

PENNSYLVANIA SPEECH-LANGUAGE-HEARING ASSOCIATION

# PSHA Keystater

Winter 2010

## Inside Look . . .

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## Congratulations!

The following PSHA members were recognized at the ASHA Convention in New Orleans:

### ASHA Fellows

- Shaheen N. Awan
- Evelyn R. Klein



## 2010 Convention Update

### April 7-10, 2010



By now you have all received your Convention Registration materials. Please check the program carefully to select the seminars of interest to you. There are other activities listed in the program as well.

I hope that you are planning to attend. You will be able to receive CEUs and no matter what your primary focus, there should be something that appeals to you. I always enjoy learning something new and branching out a bit. Even, when it is out of my primary service delivery area, it is a challenge to learn about other

service areas of speech pathology. I usually find something applicable to my own setting since in a sense there are some universal principles.

Several speech-language pathologists across the country participated in a People to People Ambassador Program, traveling to Viet Nam and Cambodia in September. It was a Communication Science Disorders Delegation lead by Dr. Alex Johnson, former ASHA President. Two of my colleagues and I will present a seminar on our multi-cultural experience. It was an amazing experience and these countries are definitely in need of SLP services. And, on Saturday of the Convention, Tom Hallahan from ASHA will present a seminar on International Development.

So, read the Convention materials today and register soon if you haven't already. I hope to see you all there. It is always fun to learn new things and to catch up with colleagues.

*Nannette Crawford*

Nannette Crawford, M.A., CCC-SLP  
Vice President for Convention Planning

Keep up to date with  
2010 Convention news  
by visiting the PSHA  
website  
[www.psha.org](http://www.psha.org)



Calling All  
Creative  
PSHA  
Members!!!

It is time to brainstorm our 2010 Better Hearing and Speech Month (BHS) Slogan. We're running the contest again, so if your "catchy" idea wins, you win a free registration for a future PSHA Convention! E-mail your submission to [PSHA@psha.org](mailto:PSHA@psha.org). Deadline for entries is February 28, 2010. We will have the coloring and essay contests as in the past. Be sure to visit the website after April 10, 2010, to download forms for the BHS coloring and essays contests. Two winners for the coloring contests and one winner for the 100-word essay contest will be selected. Forms and more information will be available in the Convention attendee packets, on the website and in your e-mail.

Submissions of articles, manuscripts, reports and letters to the editor are encouraged. The *Keystater* also welcomes suggestions of editorial coverage. The editorial staff reserves the right to edit submissions for length and clarity.

The statements and opinions contained in the articles of the *Keystater* are solely those of the individual authors and contributors and not of the Pennsylvania Speech-Language-Hearing Association. The appearance of advertisements in the newsletter is not a warranty, endorsement or approval of the products or of their safety. PSHA disclaims responsibility for any injury to persons or property resulting from any ideas or products referred to in the articles or advertisements.

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**SUBMISSION DEADLINES**

Issue	Deadline	Pub. Date
Spring	Mar. 1	Apr. 30
Summer	June 1	July 31
Fall	Sept. 1	Oct. 31
Winter	Nov. 25	Jan. 30

**www.psha.org**

## President's Message



In September, Nannette Crawford, PSHA's Vice President for Convention Planning, and I had the privilege of being part of a delegation of speech-language pathologists from around the country who traveled to Viet Nam and the Kingdom of Cambodia to observe and discuss speech-language and hearing service delivery in these countries. Led by past-ASHA President

Alex Johnson and organized by the People to People Ambassadors Program, we had the opportunity to visit a number of professional and cultural program sites in Ho Chi Minh City, Viet Nam, and in Siem Reap and Phnom Penh, Cambodia. In this message, I will focus on the portion of our visit to southern Viet Nam, and the need for speech-language and hearing services in this region.

In Ho Chi Minh City (HCMC), we toured the Center of Rehabilitation and met with Dr. Do Anh Nha and her medical colleagues. Established in 1960 for adults in HCMC and 12 southern (Mekong) provinces, the mission of the Center of Rehabilitation is to take care of the more than 30,000 persons injured in the Viet Nam War and to provide services to those with stroke, traumatic brain injury from Agent Orange, dementia, spinal cord injury, burns and Parkinson's Disease. Presently, the Center of Rehabilitation provides primarily orthopedic services to more than 2,000 patients a year. Through a cooperative program with the Red Cross in Geneva, Switzerland, they are able to provide artificial limbs to land mine amputees free of charge.



