

communication **matters**



Hoki whakamuri, haere whakamua

Rangatiratanga Celebrations • New Board Members

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Cover: Wananga for Roopū Māori at Tamatekapua Marae, July 2021

Back row, Mary Browne, Jemma Bridge, Caroline Bartholomew, Hana Tuwhare, Rukingi Haupapa, Piripi Hodge [Kaumatua at Te Kuirau marae], Megan Eustace. Bottom (and mid) Adele Siave, Jody Anderson, Tiahna Kingi, Eleanor Rosemergy, Merenia Hodge [Kuia at Te Kuirau marae] and her two mokopuna; Claire Crooks, Emma Quigan, Katrina McGarr (and Maeve), Renee Taylor

Please contact the editor with your ideas at any time: editor@speechtherapy.org.nz

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Articles may be edited.

From the president

Nā te tumuaki

Annette Rotherham president@speechtherapy.org.nz



Kia ora te whānau, 2021 has turned out to be just as difficult and stressful as 2020. We skipped along for most of this year and then Delta arrived with a big bang. Speech-language therapists all over the country have continued to show their flexibility and resilience and for this we are all grateful.

NZSTA had to make some hard calls on the conference format and our AGM and we hope that 2022 will enable us to plan and meet for an in person event. On a positive note, we have welcomed two new excellent NZSTA members to the Board; Mel Street in the Professional Development portfolio, and Anna Hearne in the Professional Standards portfolio. Haere mai korua.

Emma Quigan accomplished a stunning Awareness Week in September with a strong online and social media focus. The theme of *Rangatiranga* really helped all of us reflect and learn more about this important NZSTA value – empowering others, sharing knowledge, working together and ensuring people lead their journey. Everyone shared how they apply this to their mahi with clients, whānau, students, colleagues, team mates via videos, pictures and activities around the motu.

For me, rangatiranga links strongly with shared decision making, and the role of SLT in capacity assessment. Our wonderful consumer group member, Maqymseah Ninces initiated a project with NZSTA earlier this year on this topic as she has seen first hand how people with communication disabilities are often assumed to not have capacity to make decisions for themselves. Maqymseah was not able to open a bank account, despite her capability to gain a BA and Masters in Business Studies! We have a fantastic working group with Lauren Haytack, Alex Major, Katrina McGarr, Maqymseah and myself developing a fact sheet on this topic, liaising with others profiling SLT in this legal space, and we will produce a position statement in 2022.

The NZSTA board continues to be active in many areas of the association development. We are excited to celebrate membership hitting 1006 members in September 2021! We have been busy revising our ethics and complaints processes as well as working closely with the programme accreditation committee who have completed two re-accreditations in 2021. The International Communication Project continues to meet monthly and the International Association of Communication Sciences and Disorders (IALP) planning committee has commenced regular meetings again in preparation for the 2023 congress in Auckland.

We must keep positive and keep planning our events and opportunities to be together as a profession.

Kia kaha
Annette

Te reo o te Kaumatua Nā Rukingi Haupapa

Rukingi Haupapa, Kaumatua



Ngā mihi o te wā.

Covid and the Delta strain blasted off again sending us all into reactive mode. While being in varied lockdown levels it's hard to remember what 'normalcy' in Aotearoa New Zealand actually was or is. August, September and October activities and events were planned for a year or more but thwarted by the pandemic. Though we couldn't meet and catch up face to face it was amazing to see how quick, adaptable and accommodating people we are.

This is a great example of our NZSTA value of RANGATIRATANGA in action. Our conference leaders contacted, communicated, LISTENED, and negotiated which led to acceptable outcomes in these crazy circumstances. Leaders (*rangatira*) are only leaders if the people follow and I can happily say we did well.

Tohu Awards 2021

Māori SLTs, members of *He Kete Whanaungatanga*, and the NZSTA board agreed on three new TOHU, Māori awards. They celebrate SLTs who show leadership in *Rangahau* (research),

Kaupapa Māori (topics, issues), and *Manaaki* (show care and support to fellow members). As part of the award the recipients will all receive a *koauau* (Māori musical flute) shown below.

The clear glass *koauau* is for the *rangatira* who is skilled in *rangahau* where Māori research leads to understanding and enlightenment. Red is the colour of a chief, therefore the red *koauau* is for the *rangatira* who shows leadership in Māori issues faced daily. Green is for *pounamu* and this *koauau* is for the *rangatira* who shows the *aroha*, care and support to others.

On the lid is a little about *Tāonga Pūoro* (Māori musical instruments), its cultural significance and why it is being used in the recognising and acknowledging of our three *rangatira* for 2021. Finally, these *koauau* can be put on a bench or displayed somewhere nice. However, each is also a 'playing flute'. No pressure here, but wouldn't it be awesome if one of our *rangatira* could make their *tāonga* sing...

Nākū noa.

Rukingi



Left:
Tohu Awards

NZSTA happenings

Some of our recent Association happenings at a glance...



29 AUG

AGM – The 70th annual general meeting pivoted online with over 130 members.



9 SEP

Advocacy – Health Innovation Ropu, met 9 September, SLT role in Capacity Project with consumer group member Maqymseah Ninces – Fact sheet developed.



27 SEP

Board meeting by Zoom



**27 SEP–
3 OCT**

Speech-language Therapy Awareness Week

Our theme, *rangatiratanga*, captured people’s right to participate in decisions about their health, education and well-being.



OCT

International Communication Project

NZSTA and SPA hosted webinar with the Philippines Association in October.



14 OCT

Allied Health Aotearoa

On World Allied Health Professions Day “Hidden in Plain Sight” launched.



