant/</a></td>
</tr>
<tr>
<td>Student Research Grant in Audiology</td>
<td>Supports student research studies in clinical and/or rehabilitative audiology</td>
<td>Students</td>
<td>Students (enrolled full time in doctoral [research or clinical] degree programs in audiology or hearing sciences)</td>
<td>One grant of $2,000</td>
<td>May 23, 2018 <a href="http://www.ashfoundation.org/Apply/Student-Research-Grant-in-Audiology/">www.ashfoundation.org/Apply/Student-Research-Grant-in-Audiology/</a></td>
</tr>
<tr>
<td>Student Research Grant in Early Childhood Language</td>
<td>Supports student research studies in early childhood language development</td>
<td>Students</td>
<td>Students (enrolled in full-time master’s or doctoral [research or clinical] degree programs in speech-language pathology or speech-language science)</td>
<td>One grant of $2,000</td>
<td>May 23, 2018 <a href="http://www.ashfoundation.org/Apply/Student-Research-Grant-in-Early-Childhood-Language-Development/">www.ashfoundation.org/Apply/Student-Research-Grant-in-Early-Childhood-Language-Development/</a></td>
</tr>
</tbody>
</table>

For more information, contact foundationprograms@asha.org or 301-296-8703.
## SCHOLARSHIPS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>Awardee</th>
<th>Eligibility</th>
<th>Award</th>
<th>Deadline</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Century Scholars Doctoral Scholarship</td>
<td>Supports doctoral students committed to a teacher-investigator career in the United States</td>
<td>Students</td>
<td>Students (enrolled in, or accepted to, a research doctoral program [PhD or equivalent] in CSD)</td>
<td>Up to 15 scholarships of $10,000 each</td>
<td>May 9, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/New-Century-Scholars-Doctoral-Scholarship/">www.ashfoundation.org/Apply/New-Century-Scholars-Doctoral-Scholarship/</a></td>
</tr>
<tr>
<td>Graduate Student Scholarship</td>
<td>Supports CSD graduate students who demonstrate academic achievement and promise</td>
<td>Students</td>
<td>Students (who are undergraduate seniors accepted to a CSD master’s program or students currently pursuing CSD master’s or doctoral [research or clinical] degrees)</td>
<td>Up to 15 scholarships of $5,000 each</td>
<td>May 23, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/">www.ashfoundation.org/Apply/Graduate-Student-Scholarship/</a></td>
</tr>
<tr>
<td>International Student Scholarship</td>
<td>Supports international CSD graduate students</td>
<td>Students</td>
<td>International students studying in the U.S. (only non-United States citizens are eligible)</td>
<td>Up to two scholarships of $5,000 each</td>
<td>May 23, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/">www.ashfoundation.org/Apply/Graduate-Student-Scholarship/</a></td>
</tr>
<tr>
<td>Minority Student Scholarship</td>
<td>Supports minority CSD graduate students</td>
<td>Students</td>
<td>Students who are members of a racial or ethnic minority group and are U.S. citizens</td>
<td>Up to two scholarships of $5,000 each</td>
<td>May 23, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/">www.ashfoundation.org/Apply/Graduate-Student-Scholarship/</a></td>
</tr>
<tr>
<td>NSSLHA Scholarship</td>
<td>Supports undergraduate seniors with active National NSSLHA memberships and who will begin CSD graduate study in Fall 2018</td>
<td>Students</td>
<td>Undergraduate seniors who have active National NSSLHA memberships and who will begin CSD graduate study in Fall 2018</td>
<td>Up to two scholarships of $5,000 each</td>
<td>May 23, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/">www.ashfoundation.org/Apply/Graduate-Student-Scholarship/</a></td>
</tr>
<tr>
<td>Student With a Disability Scholarship</td>
<td>Supports CSD graduate students with disabilities</td>
<td>Students</td>
<td>Students with a disability</td>
<td>One scholarship of $5,000</td>
<td>May 23, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Graduate-Student-Scholarship/">www.ashfoundation.org/Apply/Graduate-Student-Scholarship/</a></td>
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## CLINICAL ACHIEVEMENT AWARDS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>Awardee</th>
<th>Eligibility</th>
<th>Award</th>
<th>Deadline</th>
<th>URL</th>
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<tbody>
<tr>
<td>Frank R. Kleffner Lifetime Clinical Career Award</td>
<td>Honors an individual’s outstanding contributions to CSD over a period of at least 20 years</td>
<td>Clinicians</td>
<td>Clinicians (who have contributed to clinical service, supervision or administration of clinical service, clinical research, or any other activity that has promoted clinical excellence)</td>
<td>Commemorative Art Object</td>
<td>April 13, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Frank-Kleffner-Lifetime-Clinical-Career-Award/">www.ashfoundation.org/Apply/Frank-Kleffner-Lifetime-Clinical-Career-Award/</a></td>
</tr>
<tr>
<td>Louis M. DiCarlo Award for Recent Clinical Achievement</td>
<td>Recognizes a significant accomplishment in clinical practice within the past six years in audiology and/or speech-language pathology</td>
<td>Clinicians</td>
<td>Clinicians (who have made a single, specific, well-defined achievement)</td>
<td>One award of $2,000</td>
<td>April 13, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Louis-DiCarlo-Award-for-Recent-Clinical-Achievement/">www.ashfoundation.org/Apply/Louis-DiCarlo-Award-for-Recent-Clinical-Achievement/</a></td>
</tr>
<tr>
<td>Rolland J. Van Hattum Award for Contribution in the Schools</td>
<td>Recognizes an individual’s exemplary commitment and contribution to the delivery of audiology and/or speech-language pathology services within a school</td>
<td>Clinicians</td>
<td>Clinicians (audiologists or speech-language pathologists employed by a school system)</td>
<td>One award of $1,500 to recipient/$500 to school system</td>
<td>April 13, 2018</td>
<td><a href="http://www.ashfoundation.org/Apply/Rolland-Van-Hattum-Award-for-Contribution-in-the-Schools/">www.ashfoundation.org/Apply/Rolland-Van-Hattum-Award-for-Contribution-in-the-Schools/</a></td>
</tr>
</tbody>
</table>
Audiology Students Find a Home at ASHA

