

Reflecting Connections

A joint conference between
New Zealand Speech-Language Therapists Association
and Speech Pathology Australia
25-29 May 2008



SKYCITY Convention Centre, Auckland, New Zealand
Registration Brochure

Early bird registrations close **6 April 2008**

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Contents

<i>Invitation</i>	3
<i>Discover Auckland – The City of Sails</i>	3
<i>Highlights</i>	4
<i>Featured Presenters</i>	5
<i>Workshops</i>	7
<i>Member Networks</i>	11
<i>Special Interest Groups</i>	12
<i>Program at a Glance</i>	13
<i>Registration Options</i>	15
<i>Accommodation</i>	17
<i>Tours</i>	18
<i>Access and Transport</i>	19

Welcome



The 2008 Reflecting Connections joint conference will provide you with an opportunity to reflect on your practice through keynote presentations, stimulating papers, workshops, poster presentations and special interest group meetings. Join with your colleagues from across the Tasman to reflect on ourselves as therapists and on the connections we make with colleagues, clients and their families.

This, the second joint conference between NZSTA and Speech Pathology Australia, is expected to attract over 500 delegates. Our wide-ranging program will appeal to practitioners from all fields of speech-language therapy/pathology from New Zealand, Australia and further afield. You will benefit from a comprehensive program, offering insights into best practice in various areas of speech-language therapy/pathology and hear practical perspectives from others in the field.

Early Bird Discount: Register and pay by 6 April 2008 and SAVE

Invitation from the Conference Planning Committee

We are delighted to be collaborating to bring you the second joint venture between the New Zealand Speech-Language Therapists Association and Speech Pathology Australia. With an energetic committee and fabulous support from the staff at Speech Pathology Australia we are confident that we have put together a comprehensive program that will include something for everyone. The keynote speaker, Dr Pam Snow, will stimulate you to think more broadly about the role speech-language therapists/pathologists can play in advocating for prevention and early intervention for oral language competence. The Grace Gane Memorial Lecture (NZSTA) and the Elizabeth Usher Memorial Lecture (Speech Pathology Australia) will profile two eminent women who have both made significant contributions to the profession. We listened to feedback from members from both associations and have included a wide range of workshops over two afternoons to complement the myriad of paper and poster presentations. All abstracts were peer reviewed for the 2008 Reflecting Connections Conference. We hope that you have lots of opportunities to network with colleagues, new and old, and that there is some time left over to enjoy the pleasures of Auckland.

*Felicity Bright – New Zealand Conference Convenor
Alison Russell – Australian Conference Convenor
Clare McCann – Scientific Program Committee Chair
Catherine Epps – New Zealand CPC Member
Patricia Bradd – Australian CPC Member*

Discover Auckland – The City of Sails

With its central city location, SKYCITY Convention Centre is well placed to help you make the most of your time in New Zealand. The SKYCITY Convention Centre has been purpose-built for conferences and conventions and is conveniently located close to transport hubs, shopping areas, and waterfront cafes and restaurants. You're never too far from a reviving holiday destination when you visit Auckland. Choose from an abundance of awe-inspiring views, remarkable black sand beaches off Auckland's west coast, great shopping and fantastic food. Auckland sprawls over a narrow peninsula between the sparkling waters of the Waitemata and Manukau Harbours. Devonport is just a short ferry ride away - take a leisurely stroll through the seaside suburb and enjoy the cafes and shops. Experience the cultural buzz of Waiheke Island with its superb wineries and olive farms that occupy the island.

There are many accommodation options close by that will suit anyone's budget. For more details please see the website www.reflectingconnections.co.nz or the accommodation and tour options section in this program.

Discover for yourself why Auckland is one of New Zealand's best destinations by combining your professional development opportunity with a holiday.

Highlights

Sunday 25 May 2008

Registration, Powhiri And DIPL Welcome Drinks 6.00pm – 7.30pm

Enjoy the powhiri (official Maori welcome) with Ngati Whatua representatives. Ngati Whatua are the tangata whenua (local iwi) of the Auckland central area.

The powhiri is a ceremony of welcome extended to visitors by Maori, the indigenous people of New Zealand. The traditions and protocol of the powhiri provide an insight into the unique and spiritual world of the Maori, which is as important today as in the past. The various elements of the powhiri serve to ward off evil spirits and unite both visitor and host in an environment of friendship and peace. The word powhiri encapsulates two important concepts to Maori. The word po has been translated as a venture into the unknown or a new experience, while whiri is derived from the term whiriwhiri meaning the act or experience of exchanging information and knowledge. This is an ideal beginning for the conference.

Following the powhiri, enjoy the DIPL Welcome Drinks and opportunity to meet colleagues and catch up with old friends.