2022

Speech Language Therapy Awareness Week



Monday 27 September to Sunday 3 October

Aoraki Iho Ake: Grounded – Aspiring – Connected

Our face-to-face conference has pivoted to being a mix of live online workshops, pre-recorded oral presentations and some deferred workshops in 2022.

What’s coming up...



NOV

NZSTA Area Meetings

- 8 Nov** – Wellington area
- 10 Nov** – Central area
- 11 Nov** – Otago area
- 17 Nov** – Waikato/BOP area

Awareness week celebrations

Our week celebrating our value, Rangatiratanga, was full of interest and insight into our diverse areas of work.

If you haven't already, visit the NZSTA Facebook page and enjoy the beautiful video entries to our competition.



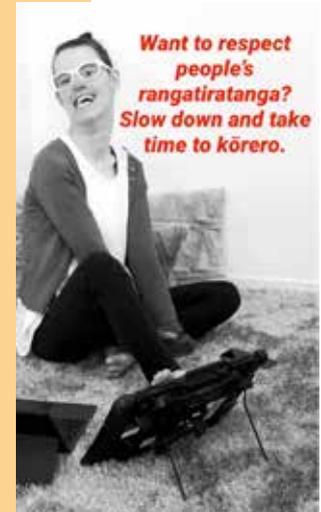
Students from The University of Auckland took over the NZSTA facebook stories, profiling their clinical work in lockdown and some of their learning adventures in their two year Masters study.

Above:
NZTA facebook story.

Maqymseahē Ninces, used her social media platform The Minspeaker to draw parallels between SLT awareness week and mental health awareness:

“For those of us who have speech or communication impairments, we simply need to be given the time to talk! We need time to process information and we need time to respond and express ourselves.

I am grateful for the people in my life, who have given me the time to communicate my thoughts, decisions and questions. I am also grateful for the people in my life who have not only advocated on my behalf, but encouraged me and gave me the necessary equipment to be able to advocate for myself. These people have shown me that my voice matters, and my rangatiratanga should be respected.”



Above:
Maqymseahē Ninces.

A rich and engaging Talanoa panel was held with members of Leo Pasifika; Ina Fautua Chermei Haufono and Any Faapoi. Chermei and Amy shared their experiences of telepractice and working with Pasifika tamaiti and aiga. Leo Pasifika is a group of SLTs of Pasifika backgrounds, working in education, community, health and legal settings. Leo means ‘voice’ in Samoan. Check out the video on the NZSTA facebook page



The Ministry of Education, Taranaki, enjoyed a cafe trip using AAC (pictured) and also shared their posters with Kāinga Ora, Oranga Tamariki and Ministry for Social Development.

About:
AAC coffee group.

Member recommendations

Kristina Pinto:

Introducing: SLTea time

This podcast series was highlighted to me by a colleague during our recent lockdown. Wow, what a great resource to know about and listen to!

SLTea time was created by a group of Speech and Language Therapists and SLT Students from under-represented/misunderstood communities with black and ethnic minority background in the UK. They focus their discussions on topics related to race/racism/ethnicity including their own lived experiences as Speech and Language therapists/Students. The aim of the group is to address and raise awareness to a variety of issues and by providing room to discuss sometimes uncomfortable topics, create a positive change towards a more inclusive SLT profession.

In each episode SLTea time invites researchers/other SLTs to join their conversations about colonialization/diversity/racism/cultural bias etc.

SLTea time was initially born in July 2020 as a response to a published statement by the RCSLT on the Black Lives Matter movement.

Currently there are approx. 20 episodes available. While I have not listened to all of them yet, I found 'gold nuggets'/ food for thought in each one!

This group being based in Europe and some of their lived experiences are related to a UK context. However, in my view, many the topics or the questions explored in the podcast are relevant for SLTs working anywhere in the world including our unique NZ context.

If you are interested in listening to and learning from this group of inspiring SLTs – check them out on one of their platforms (YouTube, Spotify, Apple Podcasts, Twitter among others).

For something with a kiwi flavour, please know that there is a national group on Facebook called: "Culturally Inclusive and Diverse SLT Practices (CID-SLT) in New Zealand". It's for SLTs who are culturally diverse and/or SLTs who are interested in culturally inclusive and diverse SLT practice in NZ. Maybe you'd like to join?!

<https://open.spotify.com/show/7LSqjzGegcvohVN0Ask7CB?si=2615d5901b9945cc>

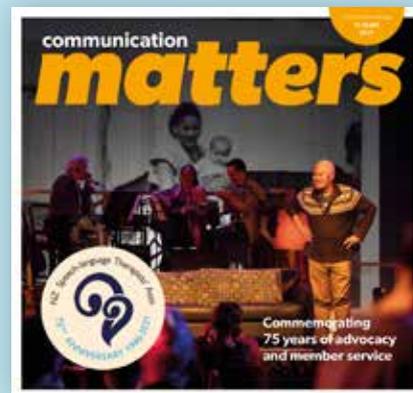


Recount and review

We hope the 75th anniversary issue of *Communication Matters* brought enjoyment, especially as conference was cancelled and lockdown once again ensued.

This issue was physically delivered to all members, including those who have selected e-copies of *Communication Matters*. Why not opt for a paper copy of the magazine and share it with family and friends, or place it in a waiting room for the general public?

As always, contributions to *Communication Matters* are warmly welcomed. Please contact Selena editor@speechtherapy.org.nz with any ideas. Writing for our magazine is an excellent way to boost your CPD log, or to profile an aspect of your work.



