Greetings from the UW Division of Communication Disorders. As we close this academic year, we want to let you know about happenings in the division.

**People news:** Our own Dr. David Jones has served as UW provost for the past year. Dr. Mary Hardin-Jones stepped up to interim associate dean for the college. We are thankful that Hardin-Jones and Jones have continued to teach despite the many other demands on their time. Jason Custer is our new ASL instructor and an enthusiastic booster for our division. This fall, we look forward to welcoming Erin Bush (UW B.S.’00) as assistant professor. Her Ph.D. is from the University of Nebraska-Lincoln and her area of expertise is traumatic brain injury. We wish all the best for Diana Seabeck as she retires from clinical supervision at UW.

In the fall, we said goodbye to Diane Epler, who looked after the clinic for many years, and is now enjoying retirement. Diane Heien (“New Diane”) is now keeping the clinic running smoothly. Meanwhile, Marinda Brumfield was promoted to the “corner office” to support the academic operations of the division.

**Déjà vu?** This December, like last year, a water break in the pharmacy building resulted in a flood in our clinic area. One of the brand new audiology booths was damaged. Then, just three months later, water poured in again, this time from a different pharmacy location, but fortunately, on the same booth before the repairs had been done. We are exploring engineering modifications against future leaks.

**A friend of the division:** We just received the splendid news about the Steve Elliott Scholarship, named after a friend of the division who has since passed away. Steve’s friend, Paul Lerwick, has stepped up again to increase the amount of the fund, which is matched with state funds. This will allow us to double the financial support available to our undergraduate and graduate students.

Graduate student Marlee Thornton engages in treatment with a client while being supervised by Catherine Ross.

Continued on page 2
2014 Distinguished Alumna of the Year

DOUGLAS BALDWIN

Douglas Baldwin, AuD, earned his Bachelor’s of Science from Brigham Young University in 1991 and his Master’s of Science in audiology from the University of Wyoming in 1994. Baldwin worked as a clinical audiologist at Rehder Hearing Clinic and Deaconess Clinic in Billings from 1994 to 2006. In his time in Montana, he developed and supervised the hospital universal newborn hearing screening program in Montana and guest lectured for the Rocky Mountain College physician’s assistant program. In 1998, Baldwin received the Montana Speech and Hearing Association award, “Making a Difference” for laying the groundwork for the universal infant hearing screening program in that state. Baldwin earned his doctorate in audiology in 2003 from A.T. Still University in Arizona.

Baldwin is currently an audiology manager for Unitron-Sonova in Staefa, Switzerland. He manages projects in scientific marketing and audiology education. He prepares and executes training materials, contributes to product concepts and software applications, and conducts demonstrations and training around the world. He has authored articles for the Journal of Educational Audiology and the Hearing Journal. Baldwin has volunteered with Hear the World Foundation, which works toward sustainable improvements in hearing services in under-developed countries. Recently, to help children with hearing impairment in Kenya, Baldwin obtained a donation of pediatric hearing aid fitting verification equipment, trained a Kenyan audiologist in use of the equipment, and rolled up his sleeves to help fit hearing aids for children from a special needs school in the capital, Nairobi.

FROM THE DIRECTOR’S DESK

Continued from page 1

Haneking to become a prof: We now have an agreement with the College of Education to provide an interdisciplinary Ph.D. in literacy education and communication disorders. For more information on this exciting opportunity, see our website (www.uwy.edu/comdis/).

Sayonara, sort of: The news is that this will be the last news from me as director. After seven years behind this desk, I return to being “just a professor”. Dr. Mark Guiberson will be the new director of the division. Guiberson has a special interest in instructional technology, which is especially timely because our new, improved distance graduate curriculum sequence and synchronous course delivery will begin in fall 2016.

