We have seen our members using their NSSLHA membership to unify as a student body; growing through leadership development, community service, and involvement at local, state, and national levels; and truly bonding through each other’s passion for the fields of audiology and speech-language pathology.

As President and Vice President, we look forward to facilitating further growth of the branches of our NSSLHA/ASHA family tree. With strong roots in the foundation of our organization’s mission, and support of a CSD community providing the “sunlight” and “water,” the next generation in our field will grow tall.

The ASHA Convention is a great place to build relationships and strengthen bonds with fellow students, professionals, and future or current colleagues. The NSSLHA Executive Council has created another fantastic NSSLHA Experience to help foster the growth of the next generation.

We are enthusiastic about making this year another successful one and building our NSSLHA family. Enjoy your NSSLHA Experience!
Peak experience
From the Guest Editor and 2014 NSSLHA Experience Chair

It’s here: the NSSLHA Experience 2014 at the ASHA Convention! Whether you’re an undergraduate, master’s, or doctoral student, you won’t want to miss what this year has to offer.

In keeping with the ASHA Convention theme, “Science, Learning, Practice, Generations of Discovery,” the NSSLHA Experience will be jam-packed with sessions and activities for the future generation in audiology and speech-language pathology: us, the students.

Together we will find ways to boost our professionalism and ace the Praxis—and reduce student loan debt!

Experience this
Along with the exhilarating educational sessions, students have the opportunity to connect with professionals and learn more about professional areas of interest at our Rapid Roundtables: “SIG”nificant Resources for Students. Students who attend will have the chance to win a year’s membership to one of ASHA’s 18 Special Interest Groups (SIGs).

Join us for the NSSLHA Honors Ceremony and Luncheon, where we will celebrate the accomplishments of our members and chapters.

You’ll especially enjoy our keynote speaker, Tony Talmich. In 1990, Tony was diagnosed with stage-four throat cancer, and surgical procedures were done to remove his larynx. Today Tony is proficient at using an electrolarynx and is regarded as one of the best postlaryngectomy speakers in the world. He’ll share his experiences, including how SLPs impacted his life during recovery. (Thank you to Griffin Laboratories for sponsoring Tony’s attendance.)

New for you
This year we’ve created a new event called the “Regional Round-Up.” It will take place Saturday, November 22 from 9:00 to 11:00 a.m. What better way to end your time at the ASHA Convention than having coffee with your regional councilors?

NSSLHA members and advisors are encouraged to attend this event to network with other chapters in your region. You’ll learn the most effective practices of chapters, learn how to navigate the NSSLHA application management system, and exchange information and ideas about what matters in your region.

The convention committee and I have greatly enjoyed preparing the NSSLHA Experience this year. We’re sure you’ll find it fulfilling, whether you meet a new friend, make a professional connection, or develop a new interest.

Kate Carstens
REGION 4 REGIONAL COUNCILOR
Kate is a first-year master’s student in SLP at the University of Cincinnati.

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First things first
Beginning your career: how and where to start

Congratulations! You have chosen a career that offers countless opportunities for both personal and professional growth. As audiologists and speech-language pathologists, you will have a wide range of opportunities in the coming years. But securing that first position probably will be your most challenging task.

You have many questions to answer before beginning the day-to-day tasks required of any job search. For example:

When you envision yourself as a new clinician, are you surrounded by a team of professionals working in collaborative service delivery model? Or are you and your colleagues operating somewhat independently?

■ Are those you serve called patients, clients, or students?
■ Are you wearing scrubs, casual, or more professional attire?
■ Does the work schedule support your desire for time with family, friends, or even an extended spring or summer vacation?
■ Are you in a city and using public transportation, or in a suburban or rural community where you must drive to work?
■ Are you close enough to the ocean or the mountains for an unplanned weekend getaway?

These are just some of the questions you should answer before preparing your resume and beginning the interview process. Your answers to these and other questions will steer you in the right direction as you tailor your cover letter and prepare your list of interview questions for a specific position.

Priority one

You will be graduating from a program that meets ASHA’s rigorous accreditation standards. Your education and training have been designed to prepare you for a variety of settings in which to apply your clinical skills and knowledge, with relatively minimal supervision. Your most important question during the interview process should be whether or not the position will offer you the opportunity to earn the ASHA Certificate of Clinical Competence (CCC-SLP, or CCC-A).

With the support and guidance of an ASHA-certified Mentor or Preceptor, you will have the opportunity to further develop your knowledge and skills, leading to your status as an independent practitioner.

Do not assume that simply because a position is advertised as a “CFY position” (incorrect term, by the way, it's a CF or Clinical Fellowship) or the establishment provides you with a supervisor, you will meet the requirements for ASHA certification.

I strongly advise visiting www.asha.org/certification and reading the requirements for certification before you begin the interview process.

During each of your interviews, refer to this information as you ask questions, and verify that you will be able to fulfill the requirements for ASHA certification should you be offered the position.

Go for the goal

The ASHA website is also a great launch pad for career exploration. Visit www.asha.org/Careers/Job-Opportunity-Resources. The Online Career Center lets you post your resume or apply for advertised positions on the spot.

If you attend the ASHA Convention, be sure to visit the Career Fair in the Exhibit Hall, where you may meet and schedule face-to-face interviews with a wide variety of employers.

In addition, the NSSLHA Experience at the ASHA Convention is a great opportunity to learn more about your chosen profession and enhance your career search. Seek out the invited speakers and subject matter experts who are there to share their wisdom and knowledge with you.

Finally, understand that where you choose to start your career does not have to be where you spend your entire career. Ask any seasoned audiologist or SLP, and they will likely tell you about a number of settings in which they developed skills and acquired expertise during their career.

For the new grad, as you begin your career, your mindset should be flexible. But above all, be ready to make a difference!

For more information about your job search, I welcome you to contact me at melanie.hudson@ebshealthcare.com.
2014 NSSLHA Honors

Join us in congratulating the 2014 Honors recipients!

The NSLHA Executive Council will acknowledge the following individuals and/or organizations for their outstanding achievements at the NSLHA Honors Ceremony on Friday, November 21, 2014, during the NSLHA Experience at the ASHA Convention. NSLHA Honors are awarded courtesy of our sponsor Pearson.

Honors of NSLHA
Sue T. Hale

The highest honor bestowed by the Association is presented to Sue T. Hale, ASHA Fellow, director of clinical education, and associate professor and director of the master of science speech-language pathology program at Vanderbilt University. During Sue Hale's tenure as ASHA president she was instrumental in the professional association's efforts to integrate its resources with the student association to create more opportunities for CSD students.

Chapter Advisor Honors
Dr. Constance Dean Qualls

The 2014 Chapter Advisor Honors recipient is Dr. Constance Dean Qualls, ASHA Fellow, Chair and Professor of Speech-Language Pathology and NSLHA Faculty Advisor at Buffalo State College.

Chapter Honors

Chapter Honors are awarded to a chapter that has reached, at a minimum, the Bronze level of the Chapter Honors Program.

