

**ANCDS Newsletter
Committee:**

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(Co-editor)

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**Message from the President
Michael L. Kimbarow , Ph.D., BC-ANCDS**

**Dear ANCDS
Friends and
Colleagues,**

Hard to believe that as I write this we are a few short weeks away from the Presidential Election which means we are also a few weeks away from our annual meeting in Atlanta. I hope and trust that everyone is enjoying a good fall season and is looking forward to and planning to attend the meeting.

Writing a Presidential update for the newsletter offers the opportunity to highlight recent activities and recognize and acknowledge the work of some of the many great people who have devoted their volunteer time to the organization. On the update side, we continue to increase our membership and have added a number of individuals to the Associate Member roster. I am grateful to the membership committee under the leadership of GloriaJean Wallace for all their effort in growing our



numbers. I am also delighted to congratulate the 10 recipients of the Student Scholarship Award for their singular achievement. You will have a chance to meet these future leaders of the ANCDS during our annual meeting.

Speaking of the Annual Scientific Meeting, thanks to Janet Patterson and members of the Education and Standards Committee for putting together a terrific looking program. Thanks also to Anita Halper and the Honors and Awards Committee for their work in identifying this year's recipient of the Honors of the ANCDS. Please plan to attend the luncheon where this year's surprise recipient will be announced. It's always a wonderful occasion to be able to honor the work of an esteemed colleague.

The Executive Board continues to work hard on behalf of the membership. The Board will hold a full-day meeting on November 2nd in Chicago in order to take the neces-

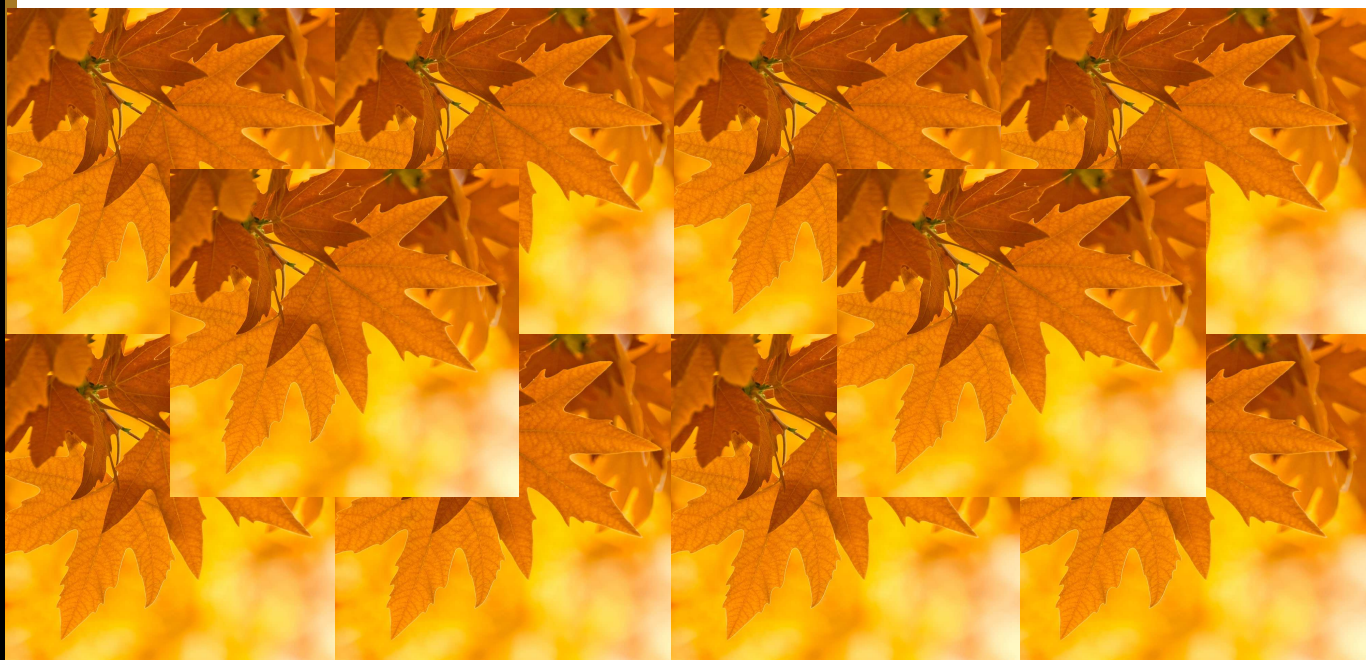
sary time to address the business of the Academy. Among other items, the agenda includes a review and refresh the ANCDS Strategic Plan, financial planning for the future, discussion of dues, and time to vision where the ANCDS is headed. I look forward to reporting the meeting outcomes during the ANCDS Meeting next month.

Speaking of the future, my thanks to Miriam Krause and Rich Brundage for their work in refreshing our website. Although the look hasn't changed dramatically, we have updated the web design platform to enable us to be more flexible and creative in putting content up on the site. Stayed tuned for additional content in the near future.

My thanks to Melissa Duff and Pradeep Ramanathan for their outstanding work the past couple of years in crafting a great newsletter. Anyone who has ever been in the position of reminding, cajoling and developing content for a newsletter will fully appreciate the time and effort it takes to make something informative and sharp looking at the same time.

Finally, to the members of the Executive Board, to the many committee chairs and committee members that I haven't mentioned previously and to the membership of ANCDS: Thank you for your support of the Academy and for the privilege and honor of serving you this year.