Introducing Anna Hearne, New Professional Standards Portfolio

Anna Hearne, Tūrangā ūmanga, Professional Standards Portfolio

I have been a speech language therapist since graduating from Curtin University in Perth, Australia in 1996. I am not originally from Australia though; I was born in Germany and spent over 10 years growing up in Indonesia, before moving to Perth in my teens.



Above:
Anna Hearne and family.

My first SLT positions were at a community health centre and within a public, home based service for children with disabilities. After 18 months of working, I returned to Germany to complete a Masters at the Ludwig Maximilian Universitaet. My Masters topic related to my honours thesis involving a comparison of low tech and high tech AAC use in a primary school setting. While completing my Masters studies and living in Germany, I also briefly worked in London at a child development centre.

It was during my studies in Germany, that the special interest in working with people who stutter, that began at University, was cemented. The (at the time) newly developed Lidcombe Program was largely unknown in Germany and I began the process of introducing this treatment to speech and language therapists in Germany through presentations at special interest groups and a publication in a German journal. As a result, I established contact and collaboration with Mark Onslow, director of the Australian Stuttering Research Centre, and was offered a PhD scholarship.

This scholarship took me back to Australia where I completed my PhD at the University of Sydney in 2006. Since then I

have continued to work in academic and clinical contexts. I've worked for several universities in Australia and Aotearoa. Clinically I have worked in the public, private and not for profit sector. Currently I'm working at Massey University as a lecturer and at the Stuttering Treatment and Research Trust as a Speech Language Therapist. I am also continuing to participate in research projects within the field of stuttering. Most recently this involved being part of a team to create and evaluate a resource for teachers of children who stutter. In addition to undergraduate teaching, I'm a member of the international Lidcombe Trainers Consortium as well as the Continuing Professional Education in Stuttering Committee which is based in Australia and is made up of representatives of Universities and Specialist Clinics. This allows me to keep my connections to my German roots as I teach workshops not only in New Zealand but also in Germany.

When I'm not busy wearing all my various work hats, I love living in Warkworth – out of the city hustle and bustle and close to the beach, with my little family in which the furry members outnumber the human ones. (And also my oven, that has baked many a loaf of sourdough bread, and not just because of lockdown!) ●

Yvonne Cope, New Life Member

Liz Doell and NZSTA Board



The NZSTA Board was delighted to award Yvonne Cope, Massey University's Clinical Director, Life Membership. The Board confers this honour on suitably qualified persons, determined via evidence of outstanding service rendered to SLT.

Yvonne Cope has been the Clinical Director of the Speech and Language Therapy Programme at Massey University, Auckland, since 2004 (when the programme was in its second year). Before her current role, she worked as an SLT in educational settings, mostly for the Ministry of Education, Special Education NorthWest District and one year as a lead practitioner for this district. Her early work was at Wilson Home, with children with physical disabilities. She was the first SLT to complete the Bobath neurodevelopmental therapy training in NZ.

Yvonne has extensive experience in delivering training and guidance to

clinical and field educators to support students on placements for equity, consistency and quality assurance of the students' experiences. She is well known throughout the field for her positive and nurturing attitude towards students and support for field educators. Yvonne has received nominations for the Lecturer of the Year Award for several years. Students' feedback indicates that she establishes strong relationships with them and supports them through their clinical placements across the four years of the programme.

Yvonne's Master of Speech and Language Therapy research, completed in 2014, explored a multiple mini-interview process used in allied health. Her ongoing interest in selected-entry processes has provided evidence for developing Massey University's SLT Programme selection process.

In 2020, Yvonne was a calming and reassuring influence on students and the programme team. She maintained a positive, solution-focused approach to negotiating our way through the changing CoVID context. She drew on her kete of skills to design alternative clinical experiences for students across the programme.

Yvonne has fully supported NZSTA over several years. She has been an Auckland area representative twice (early 1980s and

2006-2013). She provides leadership and assistance to multiple projects, her most recent being the update of the SLT assistant guidelines. Yvonne encourages students to contribute to NZSTA by promoting the benefits of student membership for their continued professional development, engaging them in community health projects and encouraging them to submit articles to *Communication Matters*.

She has also collaborated with the two other programme clinical directors to develop foundation and advanced field educator workshops (2013-2019) and pivot to online field educator workshops in 2020.

Yvonne has a lifelong passion for new developments across ranges of practice in the profession of speech-language therapy. She is interested in sharing information about professional learning and development, new literature and resources. In 2020, Yvonne collated various resources on telepractice to support the Massey University team to move to clinical practice and supervision via telepractice. She consulted across different professions, attending international online events to gather information and talking with university staff to develop ethical and professional clinical practice protocols online.

Congratulations to Yvonne who joins the group of treasured Life Members of NZSTA. ●

New Cultural Awards

Katrina McGarr and Rukingi Haupapa are excited to be introducing three new tohu this year:

Manaaki, often accepted as nurturing and demonstrating respect, also encompasses how one recognises the reputation and status of others. It urges us to look for the best in a person and find or create opportunities to acknowledge a person in different ways.

The Māori rōpū, with the support of the NZSTA, would like to recognise speech-language therapists' contribution and action to manaaki others, embodying manaaki in and outside their workplace.

This year, we would like to present this tohu to **Hana Tuwhare**.

Our **Tohu Rangahau** recognises research in speech-language therapy celebrating mātauranga and kaupapa Māori. It includes both practice-based projects and formal research through a tertiary institution, including wānanga.

We had some outstanding nominations that showcase the growing research developed in this area, and this year, we would like to present this tohu to **Karen Brewer**.