Getting Involved in Your Professional Organization
I was introduced to audiology by my cousin, Aaron. I was in the middle of my undergraduate studies at the University of North Carolina Chapel Hill and struggling to pick a major. When I explained my struggles to Aaron over winter break, he immediately suggested audiology. He was born with a significant hearing loss and had spent countless hours with his audiologist. He loved his audiologist because she had changed his life. She had given him the ability to hear.

From then on, I became more and more excited about my new career path. After graduation, I enrolled in the doctorate program at the University of Arkansas for Medical Sciences and the University of Arkansas at Little Rock. Soon after, I applied to the National Student Speech Language Hearing Association (NSSLHA) Executive Council.

As Vice President of Audiology Programming on the NSSLHA Executive Council, I have improved my leadership skills and expanded my understanding of the synergistic relationship between speech and audiology. I have been given the opportunity to contribute to a column in The ASHA Leader, to plan student programming for the ASHA Convention, and to serve as a liaison for ASHA’s Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC).

ASHA has allowed me to share my opinions on matters that affect the profession. I have been a part of conversations on updating ASHA’s Standards in Audiology, and I have traveled with other students to Washington, D.C., to voice my opinions to my state representatives with other professionals. I also have the privilege of planning events that cater exclusively to students and their needs.

When I’m not planning for the ASHA Convention, I’m studying, working at Arkansas Children’s Hospital, seeing patients, or doing research for my capstone project. It isn’t always easy to balance my responsibilities, but I can’t imagine not being a part of such an incredible group of young professionals. I would urge all students interested in having a national leadership role to apply for a position with NSSLHA. The opportunities afforded by this role have greatly increased my understanding of the current challenges facing the profession and have introduced me to colleagues across the country who have become friends and mentors.

After graduation, I hope to work in a children’s hospital and to stay involved at the national level. ASHA provides an opportunity, every day, for my voice to be heard. I plan to continue serving our profession and advocating for our patients.

