

Look who's Talking

2018 Speech-Language Pathology
University of Toronto Alumni Association Newsletter

Dr. Elizabeth Rochon Honoured With Prestigious Teaching Award

By Hillary Ganek, 1T7



We are thrilled to announce that Dr. Elizabeth Rochon is the very deserving recipient of the prestigious 2017-2018 Graduate Faculty Teaching Award for Sustained Excellence in Teaching and Mentorship from the Faculty of Medicine.

This competitive award recognizes outstanding faculty members who have contributed, over at least a 15-year period, to graduate student supervision and mentoring, curriculum development, and graduate program administration. Successful candidates have a proven track record of excellence and creativity in teaching and mentorship, as well as exemplary communication skills and research contributions. Dr. Rochon will be recognized at the annual Education Achievement Celebration during an evening ceremony hosted by the Education Vice-Deans on May 9th, 2018. We were honoured to sit down with Dr. Rochon and discuss her thoughts on teaching and education.

HILARY GANEK: First of all congratulations on your award!

ELIZABETH ROCHON: Thank you very much.

HG: Were you aware that that you were nominated or was it a surprise?

ER: Well, it was a big surprise to get it! I understand it took a lot on the part of the students behind the scenes and I think that is what makes it very special.

HG: What do you enjoy about teaching?

ER: I enjoy a lot of things about teaching. I enjoy the connections individually and collectively that I make with the students. I can think of two aspects that I like the most: generating interest and excitement for the area that I teach in, which is aphasia. It's always cool to see students who came into the class who didn't know much or didn't have experience in aphasia getting excited by what we cover and then thinking that that's an area they'd like to go into. The second aspect has to do with being able to follow the lead of the students. Sometimes that involves a bit of risk taking in class, going a little "off script," but I find when I can follow-up on questions or ideas or insights that the students have and tie that into the lecture material, that probably makes for the best kind of learning because it's student driven.

HG: We're about to have the 60th anniversary of our department. How do you hope to advance your teaching into the 7th decade of S-LP at UofT?

ER: We are undergoing a curriculum review now so I think in the next year we will have some new directions and ideas coming out of that. One thing I've become more aware of in the last year or so is the important role of advocacy in our field. With changes to healthcare and even to education, I feel that advocacy for the services that we provide is a more pressing issue than I've ever realized it was. Related to advocacy is the importance of emphasizing research in practice and the role that evidence plays in informing and forming policy.

HG: In addition to teaching, this award was in part about mentoring students. As our students enter the field and become new professionals, what characteristics should they look for in a mentor?

ER: I can think of two things to be aware of. The first is to look for someone who you can connect with and the second is that the mentor should be a role model in some way. That doesn't mean that the person has to be in our field necessarily (though for supervised

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practice of course it would have to be an S-LP), but, for both clinical and research students, somebody you think you can learn from and who can guide you both formally and informally. It's a broader concept than just being focused on learning a particular technique but has to do with all aspects of your professional life and sometimes even your personal life.

HG: Do you have a theory that guides your mentoring and teaching?

ER: Yes and that has to do with capitalizing on everybody's strengths. Nobody's perfect and that's okay. Each individual comes with their own, different set of strengths, which they will hopefully be able to use to propel them forward and master their respective areas of expertise. For me it's kind of like a puzzle every time I encounter a new student: It's figuring out the constellation of strengths that the individual brings to her or his training in order to support them to achieve mastery, and to shine.

HG: Before we close is there anything you'd like to add?

ER: I'm very grateful to the students for nominating me and to the Faculty of Medicine for the award.

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Newsletter layout by Steven Janovsky

Distinguished Service Award

Dr. Deryk Beal



DR. DERYK BEAL (0T0) IS THIS YEAR'S RECIPIENT of the Distinguished Service Award, which celebrates UofT Alumni who have made significant contributions to the field of S-LP through their dedication and service. Dr. Beal is recognized as an expert in the neurobiology of speech and language and the treatment of communication disorders. He is an assistant professor in the Department of S-LP at UofT and a Clinician-Scientist in the Bloorview Research Institute (BRI) at the Holland Bloorview Kids Rehabilitation Hospital. Dr. Beal was presented with this award on November 17th, 2017, during the annual departmental Awards and Recognition Celebration; here, we share an excerpt of Dr. Beal's acceptance speech.