The center consists of one consulting room with x-ray and laboratory, an operating room, a few rehabilitation rooms, and more than 100 beds for patients after operation. Although the age of the building and their lack of resources were apparent, Dr. Do Anh Nha and her colleagues were interested in learning more about how to provide communicative and cognitive services to their patients as their primary rehabilitative outreach consists of occupational and physical therapy. She and her colleagues were hungry for further educational information about speech-language pathology as the specialty does not exist yet in Viet Nam and they want help in addressing the communicative, psychological and spiritual need of their patients. They need SLPs willing to come to Viet Nam to offer short courses. They need picture communication systems for communicating with patients who cannot talk, and they want to send people to the US for training.

A few blocks away from the Center of Rehabilitation is Children's Hospital #1. Built in 1954 and open for operation with 268 beds in 1956, the Children's Hospital #1 provides services to children in HCMC as well as the southern provinces. With 300 doctors and 600 nurses, the hospital has provided outpatient services to more than 1,400,000 children. Dr. Pham Ngoc Thanh and her physical therapy colleague shared information with us about the hospital and the need to develop more inpatient services. Most children who come for outpatient services are younger than three years of age, and more than 6,000 children, between birth and six years of age, have been identified as having some kind of speech and/or language disorder.



Because speech-language pathology is a very new area of specialty in Viet Nam, Dr. Pham and her colleagues in physical therapy are reaching out to parents to help them identify language disorders earlier. There are colorful informational posters in various locations around the decidedly cheerful hospital and its daycare center that speak to the importance of monitoring children's speech and language development. Because of the move away from

extended family structures to more nuclear family structures, especially in the big cities, children are placed in front of the TV and are not getting appropriate stimulation. Like the Center of Rehabilitation, Children's Hospital #1 is in need of SLPs to provide much needed

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# President's Message

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communicative and swallowing services and to help identify children on the autism spectrum.

Our final professional visit while in Ho Chi Minh City was to the National College of Education. Founded in September 1976, the school has developed four departments including the Department of Early Childhood Education, the Department of Music Education, the Department of Fine Arts, and the Department of Special Education. The college trains more than 4,000 students each year in college-level, pre-service training, in-service training and teaching. The special education curriculum, with its 20-week internship, prepares teachers in specialty areas of hearing, visual and intellectual impairments. The Special Education Department is looking to develop a curriculum and training program for speech-language therapy. We had the privilege of meeting not only with the chief administrator of the College, but also with the only speech-language pathologist in Viet Nam, Ms. Trinh Thi Kim Ngoc, who is the Vice Dean of the Faculty of Special Education. The National College of Education, specifically its Special Education Department (Faculty), wants help in creating a new college degree track in speech-language therapy.

What was striking about our professional visits in Viet Nam is how eager the medical and educational personnel are to collaborate with American partners and bring our profession to their people. It's an exciting time for a country on the cusp of this type of social service outreach. It is also humbling to remember our early roots and to not lose sight of how far we have come as a profession in advocating for the highest quality service provision.

*Char Molrine*  
Char Molrine, President

## Student Corner

The 2010 PSHA Convention Student Track will consist of four seminars. Students will be able to attend:

- **The NESPA and the Praxis Exams: Success Through Preparation** presented by Janis Jarecki-Liu, Ph.D., CCC-SLP and Colleen McAleer, Ph.D., CCC-AUD
- **The Clinical Fellowship Experience: Helpful Hints** presented by former PSHA Student Representative, Mary Weidner.
- **Don't Just Get a Job ... Get the Job That You Deserve**, presented by Karen Stein, M.A., CCC-SLP
- **NSSLHA Collaboration: Chapter Roundtable** presented by Janis Jarecki-Liu, Ph.D., CCC-SLP and Judith Janes, M.Ed., CCC-SLP. **Visit [www.psha.org](http://www.psha.org) for more details.**

## Student Reception – Jeopardy-Style

Thursday, April 8, 2010 – 6:00 p.m.-8:00 p.m.