Finally, we hope to see some of you at this year’s Kahn Summer Speaker Series, paired with a mini WSHA conference. Joanne Gerenser, Ph.D., CCC-SLP, will be sharing her expertise on applied behavior analysis for individuals on the autism spectrum. For more information on this event and other news, check our website.
AWARDS

- Dr. Mary Hardin Jones received the College of Health Sciences Career Achievement Award.
- Gwynn Barrows, Mila Lemaster, Courtney Rams, Amy Schaffarzick, Emily Sonzogni, Michael Soriano, Meredith Woodward, and Leighanna Pilling received Honors in Academic Excellence: Graduate Students.
- Danielle Dooper, Shelbi Ely, Madison Graham, Bethany Jones, Katelynn Julian, Allison Long, Brooke Mason, Mikala McCool, and Hannah Young received the Honors in Academic Excellence: Undergraduate Students.
- Nicole Heward and Leighanna Pilling received the Clinical Honors Award.
- Hannah Cimburek is this year’s recipient of the NSSLHA Leadership Honors Award.
- Karlee Heitman, Evan Call, and Haley Phillips were the recipients of the Paul Stock Scholarship for a combined total of $2000.
- Hannah Young, Allison Long, Brooke Mason, Megan Griggs, Kayla Duffee, Chloe Storaci, and Mikal Forseth received the Steve Elliot Scholarship for a combined total of $5250.
- Clarissa Petres is the recipient of the ASPIRE! Program funding of $500 for an undergraduate project.
- Ashley Hopkin was selected as a McNair Scholar and presented her research at a McNair Regional Convention in New Mexico.
- Maddie Deutsch received both a fall and spring EPSCoR Undergraduate Research Fellowship.
- Jessica Cole, Chloe Storaci, and Kailey Symes were inducted into the University of Wyoming’s chapter of the national honor society Phi Kappa Phi. Storaci also received a local Phi Kappa Phi Scholarship.
- Junior Kailey Symes has been awarded a 2015 Summer EPSCoR Research Fellowship.
- Seniors Lindsey Haines and Hannah Young were nominated for UW outstanding senior woman, the Rosemarie Martha Spitaleri Award. Hannah was also named one of 5 finalists.
- $10,000 in College of Health Sciences Myers Scholarships were awarded to the fall 2015 graduate class.
- $76,000 for Graduate Assistantships were awarded to 12 students in the fall 2015 graduate class.

ALL ABOUT COMMUNICATION (AAC) LAB

Over 20 students have been working in Dr. Mary Jo Cooley Hidecker’s lab during the past year. Hidecker’s major research project this year has been expanding the Communication Function Classification System (CFCS) to adolescents and adults with cerebral palsy. The CFCS is a classification of communication function to replace using the terms “mild, moderate, severe” and can be downloaded at www.cfcs.us. This work has been carried out with Dr. Jan Willem Gorter of Can Child Centre for Childhood Disability Research at McMaster University, Dr. Edward A. Hurvitz at University of Michigan, and Dr. Toni Benton and Dr. John Phillips at University of New Mexico. At UW, Beth Young Jones is the Project Coordinator and student research assistants are Becki Baldwin, Allie Long, Chloe Storaci, and Clarissa Petres. This research was funded by a pilot grant supported by a grant from the National Institute of General Medical Sciences to the Mountain West CTR-IN and an intramural grant from the College of Health Sciences. Preliminary data has also been collected about adolescent and adult transitions to post-secondary education, employment, transportation, relationships, housing, and community activities.

Dr. Hidecker with senior Allie Long and sophomore Maddie Deutsch who received awards for their research presentations.
DR. MARK GUIBERSON and a multidisciplinary group of professionals are launching a new and innovative study that will begin to address noise induced hearing loss (NIHL) with Spanish-speaking agricultural workers. The research team for this project includes Emily Wakefield (industrial audiologist), David Lauman (20/20 Translations), Sam Cooper, graphic design, and Karlee Heitman and Mikala McCool (student research assistants). The purpose of this study is to test the use of a digital graphic novella in educating Spanish-speaking agricultural workers who are at risk for acquiring NIHL. The research team is interested in how the digital graphic novella will influence beliefs and behaviors regarding hearing loss and hearing protection.