Michael L. Kimbarow, Ph.D., BC-ANCDS
President



Membership Committee Announces the Fall Conference Student Scholarship Winners

By Gloriajean Wallace

For the second year, ANCDS offered 10 scholarship awards for students to attend the ANCDS Fall Conference in Atlanta, Georgia. Funds for the original scholarships were provided by Dr. Lawrence Shriberg who donated his 2011 ANCDS Conference keynote speaker honorarium back to the ANCDS. Funds to sustain the program were provided by the ANCDS Executive Board. The scholarship competition was open to currently enrolled Speech-language Pathology master's and doctoral students, and other students specializing in clinical neurologically-based communication disorders and sciences. Students did not need to be members of the ANCDS to apply for the scholarship. Students submitted a 500-word essay expressing their interest in neurogenic communication sciences and disorders.

The ANCDS Scholarship Subcommittee received 21 submissions, 10 from M.A. students and 11 from Ph.D. and Clinical Doctorate students majoring in Speech-language Pathology and interdisciplinary Neuroscience related areas.

The ANCDS Scholarship finalists were (in alphabetical order):

M.A. Students:

Shannon Carr – Duquesne University, Pittsburgh, PA; Advisor/Mentor – Dr. Michael Kimelman;

Shannon's essay detailed her clinical experience with a person with Wernicke's aphasia, and how that led to her thesis research designed to "enhance clinical practice to teach people with aphasia to use alternative modalities."

Lisa Di Giannantonio – Portland State University, Portland, OR; Advisor/Mentor – Ms. Susan Ginley; In Lisa's essay she talked about her extensive volunteer work, and how that led to her interest in exploring metacognitive skills training (MST) as a way of enhancing quality of life for people with traumatic brain injury (TBI).

Katherine Loebner – University of North Carolina, Chapel Hill, NC; Advisor/Mentor – Dr. Melody Harrison; Katherine's essay talked about the rich experiences she gained while volunteering at a camp for people with aphasia, and how that experience led to her current research interests and participation in projects designed to explore factors important to consider (such as motivation) during rehabilitation for people with neurogenic communication disorders.

Katherine Marks – Georgia State University, Athens, GA; Advisors/Mentors – Dr. Julie Washington and Dr. Edie Harper; In her essay, Katherine talked about her longstanding

interest in voice disorders, her passion for the topic of spasmodic dysphonia (SD), and findings from her Undergraduate Honor's Thesis which explored the effectiveness of botox with people who had SD. Katherine plans to increase her population size, and expand the scope of her previous study to further explore this topic in the future.

Natalie Vanderveen – University of Iowa, Iowa City, IA; Advisor/Mentor – Dr. Melissa Duff; Natalie, who is in the first year of a M.A./Ph.D. program, said in her essay that she "would eventually like to develop new and effective intervention strategies for individuals with TBI." Natalie is currently participating in research to explore strengths and limitations of discourse elicitation procedures. *In addition to the ANCDS Scholarship, Natalie was awarded the 2012 ASHA Research Mentoring-Pair Travel Award to attend the "Measuring Rehabilitation Outcomes Using Large Data Sets" symposium.

Ph.D. Students:

Deanna Britton – University of Washington, Seattle, WA; Advisor/Mentor – Dr. Kathryn Yorkston; Deanna's essay detailed her extensive clinical experience of over 15 years, her book co-authorship, and

Fall Conference Student Scholarship Winners cont.

her intense clinical research interest in respiratory support and motor control for speech and swallow.

Natalie Douglas – University of South Florida, Tampa, FL; Advisor/Mentor – Jacqueline Hinkley; Natalie has accrued publications and funding in the area of aphasia, aphasia assessment, best practices for adults with communication disorders, and “how clinicians become experts in their clinical areas.” Natalie’s dissertation is designed to examine “relationships among clinician evidence-based practice (EBP) use and perceptions and organizational variables.”

Stephanie Karidas – University of South Florida, Tampa, FL; Advisor/Mentor – Jacqueline Hinkley; In her home country of Germany, Stephanie completed an undergraduate degree and master’s level coursework in linguistics – the knowledge of which is being applied to the design of her dissertation research which will explore semantic memory and aphasia. She is also currently involved with two research investigations in the area of aphasia.

Laura McCarthy – Temple University, Philadelphia, PA; Advisor/Mentor – Dr. Nadine Martin; Nadine’s essay details her interest in the analysis of neurological processes as related to linguistic function, and how addressing

these within the context of treatment will ultimately enhance communicative processes. Her dissertation research will investigate “the role of executive functioning in working memory in order to construct better strategies for language recovery in aphasia.”

Lucia Scheffel – Kent State University, Kent, OH; Advisor/Mentor – Dr. Kate Krival; Lucia, who is bilingual and bicultural, was inspired to pursue a doctorate as a result of her rich clinical experiences working as a SLP in a hospital setting in Brazil. Her dissertation is entitled “What kind of Semantic Features Best Influence Lexical Semantic Knowledge in Individuals with Aphasia?”

.....
Scholarships include a one year ANCDS membership for the 2013 membership year, free registration for attendance at the ANCDS Conference, and a complimentary ticket for the ANCDS Conference luncheon. Each scholarship winner will be accompanied by their University Advisor/Mentor or will be assigned a Conference Mentor from the ANCDS membership who will shepherd them through the ANCDS Conference experience to insure that each student achieves maximal benefits from ANCDS Conference attendance, including networking with ANCDS members.

In addition to the above, this year the ANCDS Executive Board has planned a special reception for the Scholarship winners and their mentors, which will be held the evening before the conference. While we are not able to provide financial support for those 11 students who did not win a scholarship to attend the conference, we have offered to provide a Conference Mentor for each of those students who are able to attend the conference but will not have a University Advisor/Mentor in attendance at the conference. We hope that they are able to join us at the ANCDS Fall Conference, and would also like for them to be able to have a quality mentoring experience while at the conference in the same manner as will occur for the scholarship winners.

We welcome all new students to the ANCDS and look forward to seeing them – and our previous students – at the ANCDS Fall Conference!