When I was young, my next-door neighbour was diagnosed with esophageal cancer. It was a tragedy; she wasn't a smoker and was otherwise in excellent health. But she was a fighter and I watched as she learned how to communicate after her laryngectomy: first with an electro-larynx and later with esophageal speech. She didn't let the cancer or her communication difference slow her down. Her resilience and lust for life was inspirational. Through her, I learned about the importance of communication, and innovations in SLP which significantly contribute to communicative success.

I started volunteering at our local hospital with Mary Jane Schmultz, S-LP. Her generosity and time spent introducing me to the field fostered my interest, and continues to serve as a reminder of the great impact that small gestures can have on the life aspirations of high-school and undergraduate students. Those early experiences led me to complete an undergraduate degree in

Psychology and Linguistics at Huron College and a clinical Master's degree in S-LP at the University of Toronto.

During my first year on the neurosurgery and neuro-oncology teams at SickKids, I met an upbeat, talkative preschooler who had a medulloblastoma, a malignant tumour wedged between the brainstem and cerebellum. Though her surgery went well and the tumour was fully resected, she came out of surgery irritable and with post-fossa tumour mutism. Very little was known about this condition at the time. We struggled to answer the family's questions about her communication and recovery, but together – the family and I – muddled through a few long weeks, during which her speech, cognitive, language and motor skills recovered. Today, she is a young adult and doing well.

This experience inspired me to learn more, and led to extensive documentation about post fossa mutism, which, we learned, is common in many children following this type of surgery. It can be present for hours in some, and for months in others; importantly all children eventually recover functional communication. Equipped with this evidence, we were better able to help children and families. Thus, the importance of clinical research had revealed itself to me; I was hooked.

With the support of my family, colleagues at SickKids and the SickKids Foundation, and the wonderful faculty in the department of S-LP (especially Luc De Nil, my thesis supervisor), I pursued my passion for research on the brain and its role in speech and language. The experiences of my neighbour with laryngeal cancer, and the first child I met with post fossa mutism, drove home the cycle of evidence informing care and innovation and, in turn, care informing evidence and innovation.

We are trained in a truly great profession. We are positioned to have a profound impact on people's lives. As you go forward in your careers I hope that you'll have your own experiences to remind you of how critical it is to work from an evidence base, and to personalize your care for each and every client and their family based on the knowledge, skill, and quiet confidence that you've acquired at the University of Toronto. Our clients need you, our profession needs you! Thank you!

Know someone deserving of a Distinguished Service Award?

Consider nominating your peers! For more information about this award

please visit: <http://www.slp.utoronto.ca/alumni/alumni-association/>

A Reflection on the 2017 J.F. Walker Lecture

Getting the Best of Behaviour: Practical Skills for Clinicians Managing So-Called "Difficult" Behaviours

(Sponsored by the Donalda Jean McGeachy Memorial Lecture Series)



Lynn Ellwood, Dr. Pascal van Lieshout and Jean Walker at the 2017 J.F. Walker Lecture

ON A SUNNY DAY IN JUNE, AT HISTORIC HART HOUSE, alumni and students from the UofT gathered to attend the J.F. Walker Lecture, a biennial event hosted by the S-LP alumni association. The half-day event, which included two lectures following a decadent buffet-style breakfast, was well attended and much enjoyed.

The first lecture was an eye-opening report on the healthcare system surrounding the challenges faced by adults with cognitive impairment. In her lecture, *Knowing the Person Behind the Behaviours: Overcoming a Complex Health System for Older Adults with Cognitive Impairment*, Kathy Peters, Bsc.Bio., Bsc.OT., MBA (c) brought attention to the importance of considering and caring for this population that is largely impacting our healthcare system. She highlighted the challenges that people with dementia face in addition to typical aging. A standout from her lecture was the video she presented, "Experience 12 Minutes in Alzheimer's Dementia". A surprising and humbling ABC news account of what life is often like for people with dementia, the video clip put into perspective the challenges faced by this growing population. Kathy went on to explain many behaviours seen in those with

dementia and how we can better understand and provide support, not only as professionals, but as family, caregivers, and friends as well. Kathy finished with an important message of partnership with patients and families in order to provide optimal care for this unique population.