NIHL is one of the most commonly reported work-related illnesses in the United States. NIHL is an especially large problem in agricultural settings due to the noise produced by machinery, animals, and farm equipment. Continued exposure to ongoing noise or short exposure to loud noises can result in irreversible NIHL. In the Mountain-west region, the number of Spanish-speaking agricultural workers is substantial. Many of these Spanish-speaking workers have basic to early literacy skills, and therefore typically receive less access to healthcare information. Reduced healthcare access may lead to a greater risk for occupational hazards such as NIHL.

The digital graphic novella, Más vale usar protectores auditivos (It’s worth it to use hearing protection) utilizes characters, dialogue, and illustrations to teach about noise and hearing protection in agricultural settings. It provides information about hearing protection options including earmuffs or ear plugs. Before and after viewing the graphic novella on an iPad, participants in farm regions of Wyoming and Colorado will respond to interview questions related to the use and perceived value of hearing protection.

This approach to health education represents a shift in current practices, from a written pamphlet format to a digital approach. It also takes into account the target population’s patterns and preferences for electronic health resources. It is designed to overcome literacy and language barriers that may prevent effective delivery of hearing conservation efforts. It is hoped that data from this research project will be used as part of future grant initiatives evaluating the use of digital technology for health education and prevention programs with Spanish-speaking communities. The current study was funded by the High Plains Intermountain Center for Agricultural Health and Safety (HICAHS, a National Institutes of Health regional grant).
It has been a very busy year for the Petersen Child Language Research lab! **DR. DOUGLAS PETERSEN** has been leading a team of two project managers, a graduate assistant, three Master’s theses students, two graduate student volunteers, and 15 undergraduate research assistants toward remarkable progress in the area of preschool and school-age language evaluation and intervention research. In collaboration with Dr. Trina Spencer from Northern Arizona University, Dr. Roger Steeve, Christiane Dechert, and other local and national speech-language pathologists and school administrators, the lab began work this year on compiling and analyzing data for a 1.5 million dollar IES funded research project that entails the development and validation of a dual language (English/Spanish) preschool language progress monitoring assessment and language curriculum (*Puente de cuentos*); a large-scale randomized controlled trial in Michigan with nearly 1000 school-age children; data collection and analysis related to several theses projects; and providing professional development seminars in Spanish in Guatemala.

The *Puente de cuentos* IES funded project is the further development and Spanish extension of the widely adopted school-age narrative evaluation and intervention procedures called the *Narrative Language Measures and Story Champs*, which were initially developed and researched by Petersen in collaboration with Spencer. Petersen and five bilingual research assistants in his lab have been collaborating with other bilingual professionals from three university teams across the United States to interpret results from a focus group of Spanish-speaking parents and bilingual educators to write and revise Spanish children’s stories and develop a narrative-based language curriculum. In addition, the team has been working on transcribing and scoring preschool students’ Spanish narrative language samples used in the validation process of the new dual language assessment procedures.

The study in Michigan is a large-scale randomized control trial that included nearly 1000 preschool to 6th grade students across five school districts in Michigan. This project is a collaborative effort between Petersen, Maureen Staskowski, a speech-language and literacy
Christiane Dechert, clinical supervisor, and Amy Weaver, audiologist, serve as ASHA Advisory Council representatives for Wyoming. They attended the annual Council meetings in Washington, D.C. They visited each of Wyoming’s representative’s offices and had conversations with legislative assistants regarding important issues including, Medicare Coverage of Audiology Services, Medicare Telehealth Coverage, and Early Hearing Detection and Intervention (EHDI) reauthorization.

Director designee Mark Guiberson presents soon-to-be former director, Teresa Ukrainetz with an acknowledgement of appreciation for 7 years of division leadership.