Erica Gardner, University of Arkansas for Medical Science, NSSLHA Vice President for Audiology Programming

NSSLHA and Me
My path to the National Student Speech Language Hearing Association (NSSLHA) started in my undergraduate program. As a freshman, I had heard about a NSSLHA chapter, but I did not know who was in charge or how to get involved—or even what NSSLHA was about. However, in my junior year, I took a class from the NSSLHA advisor and came to understand the purpose of NSSLHA. I knew then that I wanted to join and strengthen my involvement in professional issues at the student level.

As a senior, I served as president of my university’s NSSLHA chapter. A big part of my agenda was to get students involved with research. To do this, with the help of my committee, I developed a Communication Disorders (COMD) Talks program (modeled on TED Talks), wherein faculty members from both audiology and speech-language pathology were invited to present on their current research. During these presentations, students could interact by asking questions and were given opportunities to join research labs as research participants—or even lab team members. I was worried that students would not take time out of their busy schedules to attend. Yet, I was overwhelmed with happiness when a large group of students attended each one!

These experiences were enormously gratifying and have stayed with me as a motivation to continue finding ways to inspire fellow students not just to take classes but to start being active in the profession now. I think students feel they don’t have a place in the profession until they are immersed in it after graduation—this is far from the truth.
The SEEA Winners’ Convention To-Do List

“I hope to meet with and establish connections with other professionals from around the country!”
—Malayna Bailey, 2017 SEEA first-place winner

“I plan to network…to collect tons of resources for use in future clinical practice, and to be inspired all over again by this amazing profession!”
—Ashley Peltier, 2017 SEEA first-place winner

One of the things that excited both Malayna Bailey and Ashley Peltier about participating in the 2017 Student Ethics Essay Award (SEEA) competition was that, as first-place winner, they would win $750 and a student registration to attend the ASHA Convention in Los Angeles. Bailey’s and Peltier’s essays were so good that each was declared a first-place winner, and both traveled to Los Angeles as first-time ASHA Convention attendees with $750 in their pockets. What would be on your to-do list if you won the SEEA competition and attended ASHA Convention?

Bailey and Peltier both enjoyed researching ethical challenges for their SEEA essay submissions. As a result of her participation, Bailey felt that her “day-to-day understanding of ethics increased,” and she now carefully considers the “ethical implications of determining a client’s outcomes in therapy.” Peltier says that her involvement in SEEA pushed her “to consider each principle as it might relate to actual clinical practice” and that the principles “became more than just abstractions; they came to life.”

SEEA is open to part-time or full-time students enrolled in any undergraduate, post-baccalaureate, or entry-level graduate program in communication sciences and disorders (U.S. programs only). Students are invited to learn about the ASHA Code of Ethics (2016) by using it and other ethics resources to write their essay.

Essays and applications are submitted online, and students are required to notify their program director of their participation. For complete essay topics, requirements, and submission guidelines, go to asha.org/Practice/ethics/essay_award/, or contact ethics@asha.org.

John Whicker, AuD
Student, Utah State University, Vice President for AuD Student State Officers (2017–2018 Executive Council), NSSLHA

Recently, many NSSLHA students traveled to Washington, D.C., to advocate, on Capitol Hill, for students’ needs. What an incredible way to show our professors and national leaders that we care now!

As a member of the NSSLHA Executive Council, my goals include finding ways to increase audiology student membership and reminding audiology students about the valuable role that speech-language pathologists play in the audiology profession. Although audiology and speech-language pathology are different degrees, we share a common goal in changing the lives of individuals with communication disorders. That goal has to matter, and I argue that we must stay connected with ASHA. That connection starts at the student level, and being a member of NSSLHA gives me the opportunity to fortify that relationship.

I am proud to be a member of NSSLHA, and I very much look forward to the experiences I will have in making a difference for the profession. I hope audiology students everywhere will consider the benefits of becoming an active member of NSSLHA, as I did.

Karol Scher, Director, Administration and Communications for Standards and Ethics, ASHA

ashes.org/aud 2018 AUDIOLoGY CONNECTIONS 47
Revolutionary Learning, Evolutionary Practice
ASHA Convention—November 15–17, 2018

Boston, a city rich in history and steeped in academic opportunities, is host to the 2018 ASHA Convention. Come and be a part of audiology history and experience our evolving profession!