Sponsored by EBS Healthcare

The Student Reception is a great time for students and professors from all Pennsylvania universities to network and enjoy food and fun. This year's reception will feature a Jeopardy-style Trivia Game for students to test their knowledge while reviewing for future exams, especially the NESPA. Don't miss out on this opportunity to get to know other students and professionals from across the state! Teams are encouraged to register in advance by emailing Jill Schager ([j.a.schager@iup.edu](mailto:j.a.schager@iup.edu)) with the team name, university the team is affiliated with, the names of the team members and whether the team participants are students, faculty or other professionals. Pre-registration is preferred, however, additional teams will be taken on-site until noon on Thursday, April 8.

## 2010 Convention Student Drive



The annual Student Drive will support the **Ronald McDonald House Charities of Central Pennsylvania**. This organization serves to provide programs that improve the health and well-being of children world-wide every year. The Ronald McDonald House provides services such as lodging, rooms for children with suppressed immune systems, educational programs, recreational activities and non-clinical support services to families who have children receiving treatments at surrounding medical facilities. At the 2010 PSHA Convention, all student members are asked to collect aluminum can tabs that will be later exchanged for a money donation to the Ronald McDonald House.

Donations of new and unopened supply items will also be accepted. PSHA student members and professionals are also encouraged to make monetary donations. Cash donations can be accepted at the 2010 Convention or donations can be made online at <http://rmhc.org/>. Please bring the pop tabs and donated supply items to the 2010 PSHA Convention and leave them at the Convention registration desk. Your support of this program and the Student Drive is greatly appreciated by the PSHA Student Membership.

## 2010 Student Awards

In order to formally recognize specific chapter accomplishments, the Membership Award and the Chapter Honors will be presented at the Awards Ceremony. **The Membership Award** is based on the proportion of your local NSSLHA chapter members that are also members of PSHA. The NSSLHA chapter that wins this award will receive a plaque to display at their university. **The Chapter Honors** is awarded to a NSSLHA chapter that has demonstrated outstanding service to the community, profession and organization through community service, chapter outreach, innovative ideas and/or fundraising efforts. The NSSLHA chapter awarded the Chapter Honors will receive \$500 to support student attendance at the upcoming PSHA Convention. The chapter that wins this award will be notified prior to the registration deadline for the upcoming Convention. Submissions are due by February 5, 2010 to be eligible for one or both of these awards. Please visit [www.psha.org](http://www.psha.org) for more details.

# The Quality We Seek



As a society, we have become somewhat consumed by numbers. Numbers help us feel safe. When we have a difficult decision to make, we “run the numbers.” If the “positives” column ends up with more tallies than the “negatives” column, then surely we are making the right decision. It’s easier to remove our own responsibility in the decision-making process that way. But few things in life are strictly about numbers. Sometimes we make decisions that do not “make sense” from a numbers perspective because we **feel** that it is the right thing to do. A statistician would cringe, yet we use our internal belief system to know what makes us happy.

Like society in general, our professions of audiology and speech-language pathology have not been immune to this addiction to quantity. We often measure progress by number of correct productions, but find few ways to measure the impact of those correct productions on our clients’ lives. No matter what setting we find ourselves in, we are faced with productivity demands, personnel shortages and increasing administrative demands. Sometimes it can make us want to throw our hands in the air and ask “Does anyone care about the **quality** of service anymore?”

The answer to that question is becoming less obvious to us when we seek “proof” that quality is important. Our professions are being threatened by pseudo-professionals who do not possess the training or skills required to serve those we seek to help. Personnel shortages place us in a difficult position. How do we respond to the needs of the public when we do not have enough licensed and certified professionals to work with these individuals? Furthermore, for all of us who are qualified providers, how do we maintain quality while being asked to do more?