Members of the National Student Speech-Language Hearing Association raised funds and participated in the annual Relay for Life event, organized by the American Cancer Society.

May 2014 graduation Masters of Science

Undergraduate students at the NSSLHA Reception
Jason Custer joined Com Dis in fall 2014 as an ASL instructor.

Grad students review for final exam with Dr. Ukrainetz.

Diane Heien joined Com Dis in fall 2014 as Clinic Manager, Office Associate.

Graduate students at the Spring Awards Reception

Scholarship recipients at the Spring Awards Reception

At the Annual NSSLHA Spring Awards Reception, NSSLHA officers presented the UW Speech and Hearing Clinic with a check for $600 to go toward the cost of hearing aids for an elderly Laramie community member who could not afford the cost. The patient has been fit with two digital hearing aids and expressed great appreciation to NSSLHA for their help.
Senior Erin Kirby posted a performance in the University of Wyoming’s all-time top 10 at the New Mexico Quadrangular in Albuquerque, New Mexico. She had the third-fastest 400-meter hurdles (58.93) to move from fourth to third in UW history. Kirby’s time currently ranks first in the Mountain West and 18th in the NCAA.
STUDENTS PRESENT THEIR RESEARCH

Master’s student Becki Baldwin, Senior Ashley Hopkin, and Senior Allie Long presented their research with Dr. Mary Jo Cooley Hidecker in October at the WSHA convention in Casper.

The Division of Communication Disorders was well represented at the College of Health Sciences 21st Annual Research Day on April 17. Senior Allie Long was selected from all the student competitive research submissions to present her cerebral palsy research in the Competitive Oral Presentation section. She received 2nd place ($200). Long’s research measured communication function agreement between professionals and adults/adolescents who have cerebral palsy. Sophomore Maddie Deutsch presented her family-centered evidence-based tool design research in the Competitive Poster Presentation section, winning first place ($150 award). She calculated test-retest reliability of the Family Paradigm Assessment Scale and is proposed changing to a computer-based/app delivery. Deutsch was awarded $1000 student grant in aide to pursue this computer-based version of the Family Paradigm Assessment Scale. Seniors Kimee Harmon, Ashley Hopkin, and Hannah Young presented their research in the Noncompetitive Poster section. Harmon compared parent screening questionnaires to speech-language and audiology evaluation results. Hopkin studied communication function in typically-developing toddlers and preschoolers. Young prepared a Delphi survey to involve augmentative and alternative communication (AAC) experts in devising a minimum data set to use in AAC epidemiology research.

These students plus Kaitlin Lafreniere also presented their research at the University of Wyoming Undergraduate Research Day on May 2. Lafreniere’s research investigated the effects of a multi-tiered system of language support on narrative and expository oral language, writing, and reading comprehension. The research lab has been hard at work transcribing and scoring thousands of narrative language samples and writing samples. The team has also been in constant contact with participating school district leaders to manage file transfers, and provide ongoing reporting of results to support school district decision-making.

Three second-year graduate students, Meredith Woodard, Alisa Konishi, and Stine Turgeon are conducting Master’s theses under the supervision of Petersen, with support from Steeve and Dr. Hidecker. In supporting this research, several lab assistants have undergone training, and travelled across the state of Wyoming from Lander to Worland to evaluate children and help implement language intervention procedures.

Travel didn’t stop at the Wyoming borders. Last June, Petersen and clinical supervisor Dechert lead students to Guatemala. During those two weeks, the team provided trainings in Spanish for university professors, students, teachers, and special educators at university campuses across the country. The team volunteered at the Brillo de Sol School, providing training on effective and valid language assessment and intervention and provided language and literacy screening in Spanish to help with goal formulation. This trip resulted in inter-university collaboration and a proposed research study that would investigate a Spanish language dynamic assessment to accurately identify language disorders in multilingual Guatemalan students.