Joe Ducharme, PhD, from the University of Toronto's Ontario Institute for Studies in Education and Clinical Child Psychology Program was the second presenter, with *The Errorless Approach: A proactive model for short and long-term remediation of child problem behaviour*. A very applicable and insightful lecture regarding behaviour management, the approach was designed for parents and teachers but definitely showed its merit for use by S-LP's as well. Joe began by discussing the foundations of problem behaviour: what it is and why it happens. He then took the

By Candice Toth, 1T7

attendees through the Errorless Remediation techniques and explained their use for children who show problem behaviour. The three basic steps were: Support (ensuring success and a non-aversive environment), Build and Acknowledge (developing skills), and Fade (reducing supports and increasing challenges). Joe took us through each area in-depth with examples from his professional career, and evidence-based data to back it up.

Before, between and after the lectures, alumni, students, presenters, faculty and guests took the opportunity to meet and greet with new and familiar faces. The J.F. Walker lecture 2017 was a great success and provided insight on two very important topics in our field. The event was an invaluable source of information, perspective, and opportunities for discussion, learning and networking among all in attendance.



Speech-Language Pathology
UNIVERSITY OF TORONTO

Yes! I would like to support the
Speech-Language
Pathology Alumni Association at the
University of Toronto.

The Speech-Language Pathology Alumni Association is constantly striving to improve student life at the Graduate Department of Speech-Language Pathology, University of Toronto. Your financial assistance is invaluable in helping us reach our goals.

If you wish to participate in improving the student experience you can do so by contacting:

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<http://donate.utoronto.ca/slp>

Year One Report

Getting to know the class of 2019

By Meghan Doherty & Mary Wang, Year 1 Reps

THIS YEAR, UNIVERSITY OF TORONTO WELCOMED ITS largest-ever class of S-LP Students, with the graduating class of 2019 standing **61 students strong**. When we encounter S-LPs in the community and as guest lecturers, they are always shocked and amazed to hear how many students are in this year's class. Well, we are here to tell you that bigger can be better.

Our largest class has given us even more opportunity to learn from each other's **varying experiences, educational backgrounds, and areas of interest**.

This year's class has fully embraced learning in and outside the classroom. Over the course of the year, our classmates have raised money for **Hear2Speak**, spent countless hours working in various

students called **"From Theory to Therapy"** and organizing a fundraising concert focusing on the role of **communication in mental health**.

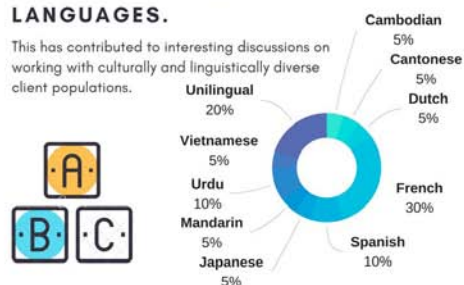
We have tremendously enjoyed being part of the UofT S-LP community, and are looking forward to all that is to come in the next year and a half!

Speechfully yours,

Year 1 SLPeeps

1.) WE SPEAK MANY LANGUAGES.

This has contributed to interesting discussions on working with culturally and linguistically diverse client populations.



2.) WE LOVE PLACEMENT (AND EACH OTHER).

When asked, "What is your favourite part of the program so far?" the top answers were "clinical placement" and "supportive classmates."



3.) WE TOOK MANY PATHS TO GET HERE.

Before beginning the MHS degree, our class took a variety of different paths which lead to where we are today.



4.) WE ARE A PEACEFUL BUNCH.

When asked, "Would you rather win an Olympic medal, Oscar, or Nobel Peace Prize," 60% of us chose to win the Nobel Peace Prize.



5.) AS KIDS, WE HAD A VARIETY OF DREAM JOBS.

The most popular dream job as a kid was to be a teacher (25%). Others included astronaut, cartoonist, chemist, singer, and Pokemon trainer.



6.) MOST OF US WANT TO WORK WITH KIDS.