Our **Tohu Kaupapa Māori**, was designed to recognise a team or individual service and commitment to kaupapa Māori in the workplace. This award is not limited to speech-language therapists; however, nominees are expected to be making a positive contribution in speech-language therapy spaces.

We are pleased to award this tohu to **Tracy Karanui-Golf**.

Ko te kai o te rangatira ko te kōrero...o

Whakarongo, a waha, tuhituhi, pānui kupu...u

Ka hapa ēnei pūkenga ka whakararu i te tangata...a

Ko mātou tetahi hunga hei awahi, hei arahi...i

Kia kōrero anō te rangatira e...i!

NZSTA Awards and Grants

At the recent NZSTA AGM, Claire Winward was delighted to announce the following awards and grants:



NZSTA Funding Grants

- Shannon Hennig
- Jennifer Lyons and Laura Fuller



Stella Ward Research Excellence Award

The award is designed to support postgraduate study and research in speech-language Therapy in New Zealand.

- Amanda White



NZSTA Sir Don Beaven Award

This award has been created in memory of Don Beaven, a strong supporter of, and advocate for our profession. It is designed to support therapists undertaking postgraduate study.

- Catherine Sivertsen Campbell and Robyn Gibson



Clinical Field Supervisors Service Award

This award is provided in partnership with the clinical directors from the three New Zealand NZSTA accredited programmes and is for therapists who demonstrate excellent field supervision.

- Awarded jointly to Auckland DHB and Canterbury DHB



Student Achievement Awards

These awards recognise the work of one outstanding speech-language therapy student in their final year of study from each of the three NZSTA accredited programmes in New Zealand.

- Jemma Horne, University of Auckland
- Emma Barbafera, University of Canterbury
- Hannah Vautier, Massey University



NZSTA Ambassador Award

This award recognises the work of a member(s) who epitomises all things New Zealand speech-language therapy represents and values.

- Surgical Voice Restoration after Laryngectomy working group (Fiona Hewardine, Lauren Hancock, Cath Lawson and Alexandra Smedley with support from NZSTA expert advisers.)

For more information about each of these awards see: speechtherapy.org.nz/info-for-slts/awards

Lighting the fire of education

Mel Street, Tūranga Whanaketanga, Professional Development Portfolio

I am excited to be starting in this role and am so thankful to Claire Winward for all the wonderful mahi that she has put into the PD Portfolio for the NZSTA over the last 6 years.



Above:
Mel Street and family.

I don't know about you but I treasure those courses and education sessions where you come away ignited with enthusiasm and ideas about how you are going to implement your learning, change your practice, read that article or have that conversation with one of your clients. It is these opportunities for learning and development that inspire us to go out and make – sometimes small and sometimes big – changes to the way that we work or the way that we engage with others. That, in turn motivates us to keep going but it also improves the calibre of the service we provide to our patients and the outcomes they experience.

We, as individual clinicians but also as a country of SLTs, can be and should be striving for excellence. We have the opportunities to access courses and training now not only face to face but online from anywhere in the world. This has opened up options for us here in NZ to tap in to international speakers and world renowned organisations.

For the last two years, many of us have had a lot of other things to focus on besides professional development. There have been no audits of Continuing Professional Development (CPD) logs for the last two years, largely because of the impact of Covid in shifting our priorities

“

Education is not the filling of a pot but the lighting of a fire.

– W.B. Yeats

and work focus. However, audit will be returning so now is a great time to look over your CPD log and make sure it's up to date. You never know, you could be part of the audit next year – so it's a good idea to keep on top of it!

If you haven't already done so, I encourage you to have a look at the online courses available through CLAD. (<http://onlinecpd.co.nz/course-providers/speech-language-therapists/show/15>).

The NZSTA is always looking to expand learning opportunities for its members so if you have any suggestions for topics, or would be interested in putting together a course yourself, please let me know.

I look forward to connecting and working alongside many of you over the coming months. Please feel free to reach out to me at any time. ●

So, you want to start your own SLT private practice: Where to start?

Siobhan Molloy, Executive Director

An attractive option for speech-language therapists is choosing to be self-employed. There are several considerations before you get started:

Clinical skills and know how

- What is your special interest?
- What is the niche within speech-language therapy that you want to promote your business in?
- Where will you run your sessions?
- How will you maintain your clinical skills – and where will you find your peer supports?

Business skills and know how

There are things you can do up-front to safeguard your investment in the future. Follow business.govt.nz's **ten-step guide**. This has helpful links to templates and other useful resources including your responsibilities and compliance with New Zealand law.

Physiotherapy New Zealand have published **Going Private: What you need to know when thinking about starting your own physio practice**. This is another great resource and worth reading and considering the very real issues they raise such as why, pros and cons, your business plan, finance required, records, and regulatory requirements.

The Royal Australian and New Zealand College of Psychiatrists: **A Guide to Private Practice** has an in-depth focus on setting up privately which not only covers business concepts but as importantly details a myriad of important patient related concerns (informed consent, mandatory reporting obligations in relation to children, use of interpreters, refusal of treatment etc); ethics (professional boundaries, personal relationships, conflicts of interest, managing complaints etc) as well as management of patient health records (maintenance and retention, recording health information, privacy and confidentiality, patient rights of access etc).

Online modular courses are another option to support you in your business – with start-up and business education and support.

The **Venus Academy** run various programmes and workshops to suit any need from being five minutes in business to those who want to take their business to the next level.

The **Career Academy** in Australia have a complimentary **Business Boost Program** which aims to maximise your chance of success with personal business coaching to help you along the way.