NSLHA Gold Chapter Recognition
- California State University – Fullerton, Region 10
- California State University – Northridge, Region 10
- Chapman University, Region 10
- Florida State University, Region 3
- Long Island University – Brooklyn, Region 2
- Marywood University, Region 1
- Mercy College, Region 2
- Minot State University, Region 6
- Pennsylvania State University, Region 1
- Southern Illinois University – Carbondale, Region 7
- University of Arkansas at Little Rock/
- University of Arkansas for Medical Sciences, Region 8
- University of Arkansas – Fayetteville, Region 8
- University of Cincinnati, Region 4
- University of Florida – Graduate Chapter, Region 3
- University of Illinois – Urbana Champaign, Region 7
- University of Iowa, Region 7
- University of Missouri, Region 8
- University of Nebraska – Omaha, Region 6
- University of Northern Iowa, Region 7
- University of Wisconsin – Milwaukee, Region 7

NSLHA Silver Chapter Recognition
- Augustana College, Region 7
- Molloy College, Region 2
- Richard Stockton College, Region 5
- San Francisco State University, Region 10
- St. Ambrose University, Region 7
- St. Mary’s College, Region 4
- University of Central Missouri, Region 8
- University of Memphis, Region 3
- Western Michigan University, Region 4

NSLHA Bronze Chapter Recognition
- California State University – San Marcos, Region 10
- East Stroudsburg University, Region 1
- Misericordia University, Region 1
- Northwestern University, Region 7
- Nova Southeastern University, Region 3
- San Jose State University, Region 10
- St. John’s University – Queens, Region 2
- University of Central Florida – Orlando, Region 3
- University of Mississippi, Region 8
- University of Montana, Region 9
- University of Pittsburgh, Region 1
- University of the District of Columbia, Region 5

Join us in congratulating the 2014 Honors recipients!

Foran
Hutchins
Prelock
Murray-Close

CICSD Editor’s Award
Jenna L. Foran, Tiffany L. Hutchins, Patricia A. Prelock, Dianna Murray-Close

The 2014 CICSD Editor’s Award is awarded to “Examining the Benefit of Including a Sibling in Story-Based Interventions with a Child with Asperger Syndrome” by authors Jenna L. Foran, Tiffany L. Hutchins, Patricia A. Prelock, Dianna Murray-Close from the University of Vermont. (Fall 2014, Volume 41)
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Fast and curious
SIgnificant Resources for Students:
Rapid Roundtables at the NSSLHA Experience

Learn. Share. Connect. Discover the ASHA Special Interest Groups (SIGs). Engage with the experts as they share their knowledge on specific topics in speech, language, hearing, and related areas. The “SIG”nificent relationships you build with professionals in these exclusive communities will benefit you long after you are a student.

NOVEMBER 21, 2014 • SESSION 1: 9:00 – 10:30 A.M.

“WHERE THE JOBS ARE”:
ASHA’s Academic Affairs & Research Education and Surveys and Analysis Programs
PRESENTER: Dr. Loretta Nunez
CONTACT: lnunez@aha.org
ASHA collects and maintains a wealth of information on CSD educational programs, plus current employment and workforce data and projections, from both ASHA surveys and external sources. ASHA Director of Academic Affairs Loretta Nunez details how you can learn what the data tell us about the number of jobs projected, trends impacting future demand, and where job opportunities in audiology and SLP are most available.

SIG 1: Language Learning and Education
TABLE TITLE: SIG 1 & Autism Spectrum Disorders
PRESENTER: Dr. Siva Priya Santhanam
CONTACT: svaps@bgsu.edu
Dr. Santhanam leads a discussion about benefits of SIG 1 membership in developing her clinical and research interests in autism spectrum disorders, and how students can make the best of SIG 1 discussions, readings, and participations.

SIG 2: Neurophysiology and Neurogenic Speech and Language Disorders
TABLE Title: Aphasia
PRESENTER: Dr. Sarah Wallace
Contact: wallaces@duq.edu
Dr. Wallace shares information about how SIG 2 membership has informed her clinical and research experiences, with examples related to compensatory and restorative treatments for aphasia.

SIG 3: Voice and Voice Disorders
TABLE TITLE: Voice Disorders and Employment
PRESENTER: Adam Lloyd
CONTACT: alloyd@Entorlando.com
SLP Adam Lloyd addresses specialization in voice and upper aerodigestive disorders. Includes training, finding employment, work environment, collaboration with otolaryngologists, and documentation in the area of voice disorders.

SIG 6: Hearing and Hearing Disorders: Research and Diagnostics
TABLE TITLE: Cutting-Edge Auditory Research
PRESENTER: Dr. Chris Sanford
CONTACT: sanfchri@isu.edu
Dr. Sanford provides information about new and evolving advances in basic and translational research in the areas of hearing and hearing disorders.

SIG 8: Public Health Issues Related to Hearing and Balance
TABLE TITLE: Hearing and Balance Disorders Are Public Health Issues
PRESENTER: Christa Themann
CONTACT: cth6@cdc.gov
Public health issues affect large populations. SIG 8 focuses on these concerns and how they relate to hearing and balance disorders. Ms. Themann highlights key issues including prevention of noise-induced hearing loss, prevention of falls, diabetes and hearing loss, negative implications of untreated hearing loss, nonauditory effects of noise, and tinnitus.

SIG 9: Hearing and Hearing Disorders in Childhood
TABLE TITLE: Collaboration Between School-Based AuDs and SLPs
PRESENTER: Dr. Donna Smiley
CONTACT: smileydf@archildrens.org
Serving children with hearing loss takes a team. Audiologists and SLPs must work together for children with hearing loss to achieve maximum potential. Dr. Smiley highlights why this is so.

SIG 10: Issues in Higher Education
TABLE TITLE: Opportunities in Higher Education
PRESENTER: Dr. John Folkins
CONTACT: folkins@bgsu.edu
Dr. Folkins addresses a number of topics related to success in graduate school, in a wide-ranging discussion focused on student interests. Includes opportunities to earn a Ph.D.

SIG 14: CSD in Culturally and Linguistically Diverse (CLD) Populations
TABLE TITLE: Cultural-linguistic Diversity
PRESENTER: Melissa White
CONTACT: melidwhite@gmail.com
Ms. White, an SLP, explains how SIG 14 makes available information on CLD populations and how future SLPs can prepare for a diverse caseload.

SIG 17: Global Issues in Communication Sciences and Related Disorders
TABLE TITLE: Study Abroad—Clinical Opportunities
PRESENTER: Dr. Marlene Salas-Provance
CONTACT: mprovan@nmsu.edu
For students wishing to have a study abroad experience, Dr. Salas-Provance, leads a discussion on how to make that dream come true. Learn the nuts and bolts of what it takes to have such an experience, and meet a graduate student or two who have done just that.
“WHERE THE JOBS ARE”:
ASHA’s Academic Affairs &
Research Education and Surveys
and Analysis Programs
PRESENTER: Dr. Loretta Nunez
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SIG 3: Voice and Voice Disorders
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PRESENTER: Adam Lloyd
CONTACT: alloyd@Entorlando.com
SLP Adam Lloyd addresses specialization in voice and upper aerodigestive disorders. Includes training, finding employment, work environment, collaboration with otolaryngologists, and documentation in the area of voice disorders.