While many of us are deciding (33%), the majority would like to work with pediatric clients (56%).



(n = 18)

department labs, and represented the S-LP department in the Faculty of Medicine musical **"Daffydil"**. All the while, we're taking on placements around the **GTA, Trinidad, Tobago, India, Manitoba, Alberta, Niagara, Peterborough, Kenora, Sioux Lookout, Sault St. Marie**, just to name a few. We are co-chairing the first ever student-run conference for S-LP and Audiology



Year Two Report

S-LP class of 2018

By Francesca Granata & Vanessa Panes, 1T8



"MINDFULNESS" - A TERM YOU OFTEN HEAR IN THE MEDIA LATELY, and one that is gaining momentum within the healthcare industry for clients, patients, and professionals. This year, our class was fortunate to take part in the first 'Mind Your Mind' project, started by our classmate, Jenna Haji. The student-led initiative aims to "bridge education, self-care, and personal development in a safe environment for students to learn, grow, and gain peace". Having participated in these sessions, we now have a greater appreciation for the importance and use of mindfulness in our studies and during our clinical practice.

As (very) soon-to-be clinicians embarking on our final placement, we are excited to share the skills and knowledge that we gained, relevant to our practice:

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Like us on Facebook! The Alumni Association is on Facebook! Find and join us by searching for the "U of T SLP Alumni" group, and clicking "join". It's that easy to stay in touch!

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1) **The importance of reflection:**

'Mind Your Mind' sessions emphasized opportunities to take a step back, and reflect on our thoughts and feelings to gain a deeper sense of self-awareness. This allowed us to be confident when confronting our thoughts and feelings non-judgmentally, further developing our self-assessment and reflection skills, both of which are crucial to our clinical practice.

2) **Committing to self-care:** While graduate students are aware of the importance of self-care, it often takes a backseat to meeting frequent deadlines. We were fortunate that 'Mind Your Mind' provided us with tools to effectively integrate self-care into our schedules. As soon-to-be healthcare providers, we now have a greater appreciation of the need to actively take care of ourselves, in order to effectively provide care to others.

3) **Ongoing development of counseling skills:** During mindfulness sessions, we quickly realized that our thoughts frequently drifted to past experiences or future worries. By experimenting with different mindfulness techniques such as meditation, we practiced the skill of being mentally present. Improving our ability to remain present with clients and their families and to actively listen is critical, especially during counseling sessions.

4) **Avoiding burnout in the future:** S-LPs can be susceptible to burnout due to increasing demands and fewer available resources. 'Mind Your Mind' sessions on emotional resilience helped prepare us for future challenges and long-term career success. We hope that learning about the characteristic signs of burnout will help us to develop preventative coping strategies to increase our resilience in the face of workplace challenges.

For more information on 'Mind Your Mind', check out this website:
<https://jennahaji.wixsite.com/mindyourmind>.

Travelling Abroad

'Charting' New Waters

by: Hilary Mair, 1T8



From left to right: Miranda Prout, Faria Kazmi, Hilary Mair, Amy Langridge

S – At a mere 4700 square kilometers and with a population just over 1.2 million, the Caribbean's southernmost island doesn't boast of great size or strong geopolitical sway. Yet old wisdom reminds us that power is not always found in numbers. A closer look reveals that while small, Trinidad is mighty; it finds its roots in its dynamic and compelling people, breathtaking natural beauty, and unique and diverse blend of ethnicities, religions, and cultures. One simply visiting this energetic nation is bound to find themselves immersed in a rich and influential cultural experience. Add to that the opportunity to work at Immortelle Children's Centre – a school for individuals with developmental disabilities – and the prospect becomes irresistible... Or at least, that was the common feeling that motivated the four of us to apply for the chance to complete our Unit 3 placements in that setting.

O – The idyllic apartment at Breezy Hill and our charming upstairs workspace at Immortelle quickly became home, where we felt most grounded in the midst of so much novelty. At Breezy Hill we built relationships with each other and our clinical educator, released the weight of the hard days and celebrated the lightness of the great ones. At Immortelle we dipped into our deepest reserves of creativity, resourcefulness, and emotional resilience, and experienced the most deep and indelible learning. I don't believe any of us could have anticipated just how transforming the 8 weeks would be; how quickly friends would become family, students would become clinicians, and clients would become teachers.