The 19 Department of Communication Disorders students who have worked in the lab over the past year have commented on the tremendous amount of clinical and research-related experience they have gained. This semester, the team has also integrated a reading discussion component to team meetings, where cutting edge research articles are discussed and connected to the lab work. Moving forward, the Petersen Child Language Research Lab hopes to expand on the opportunities provided for UW students and to continue to develop meaningful innovations in education.

Dr. Hidecker and student researchers present posters at CHS Research Day.

DYNAMIC LANGUAGE (Continued from page 5)
ASL CLASSES

American Sign Language (ASL) is incorporated in the undergraduate curriculum of the Division of Communication Disorders. Students have an opportunity to learn about American Sign Language and Deaf culture by enrolling in four classes. *American Sign Language I* offers the foundation of language and etiquette that is acceptable in Deaf culture. *American Sign Language II* is more focused on the deeper aspect of syntax of the language. *Advanced Sign Language* allows students to focus on certain grammars and vocabularies that can assist in all professional fields when working with individuals who are deaf or hard of hearing. *Deaf Studies* focuses on history, cultural, and certain sensitive topics that are important when working in the professional field.

American Sign Language can’t be learned without an understanding of American Deaf culture which is a unique linguistic minority that uses ASL as a primary mode of communication. Individuals are connected with a group that allows them to have shared experience and language so they do not feel “alone”. Many Deaf people do not consider themselves disabled, handicapped, or impaired but rather celebrate their differences.

Todd Corbett and Jason Custer, ASL instructors, have set goals to improve the learning experience. They plan to incorporate more technology to assist in branching out to other communities for exposure to different styles of languages within ASL.

SHOWCASE SATURDAY

Showcase Saturday is a morning where high school students and their parents learn more about College of Health Science majors, including communication disorders. Using a case study of a hypothetical adult, high school students listened to hearing aids, swallowed thin and thickened liquids, viewed a videofluoroscopy, and used an AAC app. These activities were coordinated by Dr. Mary Jo Cooley Hidecker. All of these activities were well received and carried out by graduate student Wendy Albert, and undergraduates Allie Long, Chloe Storaci, Kaitlin Lafreniere, and Ashely Hopkin.
WHERE IN THE WORLD ARE UW COM DIS FACULTY?

**TODD CORBETT**
Charlotte, North Carolina: American Sign Language Teachers Conference
Orem, Utah: Deaf Studies Today Conference

**LYNDA COYLE**
Greeley, Colorado: Externship site visit
Fort Collins, Colorado: Externship site visit
Englewood, Colorado: Externship site visit
Aurora, Colorado: Externship site visit
Casper, Wyoming: Externship site visit
Orlando, Florida: Present at ASHA Convention
Newport Beach, California: CAPCSD conference

**CHRISTIANE DECHERT**
Orlando, Florida: ASHA Convention
Antigua, Guatemala: Presented at universities and provided service
Washington D.C.: ASHA Advisory Council
Casper, Wyoming: WSHA Convention

**TERESA GARCIA**
Casper, Wyoming: Pediatric Audiology Clinic
Casper, Wyoming: WSHA Convention
San Antonio, Texas: AAA Audiology NOW! Convention
Rawlins, Wyoming: Present at WYDOT safety meeting
Cheyenne, Wyoming: Present at WYDOT Engineers and Supervisors annual conference

**MARK GUIBERSON**
Las Vegas, Nevada: Present at Mountain West Clinical Research Symposium
Eugene, Oregon: Present at OSHA Convention
Orlando, Florida: Present at ASHA Convention
Newport Beach, California: CAPCSD Conference

**MARY JO COOLEY HIDECKER**
Las Vegas, Nevada: Conference presentation
Lisbon, Portugal: Conference presentation
San Diego, California: Conference presentation
Casper, Wyoming: Present at WSHA Convention
Sioux Falls, South Dakota: Conference presentation
Orlando, Florida: Present at ASHA Convention
Ann Arbor, Michigan: Conference presentation