While there is not a one-size-fits-all answer to the above questions, I believe there is a general principal we can use to help guide us: **I care about quality of service.** In order for quality to not be sacrificed, this is a personal mantra we all must maintain. I care about quality of service, you care about quality of service, and so do countless other professionals out there. At the end of the day, we signed up to do what we do to help people. **We care about quality of service.**

As clinicians, administrators and decision-makers, we **must** continue to care about quality. We cannot replace qualified individuals with those who have not met the highest standards that our patients deserve. Would we want a pseudo-professional treating someone in our family? I would not.

There is clearly a role for speech assistants in our profession. There are regulations governing them, but yet there are no formal training programs to ensure that they are qualified to fill their role. Initially, a speech assistant was someone who had an undergraduate degree in communication disorders. But this has left the door open for others who are less qualified to become “communication specialists,” or other well-coded, but not-so-well-qualified, titles.

We must continue to find ways to address personnel shortages by recruiting young people to the professions, advocating for higher salaries, creating more training opportunities for qualified people who want to enter our profession, promoting and marketing the rewarding work we do, and continuing to care about quality of service. Those are not easy things to do. They are difficult and require a significant amount of work. It would be much easier to lower our standards. If we use the traditional positives/negatives chart, it might look this:

## Positives of Lowering Standards

- Personnel shortages addressed
- Patients get treatment
- Labor costs are cheaper
- Qualified staff only have to supervise a minimal amount
- Productivity is higher

## Negatives of Lowering Standards

- Quality suffers

Just by looking at the chart, it seems like we have an easy decision to make. Yet, sometimes we make the decision that “doesn’t make sense” from a pure quantity standpoint, because our internal belief system tells us what makes us happy and what is right. We always have a choice to do the right thing or be a passive bystander. We always have a choice to stand up and be heard or sit down and go quietly. We always have a choice to care about quality or service.

So, when decisions are being made, and new programs are being put forward that will endanger quality of service, we must stand behind what we believe: **WE CARE ABOUT QUALITY OF SERVICE.**

*Craig Coleman*  
Craig Coleman

## Message From the ASHA Medicare Network

To be submitted after Thanksgiving

*Joanne M. Wisely*  
Joanne M. Wisely, M.A., CCC-SLP

## Student Voice



The Pennsylvania NSSLHA and NAFDA chapters had a busy fall semester servicing their communities and building relationships and professionalism among their members.

**Pitt's chapter** has been involved with many community events including raising awareness of childhood apraxia through the CASANA Walk-a-Thon and fundraising and collecting supplies for Faces of Tomorrow which provides surgery, rehabilitation and education to patients with cleft lip and palate in Ecuador.

**Clarion's chapter** has grown which has allowed them to increase their community involvement. They began their semester by participating in "Extreme Community Makeover" by pulling weeds, trimming trees and raking leaves in their community. They are in the process of founding an Aphasia Awareness Program to educate local firemen and police officers about Aphasia.

**Bloomsburg's Student Academy of Audiology chapter** has been participating in community Bingo and providing hearing screenings at local retirement communities.

**Marywood's chapter** proudly received a NSSLHA grant of \$700 and was able to raise an additional \$700 which was used to purchase educational materials for their local Head Start programs. Marywood has also become involved in the Adopt-A-Family Thanksgiving Basket program and the university Christmas tree lighting ceremony.

**Indiana's chapter** has generously donated to "Make A Difference Day," NICU Babies, the Muscular Dystrophy Association and typhoon victims in the Philippines. Their chapter has participated in various community activities and provided professional development workshops to the members on graduate school essays, applying to graduate school and an American Sign Language workshop.

**Penn State's chapter** promoted literacy at their community library by making literacy crafts and playing games with children. This chapter has also provided professional development for their members through guest speakers within the profession and providing information on the graduate school application process.

I apologize to those chapters who are not mentioned here. If you are not receiving e-mails from me, please forward your e-mail address to [j.a.schager@iup.edu](mailto:j.a.schager@iup.edu).

*Jill Schager*

Jill Schager, Student Representative

## SWPSHA Updates

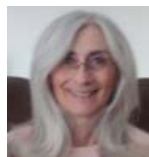
On Saturday October 17, 2009, Southwestern Pennsylvania Speech Language Hearing Association's (SWPSHA) annual Naomi Landy Workshop was a great success with guests Dr. Janice Vance speaking on Prosody and Dr. Kathleen Helfrich Miller discussing updates on state level legislative affairs. The SWPSHA Board and members would like to thank them both for an enlightening morning.