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Monday 26 May 2008

Breakfast: Nestlé Healthcare Nutrition Breakfast 7.15am – 8.45am

Texture-Modified Foods And Thickened Fluids As Used For Individuals with Dysphagia: Australian Standardised Labels And Definitions – Implementation Across Australian And New Zealand Settings

The consequences of inconsistent terminology used for recommending texture modified foods and thickened fluids affect patient safety and the efficiency of communication. A joint project of the Dietitians Association of Australia and Speech Pathology Australia was undertaken to develop consensus standards for number of levels, labels and definition of thickened fluids and texture-modified foods within the Australian context. A scale for modified fluids and a scale for texture-modified foods were developed and consensus was achieved between the two organisations. The standards have also recently been accepted and adopted in New Zealand by both speech pathologists/therapists and dietitians.

An introduction to the standards will be presented at this breakfast, along with how they can be implemented for use throughout Australia and New Zealand.

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Plenary 1: 9.00am-10.30am
Dr Pamela Snow

Child Abuse And Neglect: Is Speech Language Therapy/Pathology Missing In Action

(For more information please see page 5).

Joint University Staff Reception
5.45pm – 7.00pm

The Council of Speech Pathology Australia and Executive of the NZSTA are hosting a reception for all university staff at the end of the first day. Anyone working in a university is invited to join to network and enjoy some well earned refreshments!

Tuesday 27 May 2008

Plenary 2: 9.00am – 10.00am
Dr Pamela Snow

Oral Language Competence In Childhood And Adolescence: The Missing Link In Mental Health Promotion?

(For more information please see page 5).

Exhibition Lunch 12.00noon – 1.30pm

A light working lunch will be held in the exhibition area to enable delegates and exhibitors to mix and mingle. This will provide a perfect opportunity for all to sample and research the products and services available for you and your organisation. There is no fee to attend.

B3 Workshop: 2.00pm - 5.30pm
Dr Pamela Snow

Strengthening Schools As Mental Health Promotion Settings: The Role Of Speech Language Pathologists/Therapists As Language And Literacy Advocates

(For more information please see page 7).

Speech Pathology Australia AGM
5.45pm – 6.45pm

NZSTA AGM
5.45pm – 6.45pm

These are concurrent events and will enable you to attend your respective AGM and then to network, relax and swap stories with your colleagues at the combined drinks and nibbles at the conclusion of the AGMs.

Wednesday 28 May 2008

Grace Gane Memorial Lecture:
Associate Professor Margaret MacLagan
9.00am – 10.00am

Reflecting Connections With The Local Language

Speech-language therapists/pathologists focus on the details of their clients' communication difficulties. They often have less time to focus on the state of the language variety in which they are doing therapy.

This lecture will reflect on connections between New Zealand and Australian varieties of English – their shared origins, similarities and differences, changes in progress and their current status within New Zealand and Australia. Relevance to speech-language therapists/pathologists will be emphasised.

Pre Dinner Drinks, Guild Conference Dinner And 2009 Conference Launch
7.00pm – 12.00am

The theme for the conference dinner is "bling"(that is flashy, ostentatious jewellery for those who are not in the know!) make sure to pack something that will sparkle on the night. Tongue and Groove are a fabulous high energy team that will guarantee to have you movin' and shakin'. Speech Pathology Australia will also be showcasing what's in store for the 2009 Conference in Adelaide.

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Thursday 29 May 2008

Elizabeth Usher Memorial Lecture:
Associate Professor Alison Ferguson
9.00am – 10.30am

The Discourse Of Speech-Language Pathology

As speech pathologists we seek to understand communication difficulty and to identify the things that can be done to maximise communication when difficulties exist.

This lecture will introduce the concepts central to critical discourse analysis, and examine some key examples of the discourse artefacts of speech-language pathology in relation to scope of practice and the power relations between clinicians and clients.

Conference Closing

The conference will officially conclude with a poroporoaki (speeches of farewell). This signifies the act of farewell and the return of mana (esteem and authority) to the host people.

Featured Presenters



Dr Pamela Snow



Associate Professor Margaret Maclagan



Associate Professor Alison Ferguson

Dr Pamela Snow

Dr Pamela Snow is Senior Lecturer in the School of Psychology, Psychiatry, and Psychological Medicine at Monash University (based at the Bendigo Regional Clinical School). She is a registered psychologist, having qualified originally in speech pathology. Her research interests span various aspects of risk in childhood and adolescence, in particular:

- The oral language skills of male juvenile offenders, and the role of oral language competence as a protective factor in childhood and adolescence;
- Linguistic aspects of investigative interviewing with child witnesses in cases of physical/sexual abuse allegations;
- Drug and alcohol education/prevention;
- Psychosocial outcome following severe traumatic brain injury.

Dr Snow has taught in a diverse range of health related subject areas at both undergraduate and postgraduate levels. Her research has been funded by the Australian Research Council and by the Australian Institute of Criminology and has been published in a wide range of international peer reviewed journals. She coordinates the Psychiatry rotation in Year 4 of the MBBS program at the Bendigo Regional Clinical School, and also co-ordinates a Graduate Diploma in Mental Health for Teaching Professions via distance education. Prior to her current appointment, Dr. Snow was Head of the Department of Health & Environment, School of Public Health at La Trobe University Bendigo. She has also worked as a Research Fellow in a conjoint appointment between the Centre for Youth Drug Studies (Australian Drug Foundation) and the Faculty of Health and Behavioural Sciences at Deakin University.