SIG 4: Fluency and Fluency Disorders
TABLE TITLE: SchoolAge Children Who Stutter
PRESENTERS: Craig Coleman and Holly Nover
CONTACT: craig.coleman@marshall.edu,
holly.nover@stjohns.k12.fl.us
The presenters focus on issues related to the diagnosis and treatment of preschoolers, schoolage children, and adults who stutter. They also provide information about current SIG 4 projects including the Oral Reading Fluency Measures & Children Who Stutter and the ASHA Practice Portal Project on Childhood Stuttering.

SIG 5: Speech Science and Orofacial Disorders
TABLE TITLE: Cleft Palate: Early Feeding, Speech, and Team Care
PRESENTER: Scott Dailey
CONTACT: scott-dailey@uiowa.edu
Dr. Dailey discusses why and how individuals with clefts are best served by a multidisciplinary team, including cleft team SLPs and community/school SLPs. Collaboration is essential for coordinated and efficient care.

SIG 7: Aural Rehabilitation and Its Instrumentation
TABLE TITLE: Patient-centered Hearing Healthcare: A Practical Guide
PRESENTER: Dr. Kathy Cienkowski
CONTACT: cienkowski@uconn.edu
In the history of hearing healthcare, the patient has always been the central element, but with technological solutions that emphasis is sometimes lost. Dr. Cienkowski introduces participants to concepts in patient-centered care, such as making patients partners who share responsibility for management and outcomes.

SIG 11: Administration and Supervision
TABLE TITLE: The Successful Clinical Fellowship Experience
PRESENTER: Dr. Loretta Nunez
CONTACT: lnunez@aha.org
Ms. Glaser provides information on how to find the best clinical fellowship experience. Topics include how to make the resume career-ready, job search strategies, interview techniques, and supervision requirements.

SIG 12: Augmentative and Alternative Communication
TABLE TITLE: Good, Bad, and Ugly: Apps for the SLP
PRESENTERS: Drs. Meher Banajee and Mary Ann Lowe
CONTACT: mbanaj@lsuhsc.edu, lowem@nova.edu
A discussion of language apps in areas of pragmatics and social communication, expressive language and AAC, visual supports and scheduling, and receptive language; speech apps in areas of voice (Pitch Pipe Pro, S/Z ratio and Analyzer Pro), fluency (DAF and Fluency Tracker), and articulation (Articulation Games); and miscellaneous apps to promote productivity, such as Age Cal and Data Tracker.

SIG 13: Swallowing and Swallowing Disorders (Dysphagia)
TABLE TITLE: Practice Setting Consideration with Dysphagia Management
PRESENTER: Jennifer Chapin
CONTACT: jchapin_wisc@hotmail.com
Many new graduates starting their CFY say working with individuals with dysphagia can be both exciting and intimidating. Ms. Chapin leads discussions on dysphagia assessment and treatment and helps you stay current with evidence-based practice. Explore a variety of employment settings: acute care, SNF, rehab, schools, home health, early intervention, etc.

SIG 15: Gerontological
TABLE TITLE: Dementia
PRESENTER: Becky Khayum
CONTACT: becky.khayum@memorycarecorp.com
Ms. Khayum addresses the role of the SLP in the evaluation and treatment of older adults with cognitive-communication disorders secondary to dementia. Broadly covers the different types of dementia, along with assessment and functional intervention approaches in various medical settings.

SIG 16: School-Based Issues
TABLE TITLE: Working in Schools/Practice
PRESENTERS: Christine Freiberg, Lisa Chattler
CONTACT: slp4kids@charter.net,
lchattler@losal.org
The presenters highlight a few of the issues school-based SLPs address in their daily work and the role SIG 16 plays in supporting those SLPs. Topics include integrating the Common Core state standards into therapy and assessment, the role of the SLP in RTI, and advocating for a workload approach.

SIG 18: Telepractice
TABLE TITLE: Telepractice
PRESENTER: Dr. Sue Grogan-Johnson,
William Bolden
CONTACT: sgrogan1@kent.edu
The presenters provide an introduction to telepractice and discuss its application in SLP and audiology. They also highlight initiatives of SIG 18 to promote telepractice in our professions.
Get with the PROGRAM

Candidacy programs, online graduate programs, and eligibility for CCC

With over 250 SLP master’s programs and 75 AuD programs in the U.S. to choose from for your graduate education, how do you know if new programs listed as “candidacy” programs or online graduate programs are right for you? From ASHA staff members from the Accreditation and Certification Units, here are answers to some of the most frequently asked questions about such programs, including the eligibility of program graduates to apply for the CCC.

What is “candidacy” and how is it different from a graduate program being accredited?

Candidacy is a pre-accreditation status awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) that a program may hold for five years. A program is awarded this status based on the strength of its application and development plan to meet all accreditation standards (http://www.asha.org/academic/accreditation/) during that five-year window.

Programs in candidacy are expected to file an application for accreditation to maintain an accreditation status with the CAA prior to the end of the five years. The program must have students graduate before it can apply for full accreditation, as some of the standards require programs to examine student outcomes, which only can happen once students have matriculated through the entire graduate program.

The CAA closely monitors programs in candidacy, requires the program to file annual progress reports, and evaluates the program based on expectations for continued development over the course of the five-year cycle.

How long has the candidacy program been offered? How many programs have held that status?

In 1994 a policy was established that linked academic accreditation with an individual’s eligibility for ASHA Certificates of Clinical Competence (CCC). The status of Candidacy for Accreditation allowed students enrolled in newly established education programs to be eligible to apply for the CCC upon graduation without penalizing the first class of students graduating from those programs.

Since that policy was implemented, 49 graduate programs have held candidacy status with the CAA. All but one have achieved full accreditation with the CAA; that lone program opted to close.

Am I eligible to apply for the Certificate of Clinical Competence (CCC) if I attend a graduate program while it is in candidacy with the Council on Academic Accreditation (CAA)?

Yes, the current audiology and SLP certification standards state that applicants graduating from programs in candidacy with the Council on Academic Accreditation (CAA) meet the academic and practicum requirements for certification.

Am I eligible to apply for the Certificate of Clinical Competence (CCC) if I attend an online/distance education graduate program?

The certification standards only require that the graduate program from which the applicant graduated be accredited by or in candidacy with the CAA. The standards do not distinguish between traditional (residential) and online programs.
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What process do I use to apply for CCC if I attended a candidacy program? Is there a special evaluation required?

The application process is the same for applicants from accredited and candidacy programs. The current audiology and SLP standards do not require a special evaluation for applicants from candidacy programs.

Details about the certification application process can be found online at http://www.asha.org/certification/

How can I verify the candidacy or accreditation status of the graduate program I attend (or attended), including those graduate programs offered online or as a distance education track?

The CAA maintains a list of its accredited and candidate programs at http://www.asha.org/academic/accreditation/. The accreditation status (or candidacy status) for a program applies to all elements of that master's or doctoral program, including distance education or a satellite campus.

Graduate programs can offer some distance education courses without approval by CAA, but must seek approval if 50% or more of the graduate academic coursework is available through distance technologies. If a distance education component has been approved by CAA, that is specified in the program's listing, i.e., “Includes distance education as of MM/DD/YYYY.”