A – An opportunity like this often attracts the altruistic student, excited by the prospect of "making a difference" and "changing lives" in an underserved population; a description that rang true – *at least in part* – for each of us prior to our placement. In some ways, our humanitarian hankerings were satisfied: our clients showed goal-related improvements, parents reported boosted morale and motivation, and teachers expressed renewed passion and determination. However, we all agree that we gained more from our experience than we were able to offer. We didn't anticipate that we would gain such meaningful and relevant insight so far from a traditional clinical setting. We gained improved understanding of how viscerally economic limitations can impact client care and access to services, as well as the importance of functional goals, effective collaboration with teachers and parents, and consideration of dialects, cultural norms, values and beliefs. Being exposed to the lack of resources and knowledge – especially with respect to oral motor exercise, dysphagia, and the differences between speech, language, and communication – has also infused a tremendous sense of gratitude for what we have access to here in Canada.

P – Our experience in Trinidad has, and will continue to challenge us, shape us, and make us better clinicians. It has pushed us in the direction of personal and professional growth and has heightened our clinical confidence. As our educational journey reaches its end, we find comfort in having this invaluable set of skills to support our transition toward professional clinical practice. While we cannot sufficiently express the gratitude we feel towards Trinidad and its people, we will honour our experience by carrying this learning forward and weaving its wisdom into every facet of our practice.

The Alumni Association is going green!

If you would prefer to receive your annual newsletter electronically, send an email with the subject 'SLP alum e-newsletter' to alumni.medicine@utoronto.ca. Help us make a difference!

Our Students Pursue International Collaborations

By Sana Smaoui, 1T7

Travelling abroad for research can be an enriching and immersive opportunity for students during their graduate studies. I sat down with Ashley Waito and Monique Tardiff to discuss their experiences collecting data in Florida and Brazil. Their perspectives provide insights into the unique benefits and learning opportunities of international collaborations.



Back row (from left): Kelby Magennis, Jennifer Chapin

Front row (from left): Ashley Waito, Dr. Emily Plowman, Alycia Rivet

Sign reads "Steeleman Study Day One – In the Swamp and In the Books!"

Ashley Waito, PhD Candidate

What is the focus of your research?

After completing my clinical degree, I worked a few jobs in the community and encountered patients with complex speech and swallowing challenges, who eventually received diagnoses of Amyotrophic Lateral Sclerosis (ALS). It was ultimately these cases that led me back into research, where I have become passionate about early markers of bulbar dysfunction in ALS. For my doctoral work, I am characterizing swallowing physiology (seen on videofluoroscopy) in patients with ALS.

Tell us about your experience travelling abroad for data collection.

I was at the University of Florida in Gainesville for just over three months, working primarily in the research tower of Shands Hospital. My dissertation project belongs to a larger collaboration with Dr. Emily Plowman, so I was aiming to collect

my data and also train the team to continue with the larger project. Dr. Plowman is a leader in investigating swallowing function in ALS and other neurodegenerative diseases, so I was able to learn a great deal from her and her team, including the clinical measures and tools they use in their standard of care.

What impact do you see your research having on clinical practice?

One of the aims of my study is to identify the key mechanisms which contribute to problems with swallowing safety and efficiency – so I'm hoping to point clinicians towards measures and assessment tools that will be most impactful upon their clinical questions.

What advice do you have for others who are conducting research abroad?

For anyone considering going abroad for research – I would say, *absolutely go for it!* Seeing how other institutions and teams operate is helpful to broaden perspectives and identify strengths and areas for development in more familiar settings. You may have to adapt what you are doing to fit the new environment – challenging your creative-lens and making the outcome even more translatable/transferable.

Monique Tardiff, MSc Student

What is the focus of your research?

My research focuses on the impact of speech disorders in a conversational setting. Specifically, I am completing my thesis on phonetic accommodation to dysarthric speech.

Tell us about your experience travelling abroad for data collection.