Scholarship Subcommittee

Members:

Dr. Gloriajean Wallace – Chairperson, and members: Dr. Patrick Coppen, Dr. Jacqueline Hinkley, Dr. Catherine Off, Dr. Adele Raade, and Dr. Sarah Wallace

ANCDS Welcomes New Members & Committee Members

New Associate members

Shannon Carr – Pittsburgh, PA
 Jodel Carrigan – St. Cloud, MN
 Margo Clinker – London, ON
Lisa Di Giannantonio – Portland, OR
Kara Doherty – Elmsford, NY
Natalie Douglas – Tampa, FL
Donna Eggers – Greenville, NC
Kelsey Fowler – Portland, OR
Julia Grant – Seattle, WA
 Kelley Griest – Moraga, CA
 Ann Jablon – New York, NY
Stephanie Karidas – Tampa, FL
 Jordon Larissa – Rapid City, SD
Alexander Ledbetter – Eugene, OR
Katherine Loebner – Chapel Hill, NC
 Ashley Marino - Eau Claire, WI
Katherine Marks – Athens, GA
 Jeannine Marmaduke – Dallas, TX
Laura McCarthy – Philadelphia, PA
 Molly Secrest – Westborough, MA
Lucia Scheffel – Kent, OH
Natie Vanderveen – Iowa City, IA
 Christine Virion- Wilmington, DE
 Dijana Wolfram - St. Leonards, NSW
 Ramani Voleti - Syracuse, NY

New Life Members

Hugh Buckingham - Baton Rouge, LA

New Full Members

Julie Baker - Charleston, SC
 Renee Fabus – Garden City, NY
 Susan Jackson – Kansas City, KS
 Esther Kim – Edmonton, AB
 Carmen Russell - Saint Louis, MO
 Barbara Schmidt - Rockville Centre, NY

The ANCDS membership is now comprised of 283 total members: 157 Full, 117 Associate, and 9 Life members. We welcome our new members and our new Life member!

Student associate members are listed in italics because some student members have indicated that they would like to be able to identify and contact one another for networking purposes.

For more information about activities relating to the Membership Committee, direct correspondence to:
wallacgn@ucmail.uc.edu

Membership Committee Members:

Dr. Gloriajean Wallace-Chairperson,
 Dr. Patrick Coppens, Dr. Jacqueline Hinckley, Dr. Catherine Off,
 Dr. Adele Raade, and Dr. Sarah Wallace.

ANCDS Annual Meeting: Atlanta, GA

Wednesday, November 14, 2012

Omni CNN Center

Program

Theme: "Brain and Language: Structural and behavioral evolution, evidence for treatment, and collaborative social responsibility"

- | | |
|---------------|---|
| 7:30 – 8:00 | Registration and Continental Breakfast |
| 8:00 – 9:00 | Business Meeting |
| 9:15 – 10:30 | The evolution of brain language systems
▶ James Rilling, Ph.D., Emory University, Atlanta GA |
| 10:30 – 10:45 | Break |
| 10:45 – 12:00 | Palliative care for patients with neurogenic communication disorders and their families
▶ Kathleen Dalziel, RN, MSN, Kaiser Permanente, Walnut Creek CA |
| 12:00 – 1:30 | Lunch and Presentation |
| 1:45 – 2:45 | Cost of treating aphasia with emphasis on the first year post stroke
▶ Charles Ellis, Ph.D., Medical University of South Carolina, Charleston SC |
| 2:45 – 3:45 | Grand Rounds
▶ Development of a standard perceptual method of diagnosing ADSD
Edie Hapner, Ph.D., Emory University, Atlanta GA
▶ Pediatric head injury
Julie Haarbauer-Krupa, Ph.D., Children's Healthcare of Atlanta |
| 3:45 – 4:00 | Break |
| 4:00 – 4:45 | Update on evidence for aphasia treatment
▶ Pélágie Beeson, Ph.D., University of Arizona, Tucson AZ |

***** ASHA CEUs 5 hours of content = .5 ASHA CEUs *****

Instructional level: Intermediate

Content: Professional- Language Disorders–Aphasia and Other Acquired Neurogenic Disorders of Language and Cognition–Assessment and Intervention

Meeting Location & Time

ANCDS Annual Business and Scientific meeting: 11/14/2012, 8:00am - 5:00pm
Omni CNN Center, North Tower Level 4, Grand Ballroom A

**Spotlight on a Member:
Jacqueline Laures-Gore, Ph.D., CCC-SLP**



Congratulations on being awarded the Clinical Achievement Award by the Georgia Speech-Language-Hearing Association for your work with individuals with aphasia last year. Can you tell us about your work with the association?

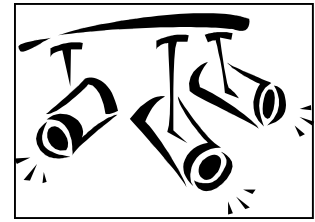
When I arrived in Atlanta back in 2001, I saw a need for a cohesive aphasia community in the city. The Atlanta metro area has over 4 million people and there was not an established mechanism to address the chronic needs of those individuals living with aphasia or their families. So, a group of us, consisting of people living with aphasia, families, and speech-language pathologists, worked together to form the Atlanta Aphasia Association (AAA). The group has changed over the years but with the commitment of a core group

we've been able to keep it going. We're heading in to our 10th year of providing support and education about aphasia to the Atlanta community. I received the award for my work forming and implementing the AAA .

Your research focuses on stress and aphasia. How did you get interested in that aspect of aphasiology ?