PL1 – Plenary 1: Pam Snow

Child Abuse And Neglect: Is Speech-Language Therapy/Pathology Missing In Action?

Monday 26 May
9.00am – 10.30am

The development of oral language competence relies heavily on the consistent presence of a trusting, caring adult in the child's life during the early years. The seminal 20th century work of child psychiatrists such as John Bowlby and Michael Rutter leaves no doubt about the role of attachment, and child-focussed parenting in fostering strong self esteem, the development of prosocial skills and attitudes, and a range of verbal competencies that contribute both to social skills and the transition to literacy.

Australia and New Zealand are both affluent, first world countries, however both have much ground to make up with respect to the safety and well-being of children. In both countries, there are vast increases in the reported rates of child abuse and child death due to neglect. In both countries, children are most often abused by a primary carer, hence it is not surprising that the most common form of abuse is emotional, and in most cases abuse is repeated and habitual – not a "one off" event. Abuse typically occurs hand-in-hand with neglect - social, emotional, and/or physical. Neglect in turn has severe and pervasive effects on cognitive development and the emergence of language and social competence. Mental health problems in parents frequently co-exist with economic stress, unstable housing, and domestic violence, to create an environment that is far from conducive to optimal child development. Research evidence links a history of neglect and/or abuse with a range of devastating and chronic negative outcomes in later life, including anxiety and depression, poor social skills, conduct disorders involvement with juvenile and adult justice systems and unstable employment and relationship patterns. There is also a significant body of research linking child abuse and neglect to impoverished language development. Child abuse and neglect are not problems confined to indigenous communities, though media attention in recent times has shifted community concern in this direction, and away from the high prevalence of these problems in non-indigenous families.

It is fashionable in child and adolescent mental health circles to speak of resilience, but how does a child who has been

habitually abused and/or neglected acquire this comfortable, rather middle-class commodity? In this presentation, the role of early mental health development will be linked specifically to the emergence of oral language competence. It will be argued that Speech-Language Therapists/Pathologists have a strong role to play in promoting protective factors in children at risk of abuse and/or neglect. This needs to be addressed at policy, research and practice levels. Recent research on ways in which police and human services personnel interview children in cases of alleged physical and/or sexual abuse will be also be discussed, as a way of highlighting the role of Speech-Language Therapy/Pathology in improving access to justice for children who are abused.

PL2 – Plenary 2: Pam Snow

Oral Language Competence In Childhood And Adolescence: The Missing Link In Mental Health Promotion?

Tuesday 27 May
9.00am – 10.00am

Much has been written and debated about factors that promote the development of positive adjustment and prosocial behaviour in children and adolescents. Factors that have received close scrutiny by researchers and policy makers have ranged across family, school, and wider community variables, and much progress has been made in identifying 'levers' that promote positive outcomes at a community level. Much remains to be understood, however, about ways of addressing social inequalities in health and education that lead to inter-generational disadvantage over various life domains. This presentation will deal with oral language competence as a largely overlooked protective factor in relation to developmental mental health. Oral language competence will be discussed as both an outcome (e.g., of positive attachment, child-focussed parenting) and as an input variable (e.g., the transition to literacy, the development of prosocial behaviour).

Evidence derived from recent research will be presented to support the argument that more focus needs to be placed on oral

Featured Presenters

language competence as a protective factor in childhood. This presentation will argue that if early school exclusion and/or detachment, low self-esteem, antisocial behaviour and juvenile offending are to be reduced in those with known elevated psychosocial risks, policy makers need to embrace evidence-based approaches that are likely to change risk trajectories in childhood. In school settings, comorbid learning and behaviour problems in boys become apparent when there is a subtle shift from Learning to Read, to Reading to Learn. This occurs some time around Grade (Year) 3, at which time many boys experience particular disadvantage and are at high risk for exclusion (in and out of school). Two key challenges will be raised in relation to primary schools: (1) to focus more on oral language competence in the early years, as a precursor to the transition to literacy, and (2) to be more creative and resourceful in the management of boys with both learning and behaviour difficulties. This means making better use of professionals such as Speech-Language Therapists/ Pathologists whose can assist schools in strengthening protective factors in all children, and particularly those at risk for low educational attainment and poor school attachment. Later in life, such children are over-represented in unemployment figures, prisons, housing and welfare services, and hospitals, reflecting connections between education and health across the lifespan.

B3 – Workshop

Strengthening Schools As Mental Health Promotion Settings: The Role Of Speech Language Therapists/Pathologists As Language And Literacy Advocates

Monday 26 May
2.00pm - 5.30pm

Workshop Outline

(For more details on this workshop please go to page 7).

PL3 Grace Gane Memorial Lecture

Reflecting Connections With The Local Language

Wednesday 28 May
9.00am – 10.00am

Associate Professor Margaret Maclagan

The Grace Gane Memorial Lecture will be presented by a leading New Zealand speech-language therapist or person who has contributed significantly to the profession. The inaugural memorial lecture will be presented by Associate Professor Margaret Maclagan. Dr Maclagan is a highly respected educator and researcher. She has taught New Zealand speech-language therapy students for over 30 years. Dr Maclagan was selected by NZSTA to present the inaugural Grace Gane Memorial Lecture as recognition of her outstanding contributions to the education of speech-language therapy students in New Zealand.