One on one business coaches can support your growth and development with a tailor-made programme mentoring you on your journey. •

Hoki whakamuri, haere whakamua

Look back to move forward

Katrina McGarr, Tūranga Kaupapa Māori, Māori and Cultural Development

Matariki is a time of reflection, of celebration and growth, and of new beginnings. This year, Matariki was made even more special with Kaumatua Rukingi, with the support from NZSTA, hosting myself and 13 other Māori SLT for a wānanga at Te Kuirau marae in Ohinemutu, Rotorua.

Our main kaupapa was to connect with one another and come together for whakawhanaungatanga, to build lasting friendships to support each other as Māori, and to learn from one another. It was also important for us to reflect on who we are, where we've come from, and where our aspirations might take us in the future – hoki whakamuri, haere whakamua; look back to move forward.

Each of us at the wānanga came from varying backgrounds from across the country – Ministry of Education, Private Practice, District Health Boards and Students/University. Each of us too in different spaces within our own Māoritanga journey with our own stories, whakamā, or mamae. Our wānanga was a space to connect over shared

experiences, tautoko and awhi each other, and build a vision and hope for ourselves, our whānau we work alongside, and our profession. Using knowledge from the past, our tikanga is guided by our tūpuna and our kaupapa is guided by the leaders before us; particularly those who have sat on the board in the Cultural Development portfolio before myself and have been instrumental in fostering us to be where we are now. Reflecting on where we have come from helps us consider how we wish to move forward. For many of us, it was a reflection of our own introduction to our whakapapa, our time spent as students at university, and how many of us were isolated in trying to bring these worlds together and what our aspirations are for those who come after us.

When reflecting as a group on who we are, who we want to be known as, and “what is Speech-language Therapy?”, we were introduced to a waiata that resonated with us and the whakaaro we were sharing. We sang, “*Ka koekoe te kōkō, ka ketē te kākā, ka kukū te kererū, ka tangi hoki ahau*” The Tūi chatters, the kākā cackles, the kereru coos, I too wish to call. As SLT, we are each unique and different with our own backgrounds and paths towards varying careers. We work with diverse population groups in health, education, and everywhere in between.

“

Although Māori speech-language therapists and students have different backgrounds, belong to different iwi, and are located all across the motu, we share a vision for the future of speech therapy and the futures of those whom we support in our mahi. Coming away from this hui, I feel inspired and motivated to further explore my identity as a wahine Māori and a future Māori speech-language therapist. While there were many new faces at the hui, it feels as though they have always been there to tautoko me. I know that I am wrapped in a korowai of support as I enter the next stage of my journey in speech-language therapy.

– Megan Eustace, 4th year BSLP student, UC

The people we work with are unique – no two clients or whānau are the same. As a profession we celebrate and honour differences, yet we all sing in the same chorus and are brought together by our

shared values. This waiata grounded us and brought us together, encouraging us to embrace our unique backgrounds and diverse futures. I, like others, walked away feeling validated and affirmed in my whakapapa, and encouraged to learn and do more.

Our reflection then led us to cast ahead, where we envisioned what we wanted for the future of the roopū. We acknowledged the wish to continue to utilise and promote He Kete Whanaungatanga as a space for Māori and Taiuiwi to connect, share resources. We wish to develop a new roopū Māori, which will be the foundation to He Kete Whanaungatanga, for our Māori colleagues to have a safe space to engage, connect, and awahi. We wish to review our SLT name and identity in te reo Māori; as we have found variations in what people use and are comfortable with, and recognise that a direct translation of “speech-language therapist” does not explain to someone who we are. Finally, we also wish to continue to connect through annual wānanga to offer opportunities for ongoing whanaungatanga, tautoko and awahi, to support growth and understanding, to foster a connection with te ao Māori, and to discuss areas of importance for Māori SLT through professional development and robust kōrero.

Feedback from those who were able to make this year’s wānanga identified feeling inspired and connected, honoured and invigorated. We hope to continue to host events each year to continue this mahi, connecting with all our Māori SLT colleagues so that although we may be working alone at times, we are doing it with the korowai of our tūpuna, our whānau, and our friends and colleagues who are also part of the same journey. ●

Key points from wānanga

- He Kete Whanaungatanga as a resource for Māori and Taiuiwi
- Establish a roopū Māori, which becomes the foundation for and feeds into HKW with the main purpose to connect Māori SLT
- Identify Māori SLT as “Expert Advisors” to be named on the website as tuakana
- Support universities to pair students who identify as Māori with Māori Field Educators
- Review Speech-language Therapist/ Kaiwhakatikatika Reo Kōrero name and suggest a new Annual wānanga for Māori SLT (and students) to bring everyone together and use as a place to address key issues for Māori within speech-language therapy.

Waiata – Papaki Kau Ana

Papaki kau ana
Ko ngā tai mānukanuka
Pōteretere ana ki Te Waitematā

(kōrihi)

He manu kōrihi
He manu kawkawea
(kawekawea)
Te reo onamata
Te reo rangatira
Ka koekoe te kōkō

(Ka ketē) Ka ketē te kākā
(Ka kukū) Ka kukū te kereru
Ka tangi hoki ahau

(kōrihi)

Te reo onamata
Te reo rangatira

The Suspect Speaker

With thanks to **James Stephens**

James Stephens was a teacher, musician and music director, a journalist and event manager – as well as a husband, father and grandfather. He was a voracious reader, a fluent writer and confident speaker.

James had a stroke in January 2015.

He collapsed, paralysed on his right side. The hospital intervention was rapid and they administered a ‘clot-busting’ injection. His limbs were free but his speech was ... absent.