Probably like a lot of people in our field, my research interests originated from my clinical experiences. While working with people living with aphasia it was very apparent that frustration was not an uncommon reaction to the communication changes defining aphasia. This observation paralleled a period in my personal life in which I was learning more about psychobiology. Eventually these clinical observations and my other interests intersected and I began asking questions that I believed needed to be addressed... questions such as is there a physiological stress response associated with the challenges of living with aphasia... if so, what does it look like... what does it mean for performance, recovery, and overall health....

**Reporter:
Melissa Duff**



Your work in this area is really novel. In fact, I believe I read an article calling your work "pioneering"! I would assume that means there have been some challenges in terms of acquiring the necessary mix of skills and expertise, collaborators, funding, etc. to do this work. Can you tell us about some of those challenges? Any advice for students and young investigators who want to take a path less traveled?

I'm a benefactor of the times I live in, that is, due to advances in neuroscience, biology, and psychology I get to answer questions that have been asked in previous generations. Questions about stress in aphasia aren't necessarily novel, but how we measure it is. The ease of measuring the stress response has really allowed people to begin to understand stress in a variety of clinical populations. However, I

think the biggest challenge I've encountered is still related to measurement of stress in people who have neurological damage. Is a measure of stress that is valid in healthy people, reliable in neurologically compromised people?

I've had to integrate literature from a variety of fields, psychoneuroendocrinology, psychobiology, neurology, biology, and a lot of the sifting through information is a solo journey. There aren't people in our field who I can call up and ask, "So, what do you think about the recent paper outlining the HPAA?" When an investigator travels down the road less traveled s/he needs to realize that it may be lonely and possibly few people will understand why you're doing what you're doing or believe that it matters. Building the story and creating a solid rationale takes patience and persistence. Prepare to be rejected and applauded all at the same time.

Congratulations too on being the new Coordinator for your Program.... Has this experience opened your eyes to any needs or challenges in graduate training/education? Do you have any strategies for juggling your research and administration duties?

Thank you. Beginning in August 2011, I started as the Communication Disorders Program Coordinator at Georgia State University. Given that I'm still relatively new to the position, I am

When an investigator travels down the road less traveled s/he needs to realize that it may be lonely and possibly few people will understand why you're doing what you're doing or believe that it matters.

still learning some of the administrative ropes. Ideas I have about graduate education haven't changed though; I just have the ability to do more about it now (or at least the illusion of ability). I believe that as a field we need to be less reactive and more visionary, and prepare our students in this manner. Contemporary neuroscientific discoveries have laid the foundation for growth in our field. Interventions do not have to be limited to what was before, but what will be... Technology, pharmaceuticals, integrative health all will become even bigger players in the treatment of

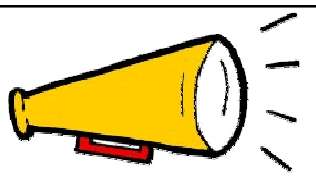
neurologically based acquired communication disorders. The use of smartphones and iPads have already helped ease communication for people living with aphasia. Such devices will become more commonplace in aphasia intervention and will quickly be replaced by other cutting edge technology. I also foresee a time in which behavioral interventions routinely take a more holistic look at the person living with aphasia and create not isolated language treatment, but rather treatments that also address emotional states and lifestyle. We need to prepare our students to be critical and creative thinkers, so that they can use discoveries in our field and other fields to advance our interventions and assessments.

Thanks Jacqueline for taking the time to do this interview. It was great fun to catch up and hear about your work.

Anytime. I get a huge honorarium for this, right?

Um....yeah... sure....We'll be in touch.

Jacqueline Laures-Gore, PhD CCC-SLP, is an Associate Professor and Coordinator in the Communication Disorders Program at Georgia State University



ANCDS Committee Corner

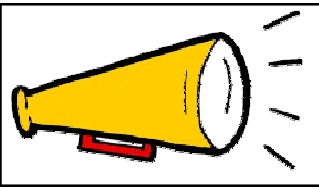
ANCDS Board Certification Committee

Currently, there are two ANCDS members who are working their way through the certification process. One has successfully passed the certification exam and is in the case study phase of the certification process and one is just about to start the process. Congratulations and continued success to both of our Board Certification Candidates! The Certification Committee would like to encourage members who are interested in Board Certification to contact ANCDS at info@ancds.org. Additional information regarding the board certification process can be found on the ANCDS website, www.ancds.org.

Two of our committee members will be completing their terms on the committee, Nancy Alarcon and Anthony Salvatore. Both have also served on this committee in the past and have been an integral part of the Board Certification process. Thanks to Nancy and Anthony for their years of service! These changes mean that the certification committee will have two available openings in 2013. Members serve a three-year term. If you are a Board Certified member who may be interested in serving on the Board Certification Committee, please contact me at youse@tc.columbia.edu.

Finally, the Certification Committee would like to remind Board Certified members that the correct designator for Board Certification is BC-ANCDS.

Kathleen M. Youse, Ph.D., BC-ANCDS — Teachers College, Columbia University



ANCDS Committee Corner cont.

Scientific Affairs Committee

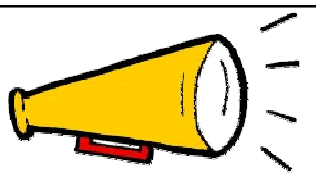
The Scientific Affairs Committee has been busy this year. We have made great strides on the two primary initiatives the Executive Board endorsed in 2011 and hope that both will be well received by the ANCDS membership.