In addition, there is historical information about each program's candidacy and accreditation status with the CAA at http://www.asha.org/Academic/accreditation/AccHstry/.

What about eligibility for state licensure and teacher certification if I attend a candidacy program?

Please check with the appropriate state entity. Contact information is available at http://www.asha.org/advocacy/state/.

Can I sit for the Praxis exams if I attend a candidacy program?

Yes. Please refer to http://www.asha.org/Certification/praxis/default/ for more information on the audiology and SLP Praxis examinations.

Can I get a job if I attend a candidacy program?

Yes. Employers will confirm that an applicant has earned the degree required for the job as well as the professional credentials to practice. A master's or clinical doctorate degree earned in a program while it held candidacy (pre-accreditation) is still an earned graduate degree.

CONTRIBUTORS:

- Ginger Harrison, Associate Director, Certification Operations
- Tess Kirsch, Associate Director of Accreditation for Policy and Education
- Patricia Kriegisch Kondapi, CCC-SLP, Associate Director, Certification Programs
- Todd Philbrick, Director of Certification

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The trillion-dollar question
STUDENT DEBT: A road map to relief

Estimates put student loan debt at over $1 trillion (yes, with a “t”), which exceeds credit card and auto loan debt in the United States. There are strong concerns that young professionals with so much debt will not be able to purchase a home or even a car because they may not qualify for a mortgage or auto loan.

So what should a recent graduate with debt do?

First let’s back up to your freshman year in college. Unless your family is independently wealthy, you or your parents took out loans to pay for your undergraduate education. You signed a piece of paper agreeing to pay back what you borrowed—known as a promissory note.

In personal bankruptcy, student debt is not dismissible because lenders cannot take back, repossess, or foreclose upon your education. Lenders of student loans can and will take away your home and car, garnish your wages, and take away your Social Security if you don’t pay them back.

So, if it’s not too late, borrow as little as possible while in college and graduate school. Borrowers use student loans for tuition and books but also room (rent) and board (food). Students are often tempted to borrow the maximum amount possible because it is difficult to calculate expenses for a school year or because they simply qualify to do so. Don’t. This is debt that can be with you for your entire life.

Know your stuff

As a borrower you should be very familiar with the loans you have or plan to apply for.

If you took out loans prior to July 1, 2010, you may have a Federal Family Education Loan or FFEL that was lent by an entity such as Sallie Mae or a bank but guaranteed by the Federal government. Congress shut down the FFEL program on July 1, 2010, and now the majority of federal loans are Direct Loans. (The Public Health Service Corp and Health Resources & Services Administration offer some loans and forgiveness programs.) The federal government runs the Direct Loan program.

There are two types of both Direct and FFEL loans, subsidized and unsubsidized. Whether you qualify for subsidized or unsubsidized depends on your family income as determined by the Free Application for Federal Student Aid (FAFSA).

The Perkins Loan Program provides low-interest federal student loans for undergraduate and graduate students with exceptional financial need. Perkins loans have a fixed rate and are available at colleges and universities that participate in the program.

Finally, there are federal PLUS Loans that a student’s parents can use to pay for their child’s education. There are no associated forgiveness programs associated with the PLUS program.
Let’s get practical

If you plan to work with young children who are language delayed or on the autism spectrum, Hanen e-Seminars offer a convenient and effective way to build your clinical skills.

Each e-Seminar provides practical, clinically relevant ideas for helping parents/caregivers use evidence-based strategies that build children’s language and literacy skills in everyday contexts.

Get a taste on a budget...
Until November 30th, save 50% on one of our most popular e-Seminars:

Starting Early: Red Flags and Treatment Tips for Toddlers on the Autism Spectrum

Use code: ASHASTUDENT14

Explore our wide variety of current, clinically relevant topics at www.hanen.org/public-eseminars

Forgiveness? Maybe

The federal government offers a myriad of loan forgiveness and repayment programs. In fact there are 30 “active” loan forgiveness programs.

Most federal loan forgiveness programs provide incentives for individuals to get an education in a “high-need” profession and sometimes in a “high-need” setting. Further, each program may have a different time commitment in a high-need setting before a borrower receives the maximum benefit.

Finally, programs may vary in the amount forgiven, ranging from a set amount to total discharge of debt.

Do you qualify?

Audiologists and speech-language pathologists are eligible for up to $5,000 of forgiveness under the Perkins Loan Program. Unfortunately, most audiology and speech-language pathology students either do not qualify or do not attend a university participating in the Perkins program.

Many audiologists and school-based speech-language pathologists think they might be eligible for Special Education Teacher loan forgiveness of up to $17,500. Unfortunately they are not.

Congressional intent when designing this program was for the benefit of “highly qualified” (undergraduate degree) teachers of math, science, or special education who deliver core content in a self-contained classroom.

In rare circumstances audiologists and speech-language pathologists may be eligible because their academic program and state have issued them dual certification in audiology and speech-language pathology and in teaching. Further, this program is for borrowers of FFEL loans and not Direct Loan borrowers.

The Direct Loan Program has a single loan forgiveness program: Public Service Loan Forgiveness (PSLF). The PSLF program requires 120 “qualifying” payments over 120 months after October 1, 2007, while working in a “qualifying” public service or nonprofit setting. If these requirements are met by the borrower, the balance of the debt forgiven. Please note that no one will benefit from this program until October 1, 2017.

One more source for help

If you feel that your school, financial aid office, or lender has been abusive or otherwise mistreated you regarding your debt, you can contact the recently established Consumer Financial Protection Bureau.

Each individual has a unique financial background, borrowing history, employment status, and graduation date. Just because a classmate or coworker qualified for a program for which you were rejected, it doesn't necessarily mean you've been treated unfairly. You simply may not qualify for loan forgiveness.

Watch for our next article on Federal Repayment Plans.

LINKS:
- U.S. Consumer Financial Protection Bureau: http://www.consumerfinance.gov/paying-for-college/
- Project on Student Debt: http://www.projectonstudentdebt.org/
10

Attend the First-Timers’ Orientation.

Is the 2014 convention your first? Come to this popular gathering to preview programs and activities slated over the next three days.

Wednesday, November 19, 5:00–6:30 p.m., Hyatt Regency Orlando, Convention Level, Ballroom H.

9

Participate in a community service activity in the Caring Square.

From Thursday through Saturday during the ASHA Convention, the Caring Square, centrally located in the Exhibit Hall, will offer a fun, interactive, and unique way for attendees to give back to the Orlando community.

8

Help a Generation Tree flower and bloom.

Look for one of several “trees” located throughout the Exhibit Hall. They represent the people, places and experiences that make the ASHA Convention so valuable. When you see a tree that resonates with you, add your name or a note and watch how the trees bloom.

7

Attend the opening session.

Hear energizing addresses by the ASHA President, Convention Co-Chairs and this year’s special keynote speakers, singer and activist Harry Belafonte and his family.

Thursday, November 20, 8:30 – 10:00 a.m., OCCC, Level 2, Hall WD2.