He had aphasia.

‘My brain knows all the words and concepts but sometimes my tongue doesn’t agree. I can be stuck on expressing certain words, or my syntax is all over the place. Numbers can be tricky. I often mix genders up – that can be amusing or disastrous!

‘Initially, I couldn’t talk, read or write. I drew pictures and timelines for my family. They were puzzling!

After two or three weeks, I could read a headline of the newspaper, or maybe the first sentence - but that was it. My tired brain was protesting and I had lots of sleep.’

James had expert help with Speech Language Therapists, and Musical and Curative Eurhythmy therapies. These were a blessing, but it was a tough track to climb.

‘The recovery from aphasia can improve but it doesn’t go away! Every so often, someone says: “I often have a mental block – a senior moment.” I want to say to them: ‘With aphasia, this is all day, every day, every conversation!’ But usually, they have moved the conversation on and I can’t get my word in.’

Optimistically he reinvented himself. Now, James is an author.

‘I want to express what aphasia wreaks on an individual OR those people who want to understand about aphasiacs and what they are going through. Aphasia significantly affects loved ones – families, carers and supporters as well.’

‘So, I created a book (and an ebook) comprising of fifteen short **short** stories. *The Suspect Speaker*. All the stories are about people who have difficulty in verbal communication. People with aphasia.’

‘Each one has three versions – an A, B, C versions.

When I was in ‘recovery’ in the first or second year I could only read sparse, short sentences. These are the ‘A’ versions.

‘The ‘B’ versions are longer, and more descriptive words. The ‘C’ versions are longer and more detailed, but not parenthetical!

‘The beauty of these stories is that can build up. After a person reads the ‘A’ version, in later years s/he can read the ‘B’ version. They know the gist of the story, but they can have a richer experience. And so with the ‘C’ version later.’

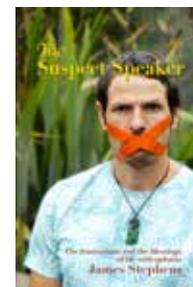
‘And, a lot of people with aphasia like to have carers or family that **read** to them. The ‘C’ version would be ideal for reading to them.

‘**And**, the stories illustrate the effect that living with aphasia brings – the frustrations and the blessings, anger and opportunities.

The Suspect Speaker

ebook versions:
[books2read.com/
suspectspeaker](http://books2read.com/suspectspeaker)

Amazon paperback
version:
amzn.to/38xzSGX



A Spanner in the Works: Traumatic Brain Injury – The Real Experience

**Delwyn Eden, Speech-Language Therapist,
Laura Fergusson Brain Injury Trust, Christchurch**

The Laura Fergusson Brain Injury Trust in Christchurch has recently published a book written by 12 individuals and family members of those who have suffered a Traumatic Brain Injury (TBI).

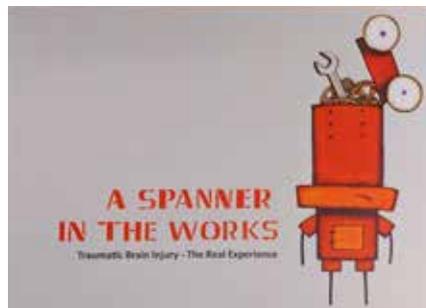
Titled: A Spanner in the Works: Traumatic Brain Injury – The Real Experience, it contains accounts of the authors' journeys from their accident to rehabilitation, providing honest, authentic insights into the challenges and realities of life after TBI, as well as offering hope and advice. The book cover features a new Tin Man character, generously created by artist Tony Cribb.

The contributors share commonalities, but also very different roads to recovery. Many wanted to share their stories so that they could offer hope for others who may suffer a TBI in future. The process was both empowering and therapeutic.

I have been lucky to be involved in collating the client stories for the book, which has been a rewarding experience. We held an amazing book launch and some of the authors spoke to the group.

A Spanner in the Works

If you are interested in purchasing a copy of the book, you can do so via the Laura Fergusson Brain Injury Trust website for \$50 or \$55 including postage and packaging.
www.lfbit.co.nz/giving/shop



Important message from NZSTA Board

Now that the government has mandated vaccination for all health and disability service providers, SLTs fit into this category for all sectors. How do we talk about this openly with our clients and the whanau we provide services to?

The NZSTA website has a list of the health questions to be asking our patients/clients before we see them in person. Asking about vaccination status has become one of those questions. It's also only fair to reciprocate and provide consumers with the certainty that we are vaccinated too. This may be particularly important for those working in private practice. A way to make this more transparent is to provide people with information that might include:

- your NZSTA membership APC
- Police vetting
- Link to the NZSTA consumer complaint process
- Vaccination status and guidelines for PPE

NZSTA supports the government's mandating vaccination for all those working in health and disability services.

Celebrating Rangatiratanga

Emily Botes, Speech-language therapist, Wilson School

As a new graduate SLT working in the education sector, weekdays are full and busy. For me, reflection is important, and it's evenings and weekends that I get to discover what I am doing right, why therapy is working and what happened when things didn't quite go to plan.

It's also a bit of a daunting process. Acknowledging what needs to change and why, what new learning I need to do, and how to make time for this to happen.