Our first goal was to establish a Research webpage on the ANCDS website to serve as a repository for funding information and opportunities for collaboration. We are nearing completion on phase I of the project—developing the repository for funding information through a great collaboration with Don Freed and Miriam Krause from the Website committee. Currently we are testing a prototype of the page that is aimed at providing research funding opportunities to ANCDS members. The page includes a listing of as many funding sources as the committee could find. It has a search capability so that anyone searching can find information specific to their needs quickly. The page is set up with headings that include agency name, department, web address, level of funding (federal, state, private), type of funding (research, demonstration, implementation), award size (small, mid, large), disorder, funding cycle, and priority areas. Once the page is in operation, we expect to go through a period of refinement as we receive feedback from users but hope the page will be useful from the onset. We will also encourage users to send us other sites we can add to the page. The Scientific Affairs Committee will be responsible for updating the page quarterly to ensure that the information remains viable. As soon as the page is ready for use ANCDS members will be notified.

Our second initiative has been to develop a small collaborative multi-site clinical research award for new investigators who are members of ANCDS. The Executive Committee accepted our proposal for the award and we have refined the documentation for the application process. We will be unveiling the specifics of this award at the meeting in November in Atlanta.

Again, thanks go to the members of the Scientific Affairs Committee Michael de Riesthal and Jennifer Horner, and our Executive Board Liaison McKay Sohlberg who have worked with me on bringing these aims to fruition.

~~ Neila J. Donovan, Chair, Scientific Affairs Committee



ANCDS Committee Corner cont.

Practice Guidelines Committee

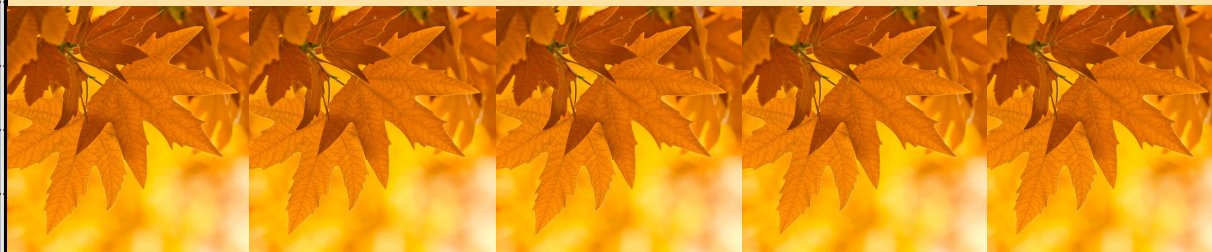
New Evidence-Based Review on Dementia

The product of the first collaboration between ANCDS and the ASHA National Center on Evidence-based Practice (NCEP) is about to come to press. The ANCDS Dementia subcommittee worked directly with the NCEP in their most recent systematic review. This opportunity afforded the ANCDS group the search and library resources of the NCEP, while providing ASHA with the ANCDS members with the content area expertise needed to complete the review. Thank you to those committee members for blazing this important trail.

Hopper, T., Bourgeois, M., Pimental, J., Qualls, C.D., Hickey, E., Frymark, T., & Schooling, T. (In press). An Evidence-based Systematic Review of Cognitive Interventions for Individuals with Dementia. *American Journal of Speech Language Pathology*.

Several other writing committees continue their efforts to update reviews and initiate new reviews as appropriate. The list of products continues to grow, and clinicians from all over the world are accessing our website to download the papers for their use. Wherever I go to speak, I mention the resources at ANCDS.org, and I still find many individuals who are not familiar with the array of documents available to them. ANCDS members are urged to remind clinicians at every opportunity to go to ancds.org to access this incredible series of evidence-based reviews and resources.

~~ Stacie Raymer, chair



CLINICAL APHASIOLOGY

THE 43rd ANNUAL CLINICAL APHASIOLOGY CONFERENCE
May 28th – June 2nd, 2013
Tucson, Arizona, USA

CALL FOR PAPERS

The Clinical Aphasiology Conference (CAC) is an annual forum for clinicians and researchers engaged in the study and clinical management of persons with acquired neurologic language disorders. At CAC, participants present their recent research and engage in extensive discussions with colleagues. To develop an informal atmosphere conducive to the free exchange of ideas, CAC attendance is limited to approximately 100 people. The 2013 Conference Chairperson is Leanne Togher; the Program Chairperson is Monica Strauss Hough.

To Attend the Clinical Aphasiology Conference

If you wish to attend the 2013 CAC, you must submit a summary of an original paper or poster no later than Monday, January 21st, 2013. Two authors from each accepted proposal will be invited to attend the conference. As space permits, first authors of proposals that are not accepted for presentation also will be invited to attend. A number of student fellowships are available on a competitive basis to students who have earned authorship on a paper submitted to CAC.

Scope of Papers and Posters

APHASIA APRAXIA OF SPEECH RIGHT HEMISPHERE COMMUNICATION
COGNITIVE-COMMUNICATION DISORDERS FOLLOWING TRAUMATIC BRAIN INJURY
COMMUNICATION IMPAIRMENTS RELATED TO DEMENTIA
COGNITIVE-LINGUISTIC PERFORMANCE IN ELDERLY ADULTS

FOR DETAILED INFORMATION ABOUT CAC 2013 AND THE CALL FOR PAPERS SEE <http://www.regonline.com/clinicalaphasiology2013>

For general information about the Clinical Aphasiology Conference, see:
<http://clinicalaphasiology.org>

Please send queries to Monica Strauss Hough, Ph.D., 2013 CAC Program Chair at mshough@fiu.edu

Announcements, Honors, Accomplishments & Awards

Accomplishments & Awards:

- Sarah Wallace received an AARC award with Connie Tompkins as the primary mentor.
- Connie Tompkins is receiving the Honors of the Association
- Nancy Helm-Estabrooks received the 2012 "Champion" award from the College of Health and Human Sciences, Western Carolina University

Announcements:

ASHA Convention Highlights for Atlanta, from the Language Disorders in Adults committee:

- Bruce Crosson, Aphasia and neuroimaging: Lessons on aging, recovery, and treatment, Session 1350, Friday Nov 16, 3-5 p.m. GWCC B405
- Leonard LaPointe, Brain-based communication disorders: Pearls from 51 years of dredging oysters. Thursday, Nov 15, 3-4 p.m., GWCC B206
- Lynn Maher, Aura Kagan, & Leslie Gonzalez-Rothi, Use-dependent aphasia treatment versus supported communication: (Is this) a debate? Session 1212, Friday Nov 16, 8-10 a.m., GWCC B407
- Donald Stein, Progesterone and TBI Recovery: Bench to bedside. Session 1320, Friday Nov 16, 1:30-2:30 p.m., GWCC B308
- Candace Vickers & Michael de Riesthal, Creative approaches to long term management of aphasia and TBI. Session 1443, Saturday Nov 17, 9:30-10:30 a.m., GWCC B314

**Spotlight on a Student:
Edie Babbitt, M.Ed., CCC-SLP, BC-ANCDS**

**Reporter:
Jamie B. Lee**

Edie, thank you so much for taking time during your trip to do this interview. Will you tell us where you are and what you're up to during your travels?

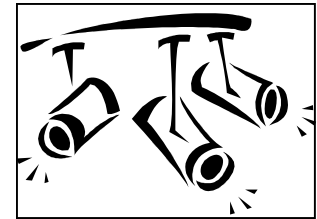
I'm currently in Melbourne Australia to present a poster for the International Aphasia Rehabilitation Conference. My advisor, Linda Worrall (at University of Queensland), has organized a writing workshop the week before the conference. It's been a great week of discussions with her and other PhD students, lots of sharing of ideas with students at all stages of their coursework. Melbourne is a great city with many fantastic restaurants and delicious coffee (sorry Starbucks...). So we've had some time to explore the city too.

Sounds wonderful. Before we hear more about your PhD program, can you tell us a little bit about how you first got into the field?

Hmmm, that goes way back to high school. Both of my



parents worked at VA hospitals and I knew I wanted to work in the medical field but didn't want to be a doctor or a nurse. For a while, I thought I wanted to be a psychologist. My mom, a nurse, set up appointments for me to talk with with a PT, OT, SLP and a hospital administrator. I was not at all interested in the job descriptions by the PT, OT and administrator. The SLP, however, talked about his patients with aphasia, the language areas of the brain and how psychology plays a role in the rehabilitation of a person with aphasia. That piqued my interest. The summer after my freshman year at University of Illinois, before taking any courses in Speech & Hearing Science,



my father asked about a summer position in the speech department at the Lyons NJ VA Hospital. I spent two summers working as an intern and that solidified my desire to work with people with aphasia. From that experience, I learned the most important lesson, that people with aphasia are more than their aphasia. My supervisor, Tony Viti, had wrap-up meetings with me every day and asked me what I saw during those sessions, and then asked, "WHY do you think that happened?" Those two very important lessons I learned early on have served me well in working with all of my clients. But my career path has had a meandering course. I had a diversion while at the University of Connecticut and thought I wanted to work as a gerontologist. The

Spotlight on a Student cont.

frameworks from the human development coursework also reinforced my interest in working with people living with aphasia. I had a short stint working in Virginia public schools with students with autism and other learning disabilities. That led me back to graduate school at University of Virginia in Communication Disorders and coursework with Randy Robey renewed and supported my interest in neurological communication disorders and aphasia.

Fantastic. And when did you get Board Certified as an ANCDs member? What was that process like?

I became Board Certified in 2008. The process was very smooth. I remember reviewing some textbooks for the test, but since I had been working for a long time, the test didn't seem difficult. Basically, it required critical thinking skills I learned while in school and working. The case study was a little harder, as I had not written one specifically, but

feedback from Leora Cherney helped me with the writing process. The case-study presentation went very well in front of a friendly panel - not intimidating at all!!

Before this year, I know that you worked for many years with Leora Cherney at the Rehabilitation Institute of Chicago's Center for Aphasia Research and Treatment. (Actually, that's where we first met almost 6 years ago!) Do you have any advice for clinicians interested in research?

I would say to partner up with a researcher nearby. Try contacting a researcher who is doing studies in a population you are interested in learning more about. See if you can be involved in any part of their research. Maybe they are doing clinical studies and you can help with recruitment of participants from your clinical caseload. Invite the researcher to your facility for a brown-bag ses-

sion to learn more about what they are doing. See if there are courses you can take to learn about research design. A single case study about a client and a specific clinical treatment could turn into a presentation at ASHA or a publication.

That's great advice. What has led you to pursue your PhD? What type of research and topics have peaked your interest?

I walked into Leora Cherney's office 10 years ago and asked her what research was like, should I pursue a PhD, and she offered me a 1 day-a-week position. That opportunity has led me to more professional experiences than I ever would have imagined when I walked into her office that day. Working as a researcher clinician in her lab has been the best opportunity to learn what it's like to do a PhD. It took me a while to make the decision to go back to school,

Spotlight on a Student cont.

but I feel very well prepared for the next step. After working as a research clinician for about 10 years, I knew it was time for me to take the next step. My family was supportive and I explored many options. The distance PhD program with University of Queensland is the best fit for me at this time. I describe it as an independent study with a focus on publication of the research I'm going to be doing. Having worked at our Center, which does a wide variety of aphasia treatments, from community groups to research to our intensive aphasia program, has sparked my interest in learning more about many things. I've finally settled on wanting to do research on our intensive program.

How does a remote program work? What are the biggest challenges as a new doc student doing a remote program?

The remote program is basically project-driven. Topics are discussed with your advisor team, decided on and

work starts immediately towards researching the literature, determining the methods, etc. There is a lot of independent reading, but I don't know if that's much different than a typical PhD program.