Margaret Maclagan is a linguist who has taught speech-language therapists in New Zealand for over 30 years. Her teaching areas have involved language acquisition and language analysis, including phonetics and introductory acoustic analysis. In her teaching she has encouraged students to be aware of their own variety of English and provided them with tools so that they can carry out informal analyses of child and adult language. Her research areas are sound change over time in New Zealand English and in Maori and language change over time in people with Alzheimer's disease. She is a co-author on two books on New Zealand English, Gordon et al. (2004) New Zealand English: its origins and evolution and Jennifer Hay, Margaret Maclagan, Elizabeth Gordon (2008) New Zealand English.

Speech-language therapists/pathologists focus on the details of their clients' communication difficulties. This is essential in order to carry out therapy appropriately. They often have less time to focus on the state of the language variety in which they are doing therapy. Language variety becomes salient when a therapist/pathologist moves countries and adjustments must be made to one's habitual expectations, but the local variety can become no more than 'background noise' if one continues to practise within a local area. This lecture will reflect on connections between New Zealand and Australian varieties of English – their shared origins, similarities and differences, changes in progress and their current status within New Zealand and Australia. Relevance to speech-language therapists/pathologists will be emphasised.

PL4 Elizabeth Usher Memorial Lecture

The Discourse Of Speech-Language Pathology

Thursday 29 May
9.00am – 10.30am

Associate Professor Alison Ferguson

Associate Professor Alison Ferguson is the program coordinator and an award-winning teacher in the speech pathology course at Newcastle University in NSW. Her areas of expertise are diverse and include acquired adult aphasia, clinical linguistics, particularly the applications of sociolinguistics to speech-language pathology; and clinical education. She has published extensively in each of these areas and is one of the team of successful researchers who have developed and implemented the COMPASS™ project. Alison has made a significant contribution to the speech pathology profession in Australia and beyond, and has been honoured with the invitation to present this year's Elizabeth Usher Memorial Lecture.

There are three main ways we can pursue understanding any phenomenon (Habermas, 1972). First, we can look at it empirically, and analyse the patterns we observe in particular individuals and sets of individuals. Second, we can consider those patterns and attempt to interpret what they mean for the wider population of people affected. The third way is to critically reflect on how we and the people concerned come to understand the phenomenon. This third way is the path 'least travelled' to-date in speech-language pathology, and it is this direction that this lecture will take.

Critical theory and the processes of reflection and research can take many forms, but one approach that is relevant to our mission is to examine the discourses produced about and by those involved with communication difficulty as 'artefacts' of the cultural ideology in which they are embedded. Through 'deconstructing' such discourses and the contexts in which they are produced (Derrida, 2004), we can begin to identify the underlying social forces (particularly the power relationships - Foucault, 2000) that are instantiated and maintained through such discourses.

Workshops

We have a strong workshop program this year, with a wide variety of workshops that will appeal to delegates. The workshops are three hours long to allow time for in-depth learning and consolidation of knowledge. The goal of the workshops is to give you skills that you can take away and easily implement into your clinical practice.

Monday 26th May

2.00pm – 5.30pm

B1: EDUCATION

The PrepTalk Project: Evaluating The Enthusiasm In The Educational Setting

The PrepTalk Project was introduced at the 2007 Speech Pathology Australia conference. During 2006, the PrepTalk Project 'Oral language strategies for Early Years classrooms' were trialled with 4 Prep Year classes of teachers and students. The information was presented as workshops during 2006/07 for approximately 800 staff members of Education Queensland. The project team has since created a training package to enable Queensland-wide distribution to share, learn and implement the PrepTalk workshop and classroom strategies.

The PrepTalk Project team have reflected and are keen to measure the efficacy of the resource being shared so enthusiastically. In 2007-2008 the project team will evaluate the PrepTalk Project strategies and endeavour to answer the following questions:

- Do teachers implement 'StoryTalk: an oral language organiser' (Walsh, 2006) effectively?
- Does the use of 'StoryTalk: an oral language organiser' (Walsh, 2006) influence student's oral language?
- Does the use of 'StoryTalk: an oral language organiser' (Walsh, 2006) help differentiate the teaching of students for support and extension?

The team predict the answers to these questions connect the PrepTalk Project strategies with effective teaching practice and outstanding student outcomes.

The participants will have the opportunity to make connections between the 'what', 'why' and 'how' of the PrepTalk Project.

Background and rationale will be given for running your own PrepTalk workshop with ample discussion to reflect upon implementation in individual class based settings.

Learning objectives:

- Understand and be able to implement the strategies outlined in the PrepTalk Project for oral language in early years classrooms, including StoryTalk: an oral language organiser;
- Understand the evidence basis gathered in Queensland schools during 2008;
- Be able to run a PrepTalk workshops and understand rationale of workshop format.