6

Get a free professional headshot.

Stop by the ASHAWire Career Portrait Center (Sponsored by Talktopia) and get a professional photograph taken.

The ASHAWire Lounge, OCCC, Level 2, Hall C. Thursday, November 20, 11:00 a.m.–6:30 p.m.; Friday, November 21, 9:00 a.m.–5:00 p.m.; Saturday, November 22, 9:00 a.m.–12 noon.
MAKE THE MOST OF IT!

TOP 10 THINGS FOR STUDENTS TO DO AT THE 2014 ASHA CONVENTION

1. Attend the Closing Party at The Wizarding World of Harry Potter™ — Hogsmeade™.
   If you were lucky enough to get a ticket, come and enjoy light snacks and beverages, plus exclusive access to rides. It’s an entire evening of magic and excitement just for ASHA attendees!
   Saturday, November 22, 7:30–10:00 p.m., Universal Studios Islands of Adventure®.

2. Attend the NSSLHA Experience.
   Participate in educational sessions specifically for students. Meet with representatives from academic programs at the Graduate School Fair. Have lunch while celebrating the accomplishments of students and professionals at the NSSLHA Honors Ceremony. End the day cheering on teams as they compete in the NSSLHA Knowledge Bowl.
   Friday, November 21, 9:00 a.m.—4:00 p.m., Rosen Centre.

3. Get your resume reviewed by a professional recruiter at the Career Fair.
   Resume Stars are designated employers available to help make your resume shine. To meet with an employer for a 15-minute session, stop by the Career Fair information booth to have your badge scanned and receive a list of participants.
   Friday, November 21, noon—4:00 p.m., Career Fair Information Booth, OCCC, Level 2, Hall WB1-4. Be sure to bring your resume!

4. Attend the ASHFoundation Salsa Night
   Salsa dancing, mojitos, Latin music and Cuban Cuisine. What more do you need for a good time?
   Thursday, November 20, 7:00 p.m.—9:00 p.m., Cuba Libre Restaurant and Rum Bar, 9101 International Drive, Orlando, Florida.

5. Attend the welcome reception.
   Come to the ASHA exhibit hall on Thursday evening to catch up with friends and colleagues, and mingle with exhibitors.
   Thursday, November 20, 5:00–6:30 p.m., OCCC, Level 2, Hall WB1-4.
Supporting Students In Their Quest for Learning

2013 David A. Muir Graduate Student Award Recipient
Passy-Muir Clinical Specialist Gail Sudderth, RRT presents the 2013 David A. Muir Graduate Student Award to Melanie Reynolds of Miami University at the 2013 ASHA Convention.

Join us for the 2014 NSSLHA Experience and the announcement of this year's recipient of the David A. Muir Graduate Student Award at the NSSLHA Honors Ceremony November 21st, 12:00 – 1:30 pm

Passy-Muir Inc.
www.passy-muir.com
Where the jobs are
Supply and demand and your future

While planning to enter the profession of audiology or SLP, you may wonder what the future holds in terms of job prospects. Will jobs be available in your desired setting or geographical area? What type of salary can you expect? How many students will be joining the workforce with you?

ASHA recently launched a new webpage to help you find answers to these questions. As part of its 2012–2014 Strategic Pathway, ASHA made it a priority to enhance the data collection and reporting protocols that identify clinical personnel supply and demand in audiology and SLP. The goal is to provide ready access to accurate, timely, and user-friendly data reports.

The new page, www.asha.org/Research/Clinical-Workforce/, presents information on the workforce pipeline, workforce supply, and workforce demand for audiologists and SLPs. The information will be updated annually to keep you informed of trends and changes that may impact future supply and demand.

The workforce pipeline
■ Are you interested in current enrollment trends?
■ Do you want to know the types of settings in which recent graduates reported employment?
■ Are you curious about the composition of the cohort of graduate students in terms of racial or international status?

Each fall, U.S. undergraduate and graduate educational programs in communication sciences and disorders (CSD) are surveyed to gather information about current students and recent graduates. The data is published annually as part of the Communication Sciences and Disorders Education Survey report.

Both national and state-level data are available. The data from this survey also populates EdFind, ASHA’s popular online search engine for undergraduate and graduate CSD programs.

Workforce supply
■ How many individuals hold the ASHA Certificate of Clinical Competence (CCC) in audiology and/or SLP?
■ What is their employment status?
■ Where do they work?
■ How many are employed in private practice?

ASHA’s Membership and Affiliation Profile presents information on individuals who hold the ASHA CCC. State-level profiles are available, as is information on bilingual and Spanish-speaking service providers.

Other information on workforce supply is available through annual reports that ASHA compiles. They present data collected by ASHA and external sources, including the U.S. Bureau of Labor Statistics (BLS), U.S. Department of Education, and U.S. Department of Health and Human Services.

ASHA resources, such as the biennial Audiology, Health Care, and Schools Surveys, present data on members’ perceptions of the job market, caseload and productivity, and salaries and wages. Current salary and wage data are available by type of setting, primary work role, region of the country (and in some cases, state), and type of community (urban, suburban, or rural).

Annual salaries and hourly or per-visit wages are presented where available. National and state-level wage information is also available through BLS. Information on salary supplements for school-based professionals is included in the ASHA Schools Survey report.

Workforce demand
While earnings top the list of student inquiries, the next most popular question concerns future job openings. BLS prepares projections for the audiology and SLP professions every two years. The most recent data forecasts the numbers through the year 2022.

According to BLS, the audiology profession is projected to grow “much faster than average” through 2022, with a 34% increase in job openings. That’s an additional 4,300 audiologists who will be needed.

For SLPs, “faster than average” growth is predicted through 2022. An additional 26,000 SLPs will be needed to satisfy a projected 19% increase in job openings.

Workforce demand is impacted by the number of individuals requiring the services of audiologists and SLPs. ASHA’s report on certified personnel-to-population ratios presents state and regional population data from the U.S. Census Bureau and compares that data to the number of ASHA-certified personnel.

For example, in 2013, nationwide, the number of ASHA-certified audiologists for every 100,000 residents was 4, and the number of ASHA-certified SLPs for every 100,000 residents was 45.

Growing opportunity
ASHA’s new Practice Portal (www.asha.org/practice-portal/) provides data on the other side of the equation:
■ How many individuals in the United States present with particular communication disorders or needs?
■ Did you know that, according to most sources, 1 to 3 out of 1,000 children are born with a hearing loss?
■ Or that approximately 1 million people, or 1 in 250, suffer from aphasia?

Check out the Practice Portal and see the “Incidence and Prevalence” sections for this type of information.

Take advantage of ASHA’s wealth of resources to help you make an informed choice in following a career path in audiology or SLP. For more information, please contact data@asha.org.

The focus of this article is on clinical positions in audiology and SLP. For information on careers in academia or research, visit www.asha.org/Students/Speech-Language-Hearing-Research/#career.
Job Search Tips for the CSD Professional Panel Discussion

November 22, 2014
ASHA Career Fair, Halls WB1-4 in the Circle of Support Lounge, Booth 991
10:00am–12:00 noon
(prize drawing at noon)

PLUS—don’t miss the Job Essentials Social immediately afterward!
Enjoy light refreshments as you mix and mingle with colleagues and panel participants. Be sure to stick around for the iPod Touch drawing to be held at the social.