It's hard to say what the challenges are since a) I've only been officially a student since July!! and b) I don't know what it's like to do PhD on campus, but since I've done master's level coursework in two areas (Communication Disorders and Gerontology), I have some idea of what the graduate level experience is like. Skype is a wonderful thing, except that timing calls can be logistically challenging. The best time of the day in Australia is the dinner time in the States, but that's really not a big deal. The other students from UQ have the same program set up, so I'm not actually missing courses or classes that they are in. With so many courses online now, if I actually need to take a course, I can do that. I also have access to

several universities and researchers in the Chicago area, so there are plenty of resources for me.

How exciting! And my last question, Edie, what do you do when you are not studying?

I'm still working as a clinician in our Intensive Aphasia Program which occurs twice a year and occasionally helping out in our community aphasia groups. We adopted a dog, Chester, a few months ago, so he keeps us busy with learning new tricks. I'm also brushing up on my Italian which I studied in high school.

Good for you! Thanks for telling us about your exciting new journey as a doc student and good luck, or should I say "Buona Fortuna!"

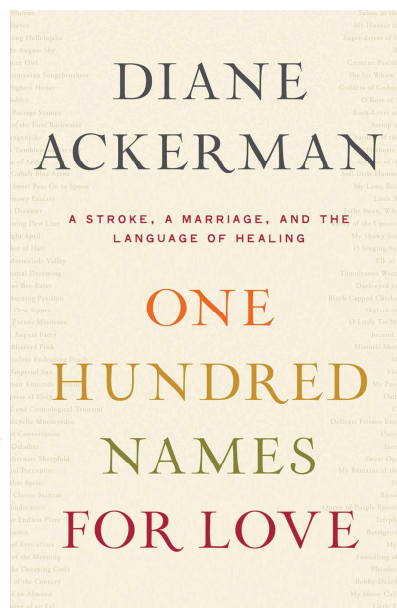


Reflecting on Clinical Practice: A Review of *One Hundred Names for Love*

By Julie A. Hengst

Diane Ackerman has always been a favorite author of mine, so I was pleased to find her 2011 book, *One Hundred Names for Love: A Stroke, A Marriage, and the Language of Healing*, in which she uses her considerable talent to document her husband's recovery from aphasia. Ackerman's lyrical prose invites readers along on her journey, depicting her shock at seeing her husband fall prey to a stroke, her exhaustion at the demands of being a caregiver, her awe at the intricacies of the brain itself, and her amazement at the resiliency of her husband's spirit as he struggled his way out of his silenced world.

In 2003 at the age of 73, Paul West, Ackerman's husband and a prolific writer, suffered a massive left hemisphere stroke. He was in a hospital recovering from an infection when it happened, and Ackerman was with him. Having just written a book on brain research (*An Alchemy of Mind*), she found herself immediately recognizing the signs: *Paul shuffled face like fallen mud...mouth drooped to the right...he looked asleep with eyes open... He moved his lips a little, making a sound between a buzz and murmur* (p. 5). Paul had suffered a massive stroke from a clot in his left middle cerebral artery. He was globally aphasic; his only reliable utterance at first being "mem mem" (p. 18). The outlook was bleak. Yet, whose life revolved around words several years after this massive



stroke, Paul West had returned, with assistance, to working as a writer, publishing several books including a memoir about his aphasia (*The Shadow Factory*). At the core of this remarkable recovery was a therapeutic program Ackerman herself designed, one grounded in her understanding of how the brain works, in her knowledge of her husband, and in her own desire to reconstruct their life together.

Ackerman describes the early weeks after Paul's stroke as frustrating and confusing. Paul made small improvements—he struggled to talk (though it was mostly jargon) and gradually produced more meaningful sentences "I speak good coffee!" Managing her own exhaustion, Diane struggled to

Ackerman describes the early weeks after Paul's stroke as frustrating and confusing. Paul made small improvements—he struggled to talk (though it was mostly jargon) and gradually produced more meaningful sentences "I speak good coffee!" Managing her own exhaustion, Diane struggled to

A Review of *One Hundred Names for Love* cont.

find new ways of communicating with him. Throughout these weeks in the hospital, Paul expressed his fervent desire to go home. Diane finally agreed, and at six weeks post stroke, she moved Paul and his rehab program home.

Ackerman devotes most of the book to describing their time at home and her realization that she would have to take charge of Paul's rehab program. Buoyed by a visit from their acquaintance, Oliver Sacks, Ackerman refuses to accept the bleak prognoses for Paul's future. "*Don't listen to them!*" Sacks advised her, "*you can continue to improve at any time, one year, five years from now. ... I have a relative who kept making important improvements ten years after her stroke*" (p. 119). Ackerman arranged for Paul to continue to receive speech therapy at home, but found that what happened in those few hours a week was far from enough. She knew that *Paul needed an 'enriched environment' every bit as much as lab rats do to prompt his brain cells to grow more connections* (p. 158), and she set out to drench Paul in meaningful language and meaningful routines. She hired an assistant, Liz, who had the *gift of gab* and together they engaged Paul in conversation throughout the day, everyday. Ackerman pushed Paul to be creative and playful with the words he did produce, savoring them all. When she suggested, at only two months post stroke, that Paul start working on his own memoir of aphasia, he agreed. Liz's role expanded to that of literary assistant, taking dictation at first and later helping edit his written drafts. On another occasion Diane heard Liz casually ask Paul if he had pet names for his wife; crestfallen he replied, "*used to have...hundreds. ...Now I can't think of one*" (p. 249). So, Diane challenged Paul to make up new names for her, and he did—*Celandine Hunter; Swallow Haven; Spy Elf of the Morning Hallelujahs*; and ninety-seven more (see p. 311 for the full list of 100 pet names that gave the book its title).