Through the Mitacs Globalinks program I was able to bring my research to Brazil to collect data from native speakers of Brazilian Portuguese. I worked at the Universidade Estadual Paulista "Júlio de Mesquita Filho", in Marília, São Paulo. The project focused on auditory-perceptual assessments of intonation in the presence of varying degrees of hypernasality. I was able to gain appreciable amounts of hands on experience with speech disorders from visits to clinics, and other research facilities.

What impact do you see your research having on clinical practice?

The research conducted in Brazil is a first step in addressing involuntary biases that may occur while performing auditory-perceptual assessments of speech samples with hypernasality.

What advice do you have for others who are conducting research abroad?

Once you arrive at your destination try and find a community or individuals with similar interests. Try and explore the local culture as much as possible. Half the beauty of conducting research abroad is not only learning about the different research culture, but also about their cuisine, customs, and work habits. Learning a new language, and gaining new experiences abroad is a unique and enriching experience.



Monique Tardiff

UofT PhD Graduates

Where Are They Now?

By Andrea Guran (1T6) and Tijana Simic (1T2)

The department of S-LP at UofT upholds a vision of leadership in both professional education and research, which is evidenced by the real-world impact of its exceptional graduates. This impact is seen not only in clinical settings, but also in research and academic settings. Here, some recent graduates of our doctoral research stream program tell us how they are using their UofT training to further the evidence-base for a variety of communication and swallowing disorders, both nationally and internationally.

Hillary Ganek



Tell us about your doctoral work, and what you are doing now: I was supervised by Dr. Alice Eriks-Brophy in the Childhood Hearing Loss Lab, and successfully defended my doctoral thesis on September 8th, 2017. My doctoral work investigated cultural differences in conversational turn taking in families of children with hearing loss in Canada and Vietnam. Following graduation, I obtained a position as a post-doctoral research fellow in the Cochlear Implant Lab under the supervision of Dr. Karen Gordon at SickKids. I am currently working on retrospective studies of language assessments pre-cochlear implantation and the use of parental questionnaires with children who have Auditory Neuropathy Spectrum Disorder.

What did you learn at UofT that you can pass on to future students: Enjoy the journey. Celebrate even the smallest successes. Lean on and support your fellow classmates. Even though research can feel isolating, we're really all in it together.

Elaine Kearney



Tell us about your doctoral work, and what you are doing now: I completed my Ph.D.

in Speech-Language Pathology in November 2017, under the supervision of Dr. Yana Yunusova, of the Speech Production Lab. I examined the speech movement disorder in individuals with Parkinson's disease (PD), and investigated how the disease affects intelligibility, and whether augmented visual feedback could improve speech intelligibility for these patients. Currently, I am working as a postdoctoral research associate at Boston University, where I am investigating the contribution of auditory and somatosensory feedback deficits to the speech disorder in individuals with PD, through both behavioural and functional neuroimaging methods.

What did you learn at UofT that you can pass on to future students: The sooner you try, the sooner you learn! Research (among other things) is a re-iterative process. Each attempt, no matter how far from the target, is a step closer to the finished product. Go get stuck in!

Jennifer Cupit



Tell us about your doctoral work, and what you are doing now: I graduated in 2010 with a PhD degree. My advisor was Dr. Elizabeth Rochon, of the Language Sciences Lab. Currently, I am the International Applications Coordinator at CASLPO. My primary role is to analyze applications from internationally-trained S-LPs and audiologists in Ontario. I am also a consultant to CAASPR, which is the alliance of regulators of speech-language pathologists and audiologists across Canada. With this group I am working on the development of entry-to-practice level competencies for the two professions.

What did you learn at UofT that you can pass on to future students: Among the many lessons that Elizabeth has given me, I would say one of the more important was to truly collaborate. Different people have different skills and are experts at different things, and it is wise to benefit from their contribution whenever possible.

Ashwini Namasivayam



Tell us about your doctoral work, and what you are doing now: My advisor was Dr. Catriona Steele (of the Swallowing Rehabilitation Research Lab). I graduated in June 2017. My thesis focused on the relationship between malnutrition and swallowing disorders in residents of long term care facilities. I am now an Assistant Professor at Adelphi University in the Department of Communication Sciences and Disorders. My current research focus is understanding the types of swallowing impairments seen in people living with dementia, and the optimal timing and approaches for intervention.