Presenters: Jenny Matthews and Catriona Pine

Authors: Jenny Matthews and Catriona Pine

B2: TRACHEOSTOMY

Tracheostomy Care – Essential Connections For Speech Language Therapists/Pathologists

An ideal model of tracheostomy care is one where specialist doctors, nurses, speech-language therapists/pathologists and physiotherapists work together as a tracheostomy team. (Frank, et al 2007; Norwood et al 2004). While there are a growing number of tracheostomy teams at various institutions, training opportunities with expert clinicians are limited. An interdisciplinary tracheostomy team operates optimally when all key aspects of tracheostomy care are understood by all members.

This intermediate level workshop will offer a unique opportunity for speech-language therapists/pathologists to receive instruction from and to work with experts in tracheostomy care. A clinical nurse consultant, senior speech pathologist and physiotherapist from a successful tracheostomy team established in Melbourne in 2002 will present this workshop. This small group format will be interactive with a combination of evidence based lectures, hands on training, problem solving opportunities and panel discussion.

Learning objectives:

- Understand the components of a successful interdisciplinary tracheostomy team model;
- Understand the core concepts and management principles of interdisciplinary tracheostomy care;
- Understand the key issues for speech-language therapists/pathologists

in managing patients who have a tracheostomy tube across the continuum.

Presenter: Tanis Cameron

Authors: Tanis Cameron, Maria Garbutt, Linda Rautela and Anita McKinstry

B3: ORAL LANGUAGE

Strengthening Schools As Mental Health Promotion Settings: The Role Of Speech Language Therapists/Pathologists As Language And Literacy Advocates

No-one refutes the value and importance of education. In affluent first world countries such as Australia and New Zealand, we have high expectations of educational providers, in both the public and private sectors, yet a large divide along socio-economic grounds continues to exist with respect to both the quantity and quality of education available to children and adolescents. Evidence for the wider public benefits of high levels of educational attachment and attainment will be presented, along with the Social Determinants of Health model, which links outcomes such as educational attainment to socio-economic input factors which tend to be inter-generational and difficult for individuals to modify. At a more micro level, classrooms are extremely verbal environments, adding to the stress and disadvantage for children who enter school with the invisible disability of impoverished oral language skills. Learning how to read is a key outcome indicator of the success of the first three years of school. It is also a fundamentally linguistic task, a fact which seems to be overlooked in the way in which reading instruction is conceptualised in some educational settings. In this workshop, it will be argued that speech-language therapists/ pathologists have a unique role to play in re-orienting schools to the importance of oral language competence in the early years and beyond, so that high risk boys (in particular) are less likely to be excluded on the basis of learning and behaviour difficulties. Because it underpins access to education, oral language competence will be conceptualised as a social determinant of health.

Learning objectives:

- Recognise the public health context in which education needs to be viewed if social inequalities in health at a population level are to be addressed;
- Have an understanding of social determinants of health as a framework in which to consider education in general, and oral language competence in particular;

Workshops

- Recognise the role of schools in buffering risks that exist elsewhere in a child's life – in particular for boys whose behaviour is challenging for the adults in their world;
- Advocate more strongly for an emphasis on oral language competence in the early years of school and beyond;
- Be motivated to use their special skills and knowledge base as speech-language therapists/pathologists to advocate for more resourceful and creative responses to high-risk boys, as a means of strengthening their attachment to school, and reducing the risk of adverse outcomes such as juvenile offending.

Presenter: Pamela Snow

B4: COMMUNICATION GROUPS

Talatalanoa Fa'atasi – Communicating Together. The Development Of A Communication Group For Pacific Island Participants Using Pacific Island Volunteers

The social benefits of conversation groups for people with aphasia are well documented (Simmons-Mackie 2000). In Auckland, the Volunteer Stroke Scheme, in partnership with community speech-language therapists, facilitate the training of volunteers and the coordination of communication groups for clients following a stroke. In South Auckland, the need arose to begin a new group for a cluster of suburbs. The participants on the waiting list for the group were primarily from Pacific Island backgrounds – many were bilingual or with English as a second language. This workshop will take participants through the journey of establishing this group and will equip them with skills to develop similar groups for clients with aphasia who are from Pacific Island cultures.

Learning objectives:

- Have a set of guiding principals for the establishment of a communication group that meets both the Pacific Cultural Competencies and the desired outcomes of a communication group for people with aphasia;
- Have a volunteer training outline - both for basic training - and adjusted to allow for the needs of volunteers who would be facilitating a group for Pacific Island people with aphasia;
- Have developed a session plan for a communication group with Pacific Island participants.