Ackerman's descriptions of the sessions Paul received from various speech-language pathologists during his recovery are disheartening. The SLPs in her account were inflexible partners at best, deploying therapies that were programmed for generic patients, targeted hidden processes, and were packaged as drills disconnected from Paul's life. As Paul would struggle to name items "*Duck? No, smird. Grap. Looch, mem, mem, mem, snok...*," the clinician would dutifully correct his errors, "*No, those are nonsense words...It's a broom, a broom.*" In another painful episode, Paul

A Review of *One Hundred Names for Love* cont.

was naming items in artwork postcards Diane had given the SLP to use. Diane watched as Paul *grappled with a dozen of the flashcards and postcards, most of which left him speechless or uttering the wrong words. One showed Raphael's famous painting of two baby angels leaning on chubby elbows over a balcony. "Chair-roo-beem," Paul piped up. The SLP promptly corrected him, "No, these are angels, ANGELS"* (p. 191). Diane patiently explained to her that *cherub* is the word for a baby angel, and *cherubim* is its plural form. Although Ackerman describes the SLPs as hard working and polite, she confesses that Paul disliked what he perceived to be their *"condescending and too corrective manner."* The SLPs used treatments that seemed to be designed for stroke patients in acute care, not for adults undertaking the long slog of reorganizing their communicative lives. And, indeed, the reader can't help but notice a stark contrast between the sessions provided by SLPs and the rich communicative environment structured by Ackerman.

Years later, during one of Paul's too frequent hospitalizations, Diane noticed a doctor looking with pity at the scan showing lesions throughout Paul's brain, including in the left temporal, parietal, and frontal lobes. *"What does the scan tell you?"* she asked. *"I'd assume this man has been in a vegetative state,"* the doctor replied. *"Far from it,"* Ackerman responded, *"...he's written several books since then... he's been aphasic but communicative, swimming a lot, living a much more limited life, but a happy and relatively normal one."* Astonished, the doctor asked how that could be possible. Ackerman responded, *"Working the brain hard everyday for four and a half years since the stroke"* (p. 294).

Paul's remarkable recovery reminds us all of what is possible, even in the face of extensive brain damage, and should serve as a cautionary tale for clinicians who base prognostic statements and treatment goals on impairment profiles alone. The rich particulars Ackerman offers about Paul's life remind us that all clients, despite their diagnoses, are unique individuals, fully situated in social worlds, historical trajectories, and complex patterns of physical abilities and limitations. At its best clinical work is fundamentally case-based research, demanding that clinicians develop detailed accounts of each client and bridge those accounts to group-based research evidence. Ackerman offers an account of the lessons she learned, embodied in the personalized program she devised for Paul. Her program grew from her acumen as a gifted observer and communicator, her

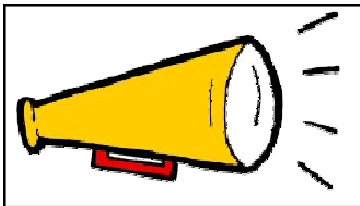
A Review of *One Hundred Names for Love* cont.

love of language, and the depth of her relationship with Paul, but was also based on her close reading of current brain research and her conversations with people like Oliver Sacks. Yet, the successful program Ackerman derived so reasonably from that research base is starkly different from the typical, evidence-based ones offered by specialists trained in communication sciences and disorders. *One Hundred Names for Love* is a beautiful read, a compassionate and compelling story, and an unspoken but deep challenge to our field.

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ANCDS Members' Publications & Presentations

Publications

Duffy, J. R. (2013). *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*. St. Louis; Elsevier.

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Baft-Neff, A., Staltari, C., Rusiewicz, H., & Wallace, S. (November, 2012). Dynamic Temporal and Tactile Cueing utility for AOS and CAS. Paper presentation at the American Speech-Language-Hearing Association Annual National Convention, Atlanta, GA.

Basilakos, A & Marshall, R.S. (November, 2012). Executive Function in Individuals with Aphasia. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Breeze, S, & Lemoncello, R. (November, 2012). Diagnostic Accuracy of Cognitive Assessments: A Review for the SLP. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Folkins, J., Brackenbury, T., Hadley, A. & Krause, M. ((November, 2012). Achievement Unlocked: Comparing Principles of Videogame Design to Clinical Practice. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Kantner, L., Cunningham, K., Graham, C., Stockey, D., Davin, L., Boran, M., Wallace, S., & Staltari, C. (November, 2012). Aphasia Workshop for Health Care Students. Paper presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Krause, M. & Richards, S. (November, 2012). An Online Survey of TBI Prevalence Among University Students. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

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Lemoncello, R. (November, 2012). Online Cognitive Training: Where Do I Begin? Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

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Lundine, J.P. (2012, November). Videofluoroscopic analysis of carbonated thin liquids in pediatric neurogenic dysphagia. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Jennelle, L., Nicholas, M., Zipse, L., & Haynes, C. (November, 2012). L!Ving with Aphasia: Activities, Caregivers and Quality of Life. Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Maguire, A., Nicholas, M. & Zipse, L. (November, 2012). Can Cognitive Flexibility Be Trained in People with Aphasia? Poster presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

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Mason-Baughman, M., & Wallace, S. (November, 2012). Semantic Feature Knowledge in Aphasia: A Review of Three Studies. Paper presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Ness, Bryan. (November, 2012). *Combat Veterans in College: Examining Self-Regulation & Academic Achievement*. Oral session presented at ASHA Annual Convention, Atlanta, GA.

Wallace, S., & Hux, K, (November, 2012). Effect of Navigation Strategies on Efficiency of AAC System Use by People with Aphasia. Paper presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

Wallace, S., & Mason-Baughman, M. (November, 2012). Distinctive Feature Knowledge & Word Retrieval in People with Aphasia. Paper presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.

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