This year's NZSTA awareness theme 'Rangatiratanga', had me reminiscing. I found myself thinking back to one of the first sessions I ever had with a client as a student. My (very wise) clinical educator said to me "this isn't yours to fix" – or something to that effect – in a reflective discussion about the client I was seeing. Whilst I knew this to be true, questions that came to mind were; how do I support and acknowledge the journey they are on, and advocate for them? What information can I share that will help them to make a decision? Through many discussions with

my own whānau, SLT peers, the school team I now work in and a teeny bit of experience, I have learned it's not always advocate *for*, it's almost always advocate *with* my student or their whānau *for* something new, different or more of the same. It's listening before speaking, it's being guided before making suggestions, it's about being part of the team and hearing **all** the voices.

For NZSTA awareness week a few staff members got together and talked about what we feel is important to celebrate with our students. Big themes were; how important the student's voice was in decision making, a celebration of how communication is valued throughout the school in classrooms and by other

professionals, encouraging exploration, interaction and choice making through our voices and AAC and making this all fun! So, we shared this with our school whānau:

"Each young person our school serves is supported by whānau, caregivers, therapists, teachers and teacher aides. He waka eke noa, we are all in the waka.

It is important to acknowledge the kaupapa, the purpose, of this trip. From our school values this is a journey of and toward strengthening 'hui katoa' – acceptance, 'mōhiotanga' – knowledge and 'aheinga' – opportunity, for our young people.

If we acknowledge the young person or their whānau as kaitaataki, the instructor,



and ourselves as kaihoe, paddlers, we are working towards hearing the voices and choices of the people we are supporting. We are acknowledging where they would like to go, how they would like to go and when they are ready to go.

As SLTs, it is our role and privilege to support our young people and whānau to have access to the tools and strategies they might want to use to support them. That is how we 'paddle'."

A parent I work with, Lisa*, had a chat with me about the journey she and her daughter, Molly*, had been on to get to where they are now. She has kindly allowed me to share some of their experiences. Lisa shared with me that their path to diagnosis was not easy. Lisa and her family spent a year in and out of hospital trying to figure out how to help her daughter. Doctors said Molly did not have the typical hallmarks of ASD and spoke of needing to investigate life-limiting illness as possible diagnoses. The family struggled to come to grips with everything but Lisa kept questioning and investigating.

Once Molly was diagnosed with ASD, the biggest success for them as a family was learning about Molly's interests. Molly loves music, so they listen to it,



Left:
Students work on developing literacy and writing skills which support their communication.

Below left:
Student using high tech. High tech AAC is just one option for students to use to make their message clear.

dance, sing and connect. Lisa says she always follows Molly's lead, and it was amazing that "once Molly understood that we 'get it' she was more confident to communicate". By allowing Molly to be the kaitaataki, they have been able to unlock her confidence. Molly leads her own journey and Lisa says she is "happy with everything Autism has brought us". The whānau are celebrating each small gain and reaching out for further support when they come to a challenge.

Today, Molly is enjoying communicating more. She and her sister have precious interactions, and a blossoming friendship. Molly runs to the core board and shows her mummy 'no' when it comes to shower time and happily shares her love of cats, toy trucks and her family via zoom during lock down, by bringing them to the screen.

I am excited to be an SLT. Every family's story reminds me that I am in their waka with them, and how special it is to work towards better access, knowledge, and connection. ●

***Names and identifying information have been changed. The story shared is from one family's perspective.**

Paediatric feeding and swallowing as NZSTA hits 75 years

Emily Jones, Expert Adviser for Paediatric Feeding & Swallowing, Senior Professional Clinician at Massey University

As we celebrated 75 years of the NZSTA, I reflected on how our profession continues to grow in scope. When I was at university, we had four lectures on adult dysphagia and nothing on paediatric dysphagia.



Now, I have the privilege of teaching students about paediatric dysphagia and feeding disorders at Massey University. However, speech-language therapists have been working with paediatric feeding and swallowing difficulties for years, which drew me to SLT in the first place.

Every school holiday, I would help at my mother, a physiotherapist, at her workplace, the Spastic Centre of New South Wales (now called the Cerebral Palsy Alliance). It was great fun. I got to play games with all the children, help in the hydrotherapy pool and join in all the activities. However, what stood out to me were the speech pathologists – they had the best job! Forget physio (much to my Mum’s dismay) and OT, “The Speechies” were the ones you wanted to be. They got to work with language, new technology and helped children with their feeding. Those “Speechies” taught their team and I about the importance of mealtimes for children with disabilities, about swallow safety and making eating positive and satisfying. Fast forward to my final paediatric placement at the Westmead Children’s Hospital in 1997. I observed my clinical educators feeding

premature infants and those born with craniofacial anomalies. Although I watched from a distance, I never forgot about that experience and vowed to be doing that work one day.

Now it’s 2021, and I can see how significant our influence and leadership as SLTs are in this practice area. We have a Paediatric Dysphagia Special Interest group in NZ with more than 150 members and have another group dedicated to those working with neonates. The peer support and knowledge sharing from this group is priceless. Our work setting scope has grown too. Children with paediatric feeding disorders receive support from SLTs in private practice and university clinics as well as government and NGO organisations. We also have SLTs involved at the government policy level helping to write infant and toddler feeding and nutrition guidelines for public health. I am excited about the future and cannot wait to see how SLT is involved in feeding and swallowing across the life span by the time we reach the NZSTA centenary. ●

CPD update

Helen McLauchlan

As you will be aware the board has undertaken a project looking into the Continuing Professional Development (CPD) process. It was our intention to update members at the NZSTA conference in Christchurch, but Covid meant that unfortunately that event was cancelled. So the update is via *Communication Matters*; lucky we are so adaptable!

You will see from the accompanying graphic what has already been achieved –

- a review of the current system, including feedback from member surveys, Board and the SLT leadership forum.
- Benchmarking with other SLT associations and other relevant New Zealand registered professional groups.