On February 20, 2010, SWPSHA will hold its annual ASHA Revisited meeting which will include a career-fair. Students and professionals are encouraged to see what our colleagues presented at ASHA in 2009 and to explore job opportunities at the same event.

More information is pending on the annual Honors of the Association to be awarded in April 2010.

The Executive Board would like to encourage all western Pennsylvania speech-language pathologists and audiologists to consider joining SWPSHA and reap the benefits of your local professional organization. To get more information about SWPSHA contact Melissa Santoro, VP of membership, at [santoro.melissa@hotmail.com](mailto:santoro.melissa@hotmail.com) or visit the website at <http://www.swpsaha.org>.

## Private Practice and Medicare



Speech pathologists in private practice are able to bill Medicare as of July 1, 2009. Numerous articles have been published in *The ASHA Leader* in preparation for the change and overviews including Frequently Asked Questions can be found on ASHA's website.

If your practice is interested in providing services to this population, there are specific steps to follow. It is necessary to have a National Provider Identifier (NPI). Information on NPIs can be obtained from ASHA's website. It is recommended you enroll to become a Medicare Provider by completing the Provider Enrollment Chain and Ownership System (PECOS). Although a paper application can be submitted, the internet application takes less time to process. If you are an individual practitioner, the form is **CMS 855i**; group practices enroll using **CMS 855B**.

Other forms to submit include **CMS 855R** (for employees or contractors) which names the practice owner as the recipient of Medicare payments. **CMS 588** allows electronic transfer of funds into your bank account. **CMS 460** form is your agreement to accept payment directly from Medicare rather than the patient. However, you will collect the 20% copayment from the patient each visit. If you are a participating provider, you cannot charge more for services than is allowed based on the Medicare fee schedule.

If you choose to be a nonparticipating speech pathologist, you are enrolled as a Medicare provider but do not sign the CMS 460 form. You would collect the entire fee from the patient (including their 20% copayment). The amount you charge (if you do not participate) would be 95% of the Medicare fee schedule and a 15% "limiting charge." A nonparticipating speech pathologist would have a 9.5% gain – 95% of fee schedule and a 15% limiting charge.

When coding treatments for reimbursement, you must include the International Classification of Diseases, 9<sup>th</sup> Revision, Clinical Modification or ICD-9-CM codes which report diagnoses and disorders. Current Procedural Terminology or CPT codes report procedures or services. Examples of these can be found on ASHA's Model Superbill and ASHA's Medicare Fee Schedule for Speech-Language Pathologists. In addition, you may need the HCPCS Level II codes or Hic-Picks. These refer to supplies, equipment, devices and procedures not found in the CPT system. Speech generating devices, voice prosthetics, voice amplifiers and repair of AAC systems/devices would fall under these codes.

Although ASHA has compiled Medicare coding rules for speech-language services, there may be local coverage determinations (LCD's) that are specific to your area. ASHA has a link to the Medicare Coverage Database where you can search for specific information based on your area. When submitting documentation, an evaluation, plan of care/certification of plan of care, progress reports and discharge note are required.

For more information, Medicare Provider Status Information is at: <http://www.asha.org/practice/reimbursement/medicare/SLPprivatepractice.htm>; <http://www.asha.org/advocacy/federal/HealthCareReform2009.htm#contribute>; and <http://www.asha.org/publications/leader/archives/2009/090714/090714b.htm>.

*Denise Dougherty*

Denise Dougherty, MA, CCC-SLP, MFT

ASHA Advisory Council

# International Studies and Service: Part I



The previous issues of the *Keystater* have included discussions of international dimensions of Audiology and Speech-Language Pathology. These discussions have included ideas on how we can infuse an international focus into our professional endeavors here in Pennsylvania. Certainly, contacts

with international clinical practitioners – both direct (as in participation in e-mail and other communication exchanges) and indirect (as in appreciation of international contributions to our shared literature) – broaden our perspectives related to the nature of clinical practice. But, as valuable as such contacts can be, these are no substitute for international experiences on international soil. Because of that, those from our disciplines may find useful some information and inspiration related to studies and service abroad. Toward that end, this issue of the *Keystater* aims to provide information about the value of international studies, which may be of particular interest to the PSHA student membership. The next issue of the *Keystater* aims to provide information about the value of international service, which may be of particular interest to both the PSHA student and non-student membership.