**MARY HARDIN-JONES**
Richmond, Virginia: CAPCSD Board Meeting
Orlando, Florida: Present at ASHA Convention
Albuquerque, New Mexico: CAPCSD Board Meeting
Newport Beach, California: CAPCSD Board Meeting and present at conference
Palm Springs, California: Present at ACPA conference

**DOUG PETERSEN**
Park City, Utah: Present at USHA Conference
Michigan: Present at MSHA Conference
Lander, Wyoming: Research and Training
Alpine, Utah: Research and Training
Detroit, Michigan: Research and Training
Richmond, Virginia: Present at SHAV Conference
Kenai, Arkansas: Research and Training
Phoenix, Arizona: IES Research Team Meeting
Salt Lake City, Utah: Research and Training
Orlando, Florida: Present at ASHA Convention
Soltodna, Arkansas: Research and Training
Tensleep, Wyoming: Research and Training
Riverton, Wyoming: Research and Training
Ogden, Utah: Present at USHA Conference
Puerto Rico: Research and Training
Antigua, Guatemala: Present at universities and provided service

**CATHERINE ROSS**
Orlando, Florida: ASHA Convention

**ROGER STEEVE**
Orlando, Florida: ASHA convention
Worland, Wyoming: Research

**TERESA UKRAINETZ**
Long Beach, California: Present at CSHA conference
Orlando, Florida: ASHA Convention

**AMY WEAVER**
Casper, Wyoming: WSHA Convention
Washington D.C.: ASHA Advisory Council meeting
San Antonio, Texas: AAA Audiology NOW! Convention

### KEEP IN TOUCH

**ON THE WEB**

[www.uwyo.edu/comdis/](http://www.uwyo.edu/comdis/)

Click on the Alumni tab to keep up to date with alumni news, nominate distinguished alumni, learn about upcoming events and the Kahn Series Lecture, and to update your contact information.

**PHONE OR WRITE**

(307) 766-6427
Division of Communication Disorders • Dept. 3311, 1000 E. University Avenue • Laramie, WY 82071
The University of Wyoming’s Alternative Spring Break (ASB) program provides unique opportunities where students can address local and global issues through direct service and education. The ASB program is distinct in its students-leading-students model. Every year, students are selected, by an application process, to serve as Team Leaders for the service trips. Their responsibilities include planning and organizing the trips, team building activities, and overseeing the group’s needs while at their host site. This year, 4 out of the 11 selected ASB Team Leaders came from the Division of Communication Disorders.

Senior Madison Graham led a service-learning trip to Moab, Utah that focused on environmental sustainability and land rehabilitation. Projects included preparing garden beds at a community garden, working with local children on gardening tasks and trail restoration.

Senior Lindsey Haines led a trip to Trinidad and Tobago which primarily focused on community development. The group partnered with the DORCAS Women’s Group in the small village of Matelot, Trinidad and completed many service-based beautification projects, getting to know each other and the community in the process. The group also got to spend time hiking, observing leatherback sea turtle nesting, swimming in the local river, boating through the Caroni bird sanctuary, and much more. It was a difficult transition back to Wyoming from the beautiful, humid jungles of Trinidad!

Senior Hannah Young led a group of students to Los Angeles to volunteer with the city’s homeless
population. The focus of this trip was Urban Improvement. The group spent the week socializing with and serving meals to people living on Skid Row.

Sophomore Pressley Hoang led a trip to Kanab, Utah that focused on animal wellness. The group volunteered at Best Friends Animal Sanctuary and had the opportunity to work with dogs, cats, rabbits, pigs, birds, and other animals living at the no-kill shelter.

Other students from the Division of Communication Disorders who participated were Ashley Hopkin, Marisa Yagi, Kimberlee Harmon (LA participants), and Hannah Chapman (Puerto Rico participant).