For the next part of the project an updated CPD process has been drafted, ready for pilot testing with a small group of members. The graphic also gives some examples of how a CPD entry might look. In addition, here are a few FAQs about the CPD project;

What's changing?

The CPD process will now be linked to our NZSTA Values, and any entry to the CPD log will be aligned to one of the values.

The previous 'points' system will be replaced with 'units' and the number required over 3 years will be 180, less than the 300 points we have currently. This does not mean a reduction in quality of CPD, rather a move towards increasing reflection on learning instead of a focus on 'ticking off enough' points.

There will be an online supervision log to allow members to record supervision sessions as part of their CPD log.

What's not changing?

The commitment to lifelong quality learning, and to cultural competence for members of the NZSTA remains. The CPD log will remain an online process with the ability to record a variety of learning activities as CPD. The three-year CPD cycle and annual audit process will remain unchanged.

What is each unit worth?

The revised CPD framework will outline how many units can be earned for various learning activities, this is similar to our current framework. The intention is for this to be simplified to provide more flexibility and clarity for members when allocating units to each entry.

Will I have to use the NZSTA value assigned to a particular learning activity?

No, we have grouped various activities under each value to give a guide for members. If on reflection, you feel an entry is better represented under a different value you will be able to change this and give a reason for your choice in your reflection.

Will the unit requirements be the same for full time and part time hours?

Yes, this process is about quality of learning and reflection regardless of hours of employment.

When will we start to use this?

This will be dependent on the online provider as to when the new log is available. Of course, Covid continues to impact on timelines, but we are hopeful the CPD log will be available to members in early 2023.

We have requested these features and it will be dependent on capabilities of the online platform.

Can I get 'units' for having students?

Yes, there will be a specific number of units available for Field Educators who supervise students on placement. •

Still have a question? Or have feedback on the project? Please get in touch; professionaldevelopment@speechtherapy.org.nz or helenmclauchlan@yahoo.co.uk

Continuing Professional Development (CPD) Project 2020–2021



What's changing?

- Link to our values
- From points to units
- Online supervision log
- Units required annually 60 (180 over 3 years)
- Student placements credited with units
- Focus on post learning reflection



What's not?

- Commitment to cultural competence
- Commitment to quality lifelong learning
- 3 Year cycle of CPD
- Audit process
- Ability to record CPD online
- A variety of activities can be recorded as CPD



Kotahitanga

Work in partnership with integrity, respect and humility

Professional Contribution

- Active contribution to NZSTA
- Attendance at Area meetings
- Membership of other professional group
- Promotion of the profession



Whanaungatanga

Be person and whānau centred with a focus on connection and relationships

Workplace/Context

- Workplace training and education
- Journal/study groups
- Quality improvement or audit
- Development specific to your workplace or context

NZSTA Value

Whanaungatanga

Development Activity

SLT Team Journal Club presented by Mary

Date

1st June 2021

Learning Reflection/Outcome

We discussed the current literature on swallowing in neuro-degenerative conditions. Reflected on how this relates to clients with cognitive impairment in practice.

I would like to present a summary of this to the wider MDT for discussion and training. Consider updating local policy, particularly around non-oral feeding.



Rangatiratanga

Share our expertise in field of communication and swallowing

Lifelong Learning

- SLT clinical practice education activities – courses, formal education, conference, assessed online learning
- Self-directed learning activities – reading, online discussion forums, online learning, webinars
- Teaching or training of others
- Participation in formal/structured research



Aroha

Empower others and provide and equitable and excellent service to all

Supervision

- Clinical supervision
- Cultural supervision
- Group supervision
- Peer supervision
- Peer review
- Mentoring
- Student and new to practice supervision

NZSTA Value

Rangatiratanga

Development Activity

NZSTA conference poster presentation - CPD

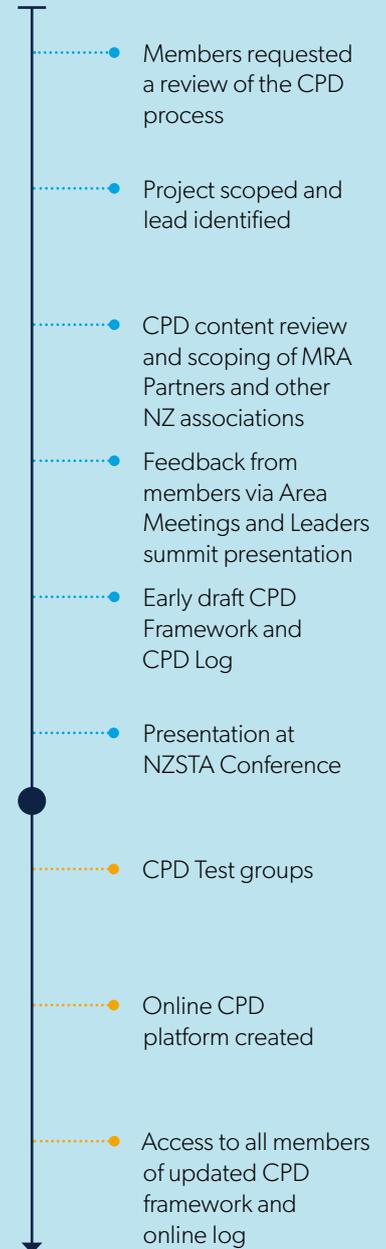
Date

29th August 2021

Learning Reflection/Outcome

Presented a poster presentation to members. Requested feedback on topic in order to make changes to project prior to testing.

Please contact Helen or Mel with your thoughts.



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Speech-language
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