## The Value of International Studies

For thousands of years, students have travelled extensive distances to enhance their education. Sometimes their studies have been with the most skilled masters of their chosen arts, while sometimes their studies have been with the most learned scholars of their chosen areas. Enhancements in how and how far we need to travel have enabled increased numbers of students to pursue international studies. Why are these students drawn to this

experience? What is the personal and professional value of this experience? Here are some points to consider.

### “The Top Ten” Values

10. Students will experience classes in disciplines that they may have already had the opportunities to explore to some extent at their home institutions. However, international studies will allow them to experience new approaches to explore the information and new perspectives to interpret the information.
9. The relationships between professors and students in international contexts will reflect cultural values and norms that may not mirror those on the home institutions of the students. International studies will allow them to learn to adapt to the level of esteem which many countries bestow upon those who are called to transmit wisdom.
8. The classroom experience may be quite different from that with which students have become comfortable at their home institutions. Factors such as the level of technical expertise, the access to educational resources, and the philosophical orientation to instruction may demand a new level of adaptability and self-sufficiency from students.
7. Even in countries in which English is the language of instruction, communication styles differ based on numerous cultural influences. Students are forced to expand their range of communication options to assist and be assisted by others. Their social repertoire can only expand in a positive sense to these communication demands.
6. To live abroad means to learn to adapt to surprises. Upon their return home, students find

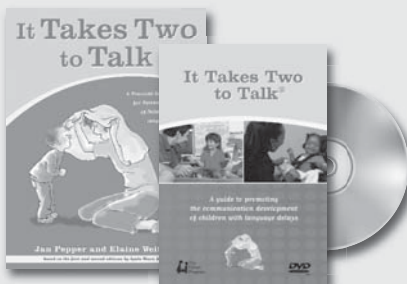
continued on page 7

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that assimilation of and accommodation to the unexpected is more comfortable for them. While they still welcome surprises, they do not find them as much of an interruption of their normal routines as they would have otherwise.

5. The skills related to how to define a problem, how to delineate possible solutions, how to evaluate the merit of each of these possibilities, how to implement a chosen solution, and how to evaluate the outcome of the problem situation are skills which students in international contexts must master for the sake of self-reliance.
4. Many of the familiar “comforts of home” may not be readily available in an international context. Students who create acceptable substitutes – or even replacements – for these comforts enhance their use of personal time in their exploration of these new opportunities.
3. Students who live abroad enhance the depth and breadth of their definition of “culture” and appreciate its many dimensions – spiritual practices; creativeness as seen in art, music, dance, and literature; political issues; financial development; educational models; personal and social relationships; and traditional values.
2. Just as students who live abroad are interested in the world around them, the natives of the host countries are as curious about the home countries of the students. Service as ambassadors who share what the United States means to them allows students to reflect on the nature of their pride in their own homeland.
1. The depth of character that stems from the appreciation that people are more alike than unlike is enhanced with direct experience with international perspectives. To know that others, even in contexts that appear so distinctive on the surface, share the same hopes and dreams establishes students as citizens of the entire world.

The above “top ten” values are certainly not the only reasons that students should consider international studies. Each of the above values is personal in nature, in that the focus is upon mental, social, and/or emotional development and the enrichment of character. But, international experiences have value for professional endeavors, as well.

International studies provide the optimal means for students to acquire an additional language(s). To be immersed into a culture in which another language is the norm for communication allows students to observe that language in its traditional cultural context. Possession of additional languages is often desirable for a professional. International studies provide opportunities for students to travel, often to places that are familiar only by way of books or movies and to places that are unfamiliar. Possession of travel experience is often desirable for a professional. International studies provide the optimal means for students to expand their world views. To be informed about the world outside the United States is the basis for more objective contemplation of world issues. Possession of the skills to view a situation from multiple perspectives and with objective criteria is often desirable for a professional. Clearly, international studies have implications for professional success years after the studies themselves occur.