RESEARCH AND SCHOLARSHIP ACTIVITIES

Faculty have been very busy, with a total of 18 publications, 33 state, national, or international presentations, 2 internal grants, and 6 external grants ranging from $25,000 to $192,384. Some highlights were:

- Mary Jo Cooley Hidecker’s project, Expansion of the CFCS to adolescents and adults with cerebral palsy, was awarded a Mountain West Research Consortium 1-year research grant of $75,000.

- Mark Guiberson was awarded a $25,000 National Institute of Occupational Safety and Health Pilot Research Grant from the High Plains Intermountain Center for Agricultural Health and Safety regional program for “Digital Graphic Novella: Hearing Health for Spanish-speaking Agricultural Workers,” a tablet-based hearing-loss prevention program.

- Doug Petersen and co-investigator Trina Spencer at Northern Arizona University, continued their 3-year $1.5 million grant from the USDE Institute for Education Sciences to further develop and investigate their tiered narrative language intervention program.

- Doug Petersen continues to oversee implementation and investigation of a program that provides K–2 language progress monitoring and multi-tiered systems of support in 23 school districts in Michigan.

- Doug Petersen has an agreement with Albany County School District for district-wide implementation of his team’s evidence-based language progress monitoring and intervention program, starting Fall, 2014. His team has provided training this year and will be evaluating outcomes of the program starting in Fall, 2015.

- Teresa Ukrainetz had a new graduate textbook published through Pro-Ed, *School-age Language Intervention: Evidence-based Practices*. 
CAROLYN WOOD HELLING, M.S., CCC-SLP is a Wyoming native who has spent her career working in Wyoming in opportunities associated with speech-language pathology. After graduating from the University of Wyoming with a B.S. (’72), she started working for the Region V, Board of Cooperative Educational Services (BOCES), located in Kemmerer, Wyoming. She was the first speech-language pathologist to provide services in Lincoln County, Wyoming, including the towns of Kemmerer, La Barge, Cokeville, Afton, Thayne, and Etna. While there, she was part of a group who started the first developmental preschool program in Kemmerer. During this time, she also completed her M.S. (’73) from UW and earned her CCC from ASHA.

After three years, she moved to Cheyenne, Wyoming, where she worked as the preschool consultant for the Division of Health and Medical Services. For two years, she traveled among the sixteen preschool developmental centers located all around the state. She also had the opportunity to participate in the Children’s Health Services screening program.

Teton County School District #1 in Jackson, Wyoming employed her in the elementary schools in Jackson, Wilson, Alta, Kelly, and Moran. For a short period of time, she fulfilled additional duties as the acting director of special services. After three years, she took a leave of absence and was a consultant for the Wyoming Department of Education for a year.

Hellings then moved to Laramie, Wyoming where she spent most of her career as a case manager at Laramie Jr. High School, coordinating the IEP process for students with disabilities. For a few years, she also provided services for a home health agency. Beginning fall 2008, she returned to her “roots” as an elementary SLP at Slade Elementary School. During this time, she has supervised several graduate students from UW during their fall community placements and school externships.

“During my career, I have been impressed with the breadth and depth of the skills of those who taught and mentored me in my chosen profession. Whenever I had a question, I could dial (307) 766-6426, ask for Jan (Dr. Janis Jelinek) and receive immediate answers and ideas for other sources. The excellent education and mentorship I received from UW has allowed me many opportunities to grow professionally. Having the privilege to be a supervisor allowed me to ‘return the favor’ and share my experiences and knowledge with the graduate students. I expect to learn as much from them as I hope to share with them.”
THANK YOU, 2014–2015 DONORS!

The Division of Communication Disorders is grateful to generous donors for their contributions. Due to their support, the division has been able to offer academic scholarships for undergraduate and graduate students, fund student travel to professional conferences for presentation of research, and fund materials and equipment for student and faculty research. The following list recognizes those individuals and organizations for annual giving 2014–2015.

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