Presenters: Gaylea Fritsch and Deborah McKellar
Authors: Gaylea Fritsch and Deborah McKellar

B5: CLINICAL EDUCATION

A Symbiotic Relationship- Reflecting On The Connection Between Clinical Educators And Universities

The education of our future colleagues is a mutual responsibility between Universities and clinical educators (CEs); a symbiotic relationship that is critical to our future as a profession. This workshop will explore and reflect on the connection between the Universities and CEs in today's climate of globalisation. Globalisation has affected service delivery (Higgs & Edwards 1999, Higgs , Neubauer & Higgs 1999, Higgs & Bithell 2001), including growing financial difficulties, workforce shortages, changing patterns of health care delivery, ageing populations and increased consumer expectations and knowledge (Rose & Best 2006). Similarly, Universities are no longer only a place of knowledge and education, but corporate entities competing for funding and resources whilst meeting their consumers (the students) demands and expectations. Together, Universities and CEs have an ongoing challenge to ensure new graduates have the competencies to meet the future requirements of their profession (Rose & Best 2006).

This workshop will explore the perceived responsibilities of each partner, risks and benefits, and strategies to develop mutually beneficial connections between universities, clinical educators, and students. Examples of successful partnerships from Australia and New Zealand will be presented for analysis and discussion, and current research being carried out with CEs in Australia shared.

Learning objectives:

- Identify and acknowledge the current climate we are working in;
- Identify and reflect on the different roles CEs and Universities have in educating future colleagues;
- Reflect on current successful partnerships that exist between CEs and Universities;
- Participants will identify practical and mutually beneficial strategies to support the development of our future colleagues.

Presenter: Rachel Davenport

Authors: Rachel Davenport, Sally Hewat and Sue McAllister

B6: PAEDIATRIC DYSPHAGIA

Treatment Of Behavioural Feeding Difficulties In Children With Organic Aetiologies

Feeding problems are often the result of a cluster of related medical, environmental, nutritional, and social variables with many children having a behavioural component to their disorder. Children with primarily medically based problems are at risk for additional behavioural feeding problems unless the original problem is remedied quickly. In the cases where extreme food refusal produces acute malnutrition and dehydration, or oral motor dysfunction renders oral feeding unsafe, nasogastric or gastrostomy tube feedings are essential. Children who receive enteral feedings are likely to develop oral hypersensitivity and other feeding aversions and avoidance of food often persists well after it has ceased to be adaptive. In general, great difficulty is often experienced in establishing oral feeding in children who have received enteral feedings.

This workshop reviews the evidence for the use of behavioural treatment approaches and in particular, the intensive behavioural treatment program. The participant will become familiar with the components of the multidisciplinary assessment of children presenting with behavioural feeding difficulties, determining client suitability for an intensive program, understand program structure and learn specific behavioural techniques. Video case examples will be used throughout the workshop.

Learning objectives:

- Review of the evidence for treatment of behavioural feeding disorders;
- Understanding components of the multidisciplinary assessment of children presenting with behavioural feeding disorders;
- Determining client suitability and selection criteria for an intensive behavioural intervention program;
- Understanding of the components of an intensive behavioural intervention program;
- Learning specific techniques and behavioural intervention strategies.

Presenters: Kelly Weir and Amy Harris

Authors: Kelly Weir and Amy Harris

Workshops

Wednesday 28 May

1.30pm – 5.00pm

G1: PRIMARY LANGUAGE IMPAIRMENT

Exploring The Evidence Basis Of Environmental Interventions For Primary Language Impairment (PLI)

The underlying premise of many interventions for children with primary language impairment (PLI) is that some adjustment is needed to the child's communication environment. Some clinicians view the environmental approach as part of a broader ecological approach to intervention that builds on social models of interaction, emphasising the communicative function of language and the role of the communication partner and the communication context. Others will view an environmental component as necessary to the generalisation of specific skills learned in a one-to-one context. In many situations, we do not pause in our everyday clinical rush to consider these underpinning theories or to make them explicit with the children and families with whom we work; in many cases we are hazy about the evidence supporting particular theories.

This workshop will present the results from a systematic review of 'environmental interventions' for children with PLI, for example, changes in interactions, experiences or resources. Clinicians will be asked to analyse their own cases to identify the theories underpinning their interventions and then relate those back to the evidence base as identified in the systematic review. In preparation, participants are asked to consider their underlying rationale for activities used recently with a child with PLI.

Learning objectives:

- Make explicit the body of theory that participants use to inform their environmental interventions;
- Reflect on how those theories relate to theories in the literature on environmental interventions;
- Understand the evidence base supporting environmental interventions.

Presenters: Sue Roulstone, Julie Marshall, Lindy McAllister and Caroline Pickstone

Authors: Juliet Goldbart, Julie Marshall, Lindy McAllister, Caroline Pickstone and Sue Roulstone

G2: VOICE

Vocal Connections And Reflections: A Clinical Assessment

Voice production is a dynamic event resulting from the complex interaction of aerodynamic and myoelastic forces. The relationship between this physiology and the perception of voice characteristics is highly complex particularly when breakdown occurs. Effective clinical assessment of voice disorders relies on the ability to understand, investigate and integrate physiological, acoustic and perceptual symptomatology. Once a vocal profile is established, the entry points for symptomatic therapy are apparent and the outcome measures determined.