For the reader who remains uncertain as to whether to consider international studies, consider this. The United States Senate proclaimed 2006 as the “Year of Study Abroad” to attempt to increase the number of American students who pursue international studies. The proclamation resolution included 13 reasons why study abroad is necessary for the enrichment of our nation. Here, included by permission, are these reasons from the resolution:

1. Ensuring that the citizens of the United States are globally literate is the responsibility of the educational system of the United States.
2. Educating students internationally is an important way to share the values of the United States, to create goodwill for the United States around the world, to work toward a peaceful global society, and to increase international trade.
3. 79% of people in the United States agree that students should have a study abroad experience sometime during college, but only 1% of students from the United States currently study abroad each year.
4. Study abroad programs help people from the United States to be more informed about the world and to develop the cultural awareness necessary to avoid offending individuals from other countries.
5. 87% of students in the United States between the ages of 18 and 24 cannot locate Iraq on a world map, 83% cannot find Afghanistan, 58% cannot find Japan, and 11% cannot even find the United States.
6. Studying abroad exposes students from the United States to valuable global knowledge and cultural understanding and forms an integral part of their education.
7. The security, stability, and economic vitality of the United States in an increasingly complex global age depend largely upon having a globally competent citizenry and the availability of experts specializing in world regions, foreign languages, and international affairs.
8. Federal agencies, educational institutions, and corporations in the United States are suffering from a shortage of professionals with international knowledge and foreign language skills;
9. Institutions of higher education in the United States are struggling to graduate enough students with the language skills and cultural competence necessary to meet the current demands of business, government, and educational institutions.
10. Studying abroad influences subsequent educational experiences, decisions to expand or change academic majors, and decisions to attend graduate school.
11. Some of the core values and skills of higher education are enhanced by participation in study abroad programs.
12. Study abroad programs not only open doors to foreign language learning, but also empower students to better understand themselves and others through a comparison of cultural values and ways of life.
13. Study abroad programs for students from the United States can provide specialized training and practical experiences not available at institutions in the United States.

Numerous offices are available to discuss opportunities for international studies with interested students – or even professionals who wish to expand their previous education with updated studies in an international context. Are you interested? Please contact me at [cgunter@wcupa.edu](mailto:cgunter@wcupa.edu) for further information. Have you completed studies abroad? Please contact me to discuss how to share your experiences with the PSHA membership in the *Keystater*. As a reminder, the next issue of the *Keystater* will contain “International Studies and Service: Part II” to help to inform our membership about volunteer opportunities abroad.

*Cheryl Gunter*

Cheryl Gunter, VP for Publications (Editor)

## MARK YOUR CALENDARS

### Spring Keystater

Deadline for Submission:  
March 1, 2010

### 2010 PSHA Convention

April 7-10, 2010  
Penn Stater  
State College, PA

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July 1, 2009-June 30, 2010

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# Family Focused Early Intervention in Natural Environments

Hanen Certification Workshop for SLPs  
**It Takes Two to Talk<sup>®</sup>**

**Plymouth Meeting (near Philadelphia) PA. April 21-23, 2010**

**Earn 2.1  
ASHA  
CEUs**

The Hanen Centre's 3-day certification workshop provides outstanding professional development to small groups of SLPs, who provide services to preschool children with language delays (birth to six years) and their families. Drawing on best practice in terms of adult education, family-centered intervention and early language intervention, this workshop provides an evidence-based approach to empowering parents so they have the knowledge and skills to become their child's primary language facilitator.

The workshop registration fee includes a two-year membership in the Hanen international network, as well as the following resources (a \$300 value):

- It Takes Two To Talk Leader's Guide – a detailed session by session guide, with background information on adult education, how Hanen Programs incorporate adult education principles and how to provide effective video feedback
- It Takes Two To Talk Parent Guidebook (Pepper & Weitzman, 2004)
- It Takes Two To Talk companion DVD – follows each chapter of the guidebook with real-life examples of parents applying strategies to their interactions with their children
- PowerPoint Program Slides DVD with embedded video clips – individualized program slides and video examples for each session

**Register early!  
Space is  
limited to 14  
participants!**

For more information or to register, visit [www.hanen.org/ITTTworkshops](http://www.hanen.org/ITTTworkshops)  
or call Tom Khan toll-free at **1-877-426-3655** ext. 225.