What did you learn at UofT that you can pass on to future students: The faculty, and my supervisor in particular, made me feel comfortable approaching them with questions and ideas. I was often reminded that we would soon be colleagues, so I am trying to create this same culture of openness and acceptance for my own students.

Sonja Molfenter



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Tell us about your doctoral work, and what you are doing now: My advisor was Dr. Catriona Steele (of the Swallowing Rehabilitation Research Lab). I graduated in June 2013. My thesis focused on understanding the temporal and kinematic variability of swallowing on videofluoroscopy in healthy and impaired populations. I joined the Department of Communicative Sciences and Disorders at New York University Steinhardt in January 2014 as an Assistant Professor. I'm currently working towards understanding the changes to swallowing biomechanics and function attributable to pharyngeal muscle loss that occurs as a natural part of aging.

What did you learn at UofT that you can pass on to future students: Through Dr Steele, I learned that the goal of doctoral studies is to actively learn to become an independent researcher, and to value the time and freedom you have as a student to broaden your skills. I also learned the importance of a well-run lab and how to involve students of all levels in the research process.

Heather Flowers



Tell us about your doctoral work, and what you are doing now: My advisor was Dr. Rosemary Martino (of the Swallowing Lab). I graduated in 2014. My thesis topic involved identifying the frequency, co-occurrence, and brain imaging predictors of dysphagia, dysarthria, and aphasia after acute stroke. I am now a tenure-track assistant professor at the University of Ottawa. I am currently investigating the discrete neuroanatomical predictors of dysphagia in acute stroke patients and associated therapeutic recommendations by speech-language pathologists.

What did you learn at UofT that you can pass on to future students: I learned rigorous research methods grounded in a vision for clinical application and meaningfulness. I still have to learn how to pass on the great meals my supervisor cooked over the years and the exquisite restaurant visits!

OSLAs Say It, Hear It, Now Campaign

By: Allie Annibale, 1T8



On Wednesday, February 28th, the Ontario Association of Speech-Language Pathologists and Audiologists (OSLA) launched the **Say It, Hear It, Now** campaign at Queen's Park. The campaign promotes a new Private Members Bill (Bill #200) that was recently presented to the Legislative Assembly by MPP

Sam Oosterhoff. This Bill advocates for speech-language pathologists and audiologists to have the right to diagnose communication disorders in the province of Ontario. This is a longstanding issue that has been near to the hearts of many clinicians in our province. It is a widespread belief in our community that em-

powering S-LPs and audiologists to diagnose communication disorders will improve patient care and streamline rehabilitation services.

To date, over 1,000 Ontarians have emailed and their MPP seeking support for the Bill. Many others have personally phoned their MPP to stress the importance of this Bill, and a widespread social media and poster campaign well underway. Those wishing to participate in the campaign are encouraged to visit sayithearitnow.ca to learn more about how to connect with their MPP. Buy-in and support from our MPPs is the best way to ensure this Bill's success in becoming a ground-breaking and exciting new law!

YOU'RE INVITED TO THE

Department of S-LP 60th Anniversary Education Day

**Real Impact:
Strengthening S-LP
Community through
Collaboration**

Join us as we mark 60 years of productive collaboration and research excellence in Speech-Language Pathology.

**Friday
June 1, 2018**

MaRS Discovery District
Auditorium
Lower Concourse, 101
College Street, Toronto

This full-day event will include a keynote address by **Dr. Robert Bell**, the **Ontario Deputy Minister of Health and Long-Term Care**, talks by clinical researchers, whose work impacts clinical practice in SLP today, and many other interactive activities.

Tickets are \$40 and include coffee, lunch and cocktails.

Register online: <http://www.slp.utoronto.ca/sixty/jun-1/>
or **RSVP to** yana.yunusova@utoronto.ca

You can also attend other events as part of the U of T Alumni Reunion, happening June 1 & 2.

Follow @slpuoft on twitter and visit www.slp.utoronto.ca for updates.

Should you or a guest have a food restriction or disability for which you require accommodation, please let us know with your registration.