This workshop will focus on the clinical assessment of voice disorders particularly from a perceptual perspective. Participants will be provided with tools and frameworks for describing and rating voice production in terms of both perceptual (quality, resonance, pitch, loudness, vocal effort, endurance and overall efficiency) and physiological characteristics. The underlying physiology will be explored and exemplified with endoscopic (normal and stroboscopic light) samples. Both listening and viewing tasks will be given to establish intra and inter-rater reliability.

It is hoped by the end of this workshop, participants will feel more confident with their diagnostic skills and have consolidated a framework for perceptual judgement of voice characteristics. Essential and optional tools for clinicians will be discussed and will also incorporate a brief update on some of the newer evaluation tools that can now be obtained without huge expense and without the need for high level technical skills (eg PRAAT, inverse filtering from speech pressure signal, Phog etc). The workshop will focus on voice evaluation processes and skills, although the relevance of diagnostic processes to therapy planning will be emphasized.

Learning objectives:

- Describe and rate the major perceptual components of voice and their acoustic and physiological correlates (pitch, loudness, quality, resonance);
- Describe, analyse and report on the abnormal vocal mechanism using observational (perceptual) techniques;
- Appreciate the necessity for an accurate and thorough clinical evaluation of the disordered voice as a prerequisite to therapy planning and implementation.

Presenters: Debbie Phyland and Jennifer Oates

Authors: Debbie Phyland and Jennifer Oates

G3: PAEDIATRIC SPEECH LANGUAGE THERAPY/ PATHOLOGY

Connecting With Families In Speech-Language Therapy/ Pathology Practice

Family involvement in paediatric speech-language therapy/pathology intervention has increased in recent years (Crais, Poston Roy & Free, 2006). The need to establish positive working relationships between parents and professionals is therefore of increasing importance. However, many SLT/Ps report dissatisfaction with family involvement in their clinical practice and some report a lack of confidence and knowledge regarding working with parents (Watts Pappas et al., 2007). This workshop will focus on translating research into clinically useful strategies for connecting and engaging with families in their child's intervention. In particular, the results of an in-depth qualitative study of the experiences of parents will be shared with the participants.

The workshop will also outline the history and existing evidence base of parental and family involvement in speech-language therapy/pathology. Participants will participate in small group discussions and be invited to bring examples of their reports and home activity plans to reflect on how they could enhance connection with families in their paediatric practice.

Learning objectives:

- Have an understanding of the history and evidence-base for family involvement in different areas of paediatric speech-language therapy/pathology practice;
- Understand parents' perspectives of their involvement in speech-language therapy/ pathology intervention;
- Possess personalised strategies to connect with families in their own practice.

Presenters: Nicole Watts Pappas and Sharynne McLeod

Authors: Nicole Watts Pappas, Sharynne McLeod and Lindy McAllister

Workshops

G4: TRAUMATIC BRAIN INJURY

Clinical Practices For Assessing And Treating Discourse Deficits Following TBI

Effective communication is vital for social and vocational success. Individuals who suffer a traumatic brain injury (TBI) frequently present with persistent communication difficulties that affect their every day life. Evaluation of language using discourse methods is one approach for assessing the communication difficulties that are present following TBI. This workshop presents the latest research findings related to discourse and TBI. Specifically, the effects of TBI on narration (story-telling), exposition (relaying of factual information) and persuasion (presenting and defending an argument) will be presented. Research findings detailing practices related to the assessment and intervention of discourse in individuals following TBI will be discussed and practical applications explored. Finally, factors that influence performance on discourse measures such as working memory and distraction will be presented. This workshop will appeal to clinicians working with children, adolescents and adults with TBI, as well as speech-language therapists/pathologists working with individuals with other cognitive-communication disorders.

Learning objectives:

- Understand the nature of discourse deficits following TBI across a variety of genres (including narration, exposition, and persuasion);
- Understand and apply key principles related to the assessment of narrative, expository, and persuasive discourse;
- Understand recent research and practices specific to intervention of discourse in TBI;
- Understand factors that influence performance on discourse tasks for individuals with TBI (e.g., working memory).

Presenters: Catherine Moran, Kate Cook and Emma Davies

Authors: Catherine Moran, Kate Cook and Emma Davies

G5: WORKFORCE ISSUES

Running On Empty: Getting The Support You Need

This experiential workshop will examine the roles that compassion fatigue, burnout, and compassion satisfaction play in clinical practice. Participants will carry out a self-audit of these constructs. Also, possible coping mechanisms, including techniques such as "blocking tactics" (e.g. the "Silencing Response") will be identified. Aspects of healthy work-life balance will be identified, along with strategies for identifying, and getting, the support needed in professional life.

Learning objectives:

- Become acquainted with the concepts of compassion satisfaction, compassion fatigue, burnout, stress, vicarious trauma in the literature relating to speech-language therapy/pathology and other health professionals;
- Identify where support comes from in their roles;
- Develop a self-care plan.