**The Hanen Centre's Advanced Certification Workshops are open to SLPs who have completed the It Takes Two to Talk certification workshop and have current membership**

**More Than Words<sup>®</sup>**  
*Involving Parents of  
Children with Autism  
Spectrum Disorder*

**New York, NY. Apr 28-30**  
**Ashburn, VA. TBD**

**Target Word<sup>®</sup>**  
*Involving Parents of  
Children who are  
Late Talkers*

**New York, NY. Jun 10-11**  
**Los Angeles, CA. Aug 26-27**

**Learning Language  
and Loving It<sup>™</sup>**  
*Involving Early Childhood  
Educator and Teachers*

**New York, NY. Mar 22-24**  
**Plymouth Mtg., PA. TBD**



*The Hanen Centre has always been a leader and innovator in providing training and support materials for speech-language pathologists involving families in language intervention. The Hanen approach has had a tremendous influence on my work with children and families.*

**Barry Prizant, PhD**

Director, Childhood Communication Services, Cranston, RI  
Adjunct Professor, Brown University Center for the Study of Human Development

[www.hanen.org](http://www.hanen.org)

# Hanen workshop registration form

Please complete and fax or mail this form with payment to the contact below.

Personal information - print clearly

PARTICIPANT NAME

PROFESSIONAL TITLE

ORGANIZATION

HOME STREET ADDRESS

CITY, STATE/PROVINCE

ZIP CODE/POSTAL CODE

HOME TELEPHONE NUMBER AND CELL PHONE NUMBER

WORK TELEPHONE NUMBER (WITH EXTENSION)

FAX

E-MAIL

Workshop fee:

- EARLY BIRD FEE: \$740 US**  
**Must be received by: March 10, 2010**
- REGULAR FEE: \$790 US**  
Deadline: March 24, 2010

Enrollment is limited to 14 participants.  
**Registrations are only confirmed on a first-come, first-served basis and are not guaranteed until full payment has been received.**

Payment:  VISA  MASTERCARD  
 CHECK (Payable to The Hanen Centre)  
\* Purchase orders cannot be accepted

CARD NUMBER

EXPIRY DATE

SIGNATURE

RECEIPT SHOULD BE MADE OUT TO

APRIL 21 - 23, 2010

*3-Day Hanen Certification Workshop for Speech-Language Pathologists on It Takes Two to Talk® - The Hanen Program® for Parents*

**Workshop Location:**

KenCrest Services, 502 West Germantown Pike, Suite 200, Plymouth Meeting, Pennsylvania 19462

**For more information:**

Lorie Kientz, Workshop Coordinator  
The Hanen Centre, Phone: (416) 921-1073 ext. 236  
Email: Lorie.Kientz@hanen.org

**Fax or mail registration form & fee to:**

Lorie Kientz, Workshop Coordinator  
Fax: (416) 921-1225 Toll-free fax: 1-800-380-3355  
The Hanen Centre, 1075 Bay Street, Suite 515  
Toronto, Ontario, M5S 2B1, Canada

**Hotel Information:** Workshop participants are responsible for researching and arranging their own travel and accommodations. Hotels near the workshop include

- Spring Hill Suites by Marriott (610-940-0400, www.marriott.com) 1.3 miles to venue
- Hampton Inn (610-567-0900, www.hamptoninn.com) 1.5 miles to venue
- Doubletree Guest Suites Hotel (610-834-8300, www.doubletree.com) .3 miles to venue

**CANCELLATION POLICY:** 75% of workshop fee will be refunded if written notification of cancellation is received and a substitute can be found. No refunds if a substitute cannot be found.

I am a speech-language pathologist with a master's degree in speech-language pathology or its equivalent. **Please write your initials here as confirmation:**

My ASHA Certification or State License #:

Please describe your experience with language training programs for groups of parents:

How did you hear about this workshop?

- WEB  MAIL  AD  COLLEAGUE