Looking for a new job?
Make this a “must attend” event at Convention

Everyone will gather in one spot to talk about one thing – getting you the job you want!
We’ll turn the tables and interview the job interviewers so you can see what works and what doesn’t when searching for a job in the professions. Find out things like how to negotiate your starting salary and what are employers’ pet peeves? Companies from four different industries will be part of the panel and are there to answer your questions. Simply invaluable for those on the job hunt!
The employers below have graciously agreed to serve on the panel. Check out their job vacancies at www.asha.org/careers.

Sound off
Let’s hear from audiology students in the spring edition of NSSLHA Now!

Do you want to be featured in our newsletter? The spring edition is geared toward audiology. Tell us why you have chosen a career in audiology or the hearing sciences.

- Do your SAA and NSSLHA chapters collaborate on events?
- Have you overcome any obstacles or adversities while pursuing your degree?
- Do you have an externship that is teaching you things about audiology you didn’t learn in class?

Share your story! Email NSSLHA Member-at-Large Nia Potier at mematlarge@gmail.com by December, 2015.

Take advantage of these audiology student resources from NSSLHA and ASHA:

- Friend NSSLHA Audiology on Facebook: https://www.facebook.com/NSSLHAAudiology
- Join the Audiology Student Group on the ASHA Community: http://community.asha.org/Home/
- Purchase a copy of the “Audiologic Rehabilitation Issue” of Contemporary Issues in Communication Science & Disorders: item 0310411 in the ASHA Bookstore.
- Read past issues of the audiology edition of NSSLHA Now!: http://www.asha.org/Publications/NSSLHA-Now/
- Apply for a position on the NSSLHA Executive Council: http://www.asha.org/nsslha/governance/
- Apply for the NSSLHA Scholarship: http://www.ashfoundation.org/grants/GraduateScholarships/
- Apply for ASHA Awards: http://www.asha.org/students/awards/

Enjoy light refreshments as you mix and mingle with colleagues and panel participants. Be sure to stick around for the iPod Touch drawing to be held at the social.
Looking at the deserving recipients of past years, we are in the good company of organizations this wonderful campaign has supported. We also recognize the power and influence of NSSLHA chapters all over the country in supporting future professionals who will serve the families in our organization and beyond.

What we’re about

Hands & Voices is a parent-driven organization that supports families with children who are deaf or hard of hearing without a bias around communication modes or methodology. We envision a world where children who are deaf and hard of hearing have every opportunity to achieve their full potential.

At H&V, we work every single day on projects at the state, national, and international levels to improve support to families with children who are deaf or hard of hearing, and for the professionals who serve them.

What exactly does that look like?

For our chapters across the U.S. and Canada, (current count is 52 states/provinces with existing chapters or startup efforts), activities range from advocacy training to social events to individual parent-to-parent support.

At the national level, our H&V leaders are busy influencing policy, developing programs, and working towards our goal of improving educational and social outcomes for all of our kids—regardless of how they communicate.

Your support helps us to be there for families whenever they need us. Sometimes it’s an easy question, sometimes it’s a hard question, sometimes it’s a question within a question.

Every day at our offices and in our chapters across the country, parents (and professionals) come to us with questions or concerns about their children (and students) who are deaf or hard of hearing.

More often than not, it’s a parent who needs someone to talk to who has “been there, done that.” We’re always happy to comply, and we draw on a large network of H&V parents and professional colleagues who share their experiences and expertise generously.

But wait, there’s more

Here’s just a partial list of what’s going on at H&V:

- **www.handsandvoices.org**
  This website tracks an average of 50,000 page requests per month—a strong number for a category-focused, low-incidence “disability” site. A research section encourages families to participate in studies being conducted by students and others, and our articles section contains hundreds of articles on a variety of topics.

- **Guide By Your Side Program**
  This innovative program has trained parent guides and deaf or hard of hearing mentors. They serve as a point of entry into the EHDI system, and provide peer counseling and emotional support, while facilitating the early journey of families with newly identified babies. This unique service is implemented in more than 20 states and provinces.

- **Representing families**
  Our H&V leaders—both staff and board members—sit on many major boards and committees related to deaf education and policy, including ASHA, the Educational Audiology Association, NCHAM Family Advisory Committee, The Marion Downs Center, The AAP EHDI committee, CDC Parent Advisory Committee, and many more, especially at the state level.

- **www.deafed.net**
  With over 34,000 registered users, this Hands & Voices powered website is the go-to place to post resumes, review job postings, and search the deaf education knowledge base.

- **The O.U.R. Project (Observing, Understanding, and Responding to Child Abuse and Neglect)**
  H&V is the leader in providing resources and support to protect our children who are deaf or hard of hearing against abuse and neglect.

- **ASTra Program (Advocacy Support and Training)**
  This new program develops and trains educational advocates to help families receive appropriate educational services for their children.

- **Our newspaper, The Communicator**
  The H&V quarterly newspaper has a distribution of over 5,000 nationwide. With great features, cutting edge research, and perspectives from families on the journey.

We’re just getting started

Our goals are lofty and there’s a lot of work to do. At H&V we believe that “what works for your child is what makes the choice right.” Thank you for your support during this campaign. Every dollar counts! We are so appreciative of the tireless energy of the NSSLHA chapters who help our organization continue its work.
Jump Start your Career
Get a Competitive Edge with LSVT LOUD

- **Treatment** – evidence-based treatment with over 25 years of NIH research
- **Technology** – solutions to facilitate treatment and patient maintenance
- **Training** – ONLINE and LIVE Training and Certification Workshops

“I highly recommend the LSVT LOUD training for graduate students. It is the gold standard evidence-based practice to treat patients with Parkinson Disease, and possibly a variety of other conditions and age groups.”

— Georgia Duan, Student Workshop Attendee

Join the over 13,000 speech clinicians in 59 countries who are offering LSVT LOUD evidence-based speech treatment!

Learn more at [www.lsvtglobal.com](http://www.lsvtglobal.com) or Call Toll Free (888) 438-5788

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**SPECIAL NSSLHA STUDENT DISCOUNT**
10% OFF
Student Rates
Promo Code **ASHANOV10**
Over 50% off the professional training rate

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**ONLINE CERTIFICATION**
- Offers the same content as LIVE course
- 90 days of access to complete your course
- Learn at your own pace
- Customer support available
Symbolic gesture
Top 5 reasons to learn the IPA

The International Phonetic Alphabet (IPA) is a set of symbols to represent every unique sound in human oral communication. It’s how communication professionals put sounds on paper, and it’s something you need to learn. Why should you bother memorizing these Latin and Greek letters along with some funny-looking symbols? Because:

1. It’s fun!
   Whooa—fun? Yes, now there’s a fun game to help you learn: Soundable. It’s a free game for iPhone that uses broad IPA transcription to let students practice the sound-symbol correspondence in a way that makes learning nearly effortless.
   Once you start playing Soundable, you won’t even realize you’re learning IPA—since you’re having so much fun!
   Soundable uses a familiar social crossword format, similar to Scrabble® or Words with Friends®, but instead of spelling words with letters, you play using sound tiles. Players can challenge their friends, classmates, or a random opponent to a game.
   Soundable is an ideal learning tool that includes a transcription dictionary, phonic tile options, audio linked to each tile, and a reference chart detailing each sound.
   If the key to mastering a skill is practicing, there’s no better way to learn IPA than playing a game and chatting using IPA sounds and symbols.
   Soundable is hosting a contest through November to reward players for the longest word, highest-scoring play, and best word (as voted on by other players) each week. Visit www.soundablegame.com for details on how to enter to win.
   Download Soundable for free on your iPhone or iPad on the App Store: http://bit.ly/learnIPA.
   Want to learn more about the IPA? Contact Megan Sutton at megan@tactustherapy.com or visit the Tactus Therapy Solutions booth #852 in the ASHA Exhibit Hall during Convention.