You have spoken, and the ASHA Convention Program Committee (CPC) has listened! We are excited to offer new learning opportunities for audiologists in all stages of their careers.

1. **Visit (virtually) a research lab!** For example, listen as Drs. Sharon Kujawa and Charlie Liberman describe their research on hidden hearing loss at the Eaton-Peabody Laboratories (EPL). Watch, through video streaming, science in the making as audiologists at EPL demonstrate real-time data collection.

2. **Attend an e-Poster!** This new presentation format will combine the best from posters and technical sessions—and will highlight evolutionary projects or practices in our profession.

3. **Challenge your thinking!** Attend sessions on trending topics such as OTCs, third-party administrators, the role of physical therapists in vestibular assessment, and audiology scope of practice related to new methods of patient counseling—to name a few.

4. **Advance your learning!** Attend the Vestibular/Balance Testing 101 short course. Learn what is new in early hearing detection and intervention (EHDI) systems with the release of the Joint Committee on Infant Hearing 2018 position statement. Discuss how to manage difficult or perplexing cases with a panel of experts. Participate in a hands-on session about video head impulse test (vHIT).

5. **Engage in the mini-research symposium on speech perception organized by Lauren Calandruccio, and immerse yourself in cutting-edge research.** In addition to these unique activities, we are introducing a few new topics that we are especially excited about!

1. **Hearing, Language, and Speech for the Deaf and Hard of Hearing: Birth to School Transition,** chaired by Donald Goldberg. This general interest topic is designed to optimize the interprofessional nature of caring for an individual with hearing loss.

2. **Health Literacy and Communication,** chaired by Jessica Rossi-Katz. Audiology is facing significant challenges. It is time to promote the prevention aspect of our profession as well as optimize patient–provider communication.

3. **Innovations, Debates, and Hot Topics in the Discipline,** chaired by Judy Montgomery and Patricia Dorn. This track is intended to showcase leading-edge theories as well as popular and controversial topics.

Mark your calendar to join us in celebrating how audiology is evolving. Be a part of revolutionary learning. Be a part of history!

**CPC Topic Chairs for Audiology and General Interest Topics**

- **Auditory/Central Auditory Processing**—Thomas Zalewski (Bloomsburg University)
- **Business and Practice Management**—Patricia McCarthy (Rush University) and Barbara Moore (Speech Pathology Associates)
- **Cultural and Linguistic Issues**—Rachel Williams (Nova Southeastern University)
- **Global Issues and Practices**—Michael Robb (University of Canterbury)
- **Health Literacy and Communication**—Jessica Rossi-Katz (University of Denver)
- **Hearing, Language, and Speech in the Deaf and Hard of Hearing: Birth to School Transition**—Donald Goldberg (College of Wooster)
- **Hearing, Tinnitus, and Vestibular Science**—Lauren Calandruccio (Case Western University)
- **Innovations, Debates, and Hot Topics in the Discipline**—Patricia Dorn (U.S. Department of Veterans Affairs) and Judy Montgomery (Chapman University)
- **Interprofessional Collaboration**—Meredith Holcomb (Medical University of South Carolina) and Lissa Power-deFur (Longwood University)
- **Leadership, Ethics, and Professional Issues**—Sumit Dhar (Northwestern University) and Julie Noel (Burris & Noel Speech-Language Center)
- **Telepractice and Technology**—Deb Carlson (University of Texas Medical Branch) and Lesley Edwards-Gaither (Howard University)
- **Vestibular/Balance Issues Across the Lifespan**—Tucker Gleason (University of Virginia)

Sharon Sandridge, PhD, CCC-A, Audiology Co-Chair, 2018 ASHA Convention
The CONVENTION is COMING!

Revolutionary learning can happen at ASHA

BOSTON

November 15–17, 2018*

Call for Papers opens
January 30, 2018
Registration and Housing opens August 1, 2018

#ASHA18

*Mark ye olde calendar now!
Central Auditory Processing Disorders
AUDIOLOGY ONLINE CONFERENCE
October 10–22, 2018

Learn new evidence-based strategies for central auditory processing evaluation, how to interpret results accurately, and how to develop useful and specific recommendations for intervention. See page 28 for more information.

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