2. It helps with clear communication.
   As professionals, we need to communicate to each other about which sounds are assessed to be problematic, which sounds we’re targeting in therapy, and what we hear.
   There are many ways to spell each sound (the sh sound can be spelled with sh, s, ss, c, and even t), so we need a universally accepted way of writing sounds. Since every communication disorders professional studies IPA, it’s a great tool to use in reports.

3. Write notes in secret code.
   If you can read this, you might be a speech-language pathologist or audiologist.
   You can write complaints about your roommates to your classmates without fear of being discovered.
   Just don’t write anything bad about your phonetics professor!

4. It helps you analyze and treat speech.
   While there are only 26 letters in the English alphabet, there are over 40 sounds. Knowing the sounds and how they’re made (manner, place, and voicing) makes it easier to understand why a child may have trouble saying “child” /ʃaɪld/ but not “baby” /bebi/.
   Seeing each sound on a frequency chart helps you understand why a person with hearing loss might hear /ŋ/ but not /θ/.
   Not only does the IPA help in assessment, it also helps in treatment planning. It’s easy to make minimal pairs when you know which feature of a sound you’re substituting.

5. You have to.
   If you’re in a communication disorders program to become a SLP or audiologist, chances are it’s a degree requirement or prerequisite that you study phonetics. These symbols come back in phonological disorders coursework and will pop up periodically in clinics and labs.

IPA symbol names
Just as the IPA turns sounds into symbols, sometimes we need to discuss these sounds orally. Here’s what to call each symbol:

- /ʃ/ = esh
- /θ/ = eth
- /ʒ/ = ezh
- /æ/ = ash
- /ŋ/ = engma or eng
- /θ/ = theta
- /ʊ/ = upsilon
- /ɛ/ = epsilon
- /ə/ = schwa
- /ɚ/ = schwar
- /ʌ/ = turned v (also “caret” or “wedge”)
- /ɔ/ = open o
- /ɜ/ = right-hook reversed epsilon

These characters were typed using the ever-helpful free keyboard at http://ipa.typeit.org.
Your ASHA Circle of Support
Learn tips and strategies to help achieve work/life balance

✶ Treats will be served!
✶ Prize drawings for an iPad and gift cards!
✶ Mini-workshops with a life coach!
✶ Giveaways!

November 20th and 21st • ASHA Career Fair, Halls WB1-4

WORKSHOP TOPICS
• Game On
• Burned Out?
• Recharge
• Overwhelmed?
• And more!

FREE EVENT!

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Make a connection with ASHA Continuing Education at the Convention!

The 2014 ASHA Convention is a great opportunity to earn ASHA CEUs! Students enrolled in a masters or doctoral program in speech-language pathology or audiology may earn ASHA CEUs by paying the annual ASHA CE Registry fee ($25 for NSSLHA members, $35 for non-members).

As a member of the CE Registry, you will be able to access your online transcript within seconds! The transcript will list courses from ASHA CE Providers and the number of ASHA CEUs you earn. When you seek employment, your transcript can differentiate you from the other job candidates in the best possible way!

Life can be hectic when you’re a busy student preparing for your professional career and managing your personal life. Let the ASHA CE Registry maintain and give you convenient access to your CE records.

Thirty-five years of connecting Speech-Language Pathologists and Audiologists to professional learning experiences.

Come to the Continuing Education (CE) Lounge in the Convention Exhibit Hall to find out more about the ASHA CE Registry or visit www.asha.org/ce/ceus/.
The Audiology Praxis measures the knowledge important for independent practice as an audiologist in all primary employment settings.


Candidates have up to two hours to complete the 120 multiple-choice questions.

The exam is scored on a 100–200 scale, with 170 being a passing score.

The SLP Praxis is available at ETS computer-based testing centers, two weeks every month; please check the ETS website for the exact dates.

A new form of the SLP Praxis was introduced on September 1, 2014 and contains 120 multiple-choice questions. The exam is scored on a 100–200 scale, with 162 being a passing score.

Exam questions now include only 4 answers rather than 5, and several questions have more than one correct answer.

Words from the wise

Kathy R. Pruner, Client Relations Director for the Educational Testing Service, the organization that administers the Praxis examination, shares an overview of the application process, exam policies, procedures, scoring, statistics, and testing advice to attendees.

Kathy’s great testing advice to both audiences is to closely review the content outlines and exam blueprints. She also advises students to answer every question because unanswered questions may affect your scores, and unless otherwise noted there is only one correct answer for each question.

Kathy announced that the new Audiology and SLP Interactive Practice tests will be available on January 1, 2015 at www.ets.org and that ETS now provides four free score reports.

The Audiology National Advisory Committee provided case studies plus sample questions and answers for each of the five content areas:

- Foundations (10%)
- Prevention and Identification (10%)
- Assessment (40%)
- Intervention (30%)
- Professional Issues (10%)

The interactive presentation highlighted the rationale for each correct and incorrect answer. Participants interacted directly with exam question evaluators.

The SLP National Advisory Committee reviewed each of the content areas:

- Foundations and Professional Practice (33%)
- Screening, Assessment, Evaluation, and Diagnosis (33%)
- Planning, Implementation, and Evaluation of Treatment (33%)

The committee focused their presentation on Basic Human Communication Processes, Neurogenic Disorders, and Clinical Management questions. These are the areas where exam candidates perform worst nationally.

Kathy Pruner will be available to speak with students about the Praxis examination on Friday, November 21 at the Graduate School Fair. Students with questions about the Praxis examination may also contact ETS directly at 1-609-771-7395, Monday–Friday, 8 a.m.–6:00 p.m. ET (except for U.S. holidays).
Know before you go
What to look for in CE courses

As you begin your career as an audiologist or speech-language pathologist, you'll likely attend continuing education (CE) courses to further develop your clinical skills and learn about cutting-edge practices. As a health professional, you make a commitment to learning throughout your career so you can provide the best possible services and improve the lives and communication abilities of individuals.

Perhaps the ASHA Convention is your first convention, or there are other CE courses you plan to attend. No matter what the subject of the course is, what the learning format is, or where it's held—all courses offered for ASHA CEUs should have one thing in common...

Instructor disclosure
That common element is an instructor disclosure statement available in the course promotional materials and at the beginning of the course.

Courses also may have a course content disclosure statement on promotional materials if the course is focused on a specific product or service and will not include information on similar products/services.

Just to make sure we're on the same page, let's look at a few definitions that might be useful in understanding disclosure statements and why transparency matters in ASHA CE course planning, delivery, and marketing. These definitions have been developed by the ASHA Continuing Education Board.

- **Disclosure**: process of informing course participants of financial or nonfinancial relationships the instructor has with the course content.
- **Financial relationships**: those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, or ownership interest (e.g., stocks, stock options, or other financial benefit).
- **Nonfinancial relationships**: those relationships that might bias or prejudice an individual including any personal, professional, political, institutional, religious or other relationship.
- **Conflicts of interest**: situations where personal and/or financial considerations compromise judgment or where the situation may appear to compromise judgment. Conflicts of interest may arise in continuing education because the potential exists for professional judgment and practice to be biased by an economic interest in, or personal benefit from, professionally related commercial enterprises.
- **Bias**: a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question; prejudice.

Most of us want to attend events that have an instructor who is prominent in a particular field of study, has years of experience and has likely forged financial and nonfinancial relationships in the process of developing his or her expertise. They could be in the form of sponsored research, awards, and invitations to hold honorary positions.

Disclosures help you know more about what the instructor brings to the presentation, including any bias related to the topic. This can be very helpful to you when choosing courses.

Look in the mirror
Bias is not exclusive to course instructors. As a student, you might have a personal or professional bias that could impact the work you do and decisions you make.

For example, if you have a sibling with a communication disorder, it might have influenced you to go into SLP. You might even have a bias toward the therapy approach that was effective.

If you think a particular experience or relationship influences you in your academic program, let your fellow students, professors, and supervisors know. If you are a presenter at a conference or convention, let attendees know your financial and nonfinancial relationships pertaining to your topic.

Remember: “When in doubt, disclose!”

For more information on how presenters and course planners should provide individuals disclosure information and can infuse evidence into their courses, go to: [http://www.asha.org/ce/for-providers/ResourcesForPresenters/](http://www.asha.org/ce/for-providers/ResourcesForPresenters/).
The NSSLHA Experience at the ASHA Convention
Friday, November 21, 2014 • Rosen Centre • Orlando, Florida

Follow us at #NSSLHAEXP

NSSLHA Education/ Clinical Sessions (non-CEU)

- Rapid Roundtable: “SIG”nificant Resources for Students
  Session 1: 9:00 a.m. – 10:30 a.m.
  Session 2: 10:30 a.m. – 11:45 a.m.
  ROSEN CENTRE, LEVEL 2 IN SALONS 1 & 2
  Learn. Share. Connect. Learn about the ASHA Special Interests Groups (SIGs). Engage with the experts as they share their knowledge in specific topics in speech, language, hearing, and related areas. Connect with professionals in these exclusive communities and build “SIG”nificant relationships that will benefit you long after you are a student.

- Strengthening Foundational Knowledge and Clinical Decision Making: Preparing for the Audiology PRAXIS Exam
  9:00 a.m. – 10:30 a.m.
  ROSEN CENTRE, LEVEL 1, GRAND BALLROOM A
  Join members of the Praxis Audiology National Advisory Committee for a review of foundational knowledge about key content areas covered on the audiology Praxis exam using sample questions and case studies. Learn about available study resources and tips for developing an effective study plan.

- Preparing for the SLP PRAXIS Exam: Connecting the Dots
  9:00 a.m. – 10:30 a.m.
  ROSEN CENTRE, LEVEL 1, GRAND BALLROOM B
  Join members of the Praxis Speech-Language Pathology National Advisory Committee for a review of foundational knowledge about key content areas covered on the speech-language pathology Praxis exam using sample questions and case studies. Learn about available study resources and tips for developing an effective study plan.

- Demystifying the Clinical Fellowship/ Externship Experience
  10:30 a.m. – 11:45 a.m.
  ROSEN CENTRE, LEVEL 1, GRAND BALLROOM B
  Confused? Overwhelmed? Let our panelists show you how to choose, secure, and navigate through your clinical fellowship or externship. With current clinical fellows and CF supervisors and 4th year externs and preceptors from a variety of settings, our panel is sure to be familiar with your situation. Help is here—join us!

- Student Loans, Know Your Options
  10:30 a.m. – 11:45 a.m.
  ROSEN CENTRE, LEVEL 1, GRAND BALLROOM A
  Get tips for getting though your graduate education with as little student loan debt as possible. This session will review the federal student loan types (Perkins, FFEL, Direct, private) as well as repayment (IBR, ICR, consolidation) and forgiveness options (Perkins, Teacher, Teacher Shortage, Public Service).

The Graduate School Fair at the NSSLHA Experience
9:00 a.m. – 3:00 p.m.
ROSEN CENTRE, LEVEL 1, GRAND BALLROOM D/E
Not just fair, it’s great! Meet with representatives from graduate programs in communication sciences.

Co-sponsored by

NSSLHA Chapter Poster Presentations
9:00 a.m. – 3:00 p.m.
Seeing is believing—and learning. Don’t miss this display of best practices from NSSLHA chapters.

The NSSLHA Honors Ceremony
Noon – 1:30 p.m.
ROSEN CENTRE, LEVEL 1, GRAND BALLROOM C
Show your support. The NSSLHA Executive Council will acknowledge the 2014 Honors Recipients at the NSSLHA Honors Ceremony. Celebrate the recipients of NSSLHA Honors, ignite your passion for the profession with an inspirational message from Tony Talmich, and enjoy lunch with students and ASHA professionals.

TICKETED EVENT. Tickets are $10 for students and professionals and available for purchase when you register for the ASHA Convention.

Co-sponsored by

Battle of the Regions: The NSSLHA Knowledge Bowl
2:00 p.m. – 3:30 p.m.
ROSEN CENTRE, LEVEL 2, SALON 12
Game on! Watch the 10 NSSLHA regions battle it out, based on questions similar to the Praxis Exam. Wear your region’s color, make signs, create cheers, and come support your team! With cash prizes for the winners, the competition is sure to be intense.

Co-sponsored by

The PhD Information Center at the NSSLHA Lounge
Thursday, Nov. 20 • 11:00 a.m. – 6:30 p.m.
Saturday, Nov. 22 • 9:00 a.m. – 2:00 p.m.
The support our Clinical Fellowship Program provides exceeds ASHA and state requirements for obtaining your Certificate of Clinical Competence and professional state license. All EBS Clinical Fellows are personally matched with a knowledgeable CF Mentor. Your EBS CF Mentor will support you in understanding procedures and required paperwork, provide insight to different therapy skills and techniques, and address site-related concerns. The EBS Clinical Fellowship Program will provide individualized support to help you gain experience, independence, and confidence as a new professional making your journey as stress-free and effortless as possible.

“Our commitment is to increase your knowledge, strengthen your skills, and broaden the range of possibilities for your advancement by investing in your professional growth and ongoing development.”

-Melanie Hudson, M.A., CCC-SLP, ASHA Fellow Director, EBS Healthcare