Presenters: Peter Huggard, Clare McCann, Sally Kedge and Lisa Meintjes

Authors: Peter Huggard, Clare McCann, Sally Kedge and Lisa Meintjes

G6: FLUENCY

Measurement In The Management Of Stuttering: Connecting Clinicians And Researchers

In this workshop, stuttering specialist speech pathologists from the Bankstown Stuttering Unit, Sydney, and researchers from the Australian Stuttering Research Centre (ASRC), will lead participants in learning about the latest developments in measurement procedures used in the management of stuttering, and how to implement them in clinical practice. This will cover all client age groups. The procedures will include not only speech measures but also non-speech measures that have been reported in the literature for use in clinical practice. Speech measures include those of stuttering frequency and severity, speech naturalness, speaking rate, and the Lidcombe Behavioural Data Language. Non-speech measures include measures of quality of life, attitude to speech and social anxiety. A new measure for use with adults, Unhelpful Thoughts and Beliefs About Stuttering, developed at the ASRC, will be also presented. During the workshop participants will engage in learning activities with video recordings. Case studies will be presented, with ensuing discussion of the use of measurement for planning treatment, monitoring progress, making clinical decisions, and establishing and documenting outcomes.

Learning objectives:

- Become familiar with the latest stuttering measurement research;
- Learn through practical activities how to use various speech and non-speech measurement procedures in the management of stuttering;
- Understand how measurement is used in clinical decision making and for documenting treatment outcomes, for children, adolescents and adults who stutter.

Presenters: Stacey Sheedy, Sue O'Brian, and Mary Erian

Authors: Stacey Sheedy, Sue O'Brian, Mary Erian, Margaret Webber, Verity McMillan, Ann Packman and Mark Onslow

Member Networks

Member Networks Events

The Member Networks are part of Speech Pathology Australia's commitment to ongoing professional development and professional support for its members. Throughout the conference, there will be a number of member network events. These events are open to all delegates.

*Members of NZSTA and Speech Pathology Australia receive member rates for lunches. Non-members are also welcome to attend. These can be paid on registration.
Member rates: AUD \$10
Non-member rates: AUD \$20*



MN1 Rural and Remote Lunch

Monday 26 May

12.30pm – 2.00pm

If you are working in a rural and remote setting this is the luncheon for you!

The Rural and Remote network supports members who work in rural and remote areas or those who have an interest in the issues facing these members. This network was established to maintain a direct link between members, branches, peak bodies and Speech Pathology Australia.

Join us and other speech language therapists/pathologists that are able to relate to the challenges and share the triumphs that you face in your everyday work environment.

MN2 Speech Pathologists Working In Developing Communities

Monday 26 May

5.45pm – 6.45pm

Attend the member network for speech language therapists/pathologists who have an interest in working in developing countries. Share ideas and be inspired by listening to those who have had the opportunity to explore this career path. Potential new members are welcome to attend.

MN3 Student Lunch With Council And Executive

Tuesday 27 May

12.00noon – 1.30pm

Students are invited to a casual lunch to meet the Speech Pathology Australia Council, NZSTA Executive and other students at a lunch hosted by the two associations. This lunch is open to Undergraduate and Graduate Entry student members of either Association. There is no fee to attend.

MN4 Evidence Based Practice Breakfast

Wednesday 28 May

7.15am - 8.45am

Join us for a light breakfast and discuss the issues facing the profession regarding evidence based practice and its implementation.

MN5 COPE Lunch

Wednesday 28 May

12.00noon – 1.30pm

Join us at the Community of Practice Education networking lunch. This network supports members who work within or support students within education systems. The identified issues for these members as they currently stand are:

Government and system issues. Eg. funding, workloads, numbers of positions, identification and labelling for funding and other industrial/workplace issues.

"Frames" / Models of working – some speech pathologists working in educational settings may be working from a medical model or a social model and vice versa.

Issues related to working within an educational setting and from whichever model (eg curriculum, classroom, schools, teaching, assessment, goals, outcomes measurement, resources, service delivery etc). Take this opportunity to discuss relevant issues with your peers.

MN6 Private Practice Lunch

Thursday 29 May

12.30pm – 2.00pm

Come and join fellow private practitioners for a light lunch to discuss relevant issues for those working in private practice.

Special Interest Groups

Special Interest Group (SIG) Events

The 2008 Conference will provide many opportunities for clinicians to meet and mingle with other clinicians with similar interests. One forum will be the Special Interest Group events. These are open to all interested delegates, regardless of where you're from or whether you belong to the SIG. The New Zealand SIG coordinators will host the events.

SIG1 Paediatric Dysphagia

Monday 26 May
12.30pm-2.00pm

Join other practitioners with an interest in Paediatric Dysphagia for lunch at a local café. This will provide a chance to meet others with similar clinical interests from Australia and New Zealand.

The Paediatric Dysphagia SIG is a regional special interest group for people in health and education. The group offers a forum for professional development and collegial support. This lunch will provide a forum for interested clinicians from New Zealand and Australia to meet, develop connections and discuss issues relevant to their workplaces.

SIG 2 Neuro Degenerative Disorders

Monday 26 May
5.45pm-6.45pm

Meet with other speech-language therapists/ pathologists working with this complex client group. The meeting will be chaired by Fiona Hewerdine and will provide a forum to meet with other practitioners and share ideas about professional support, clinical practice and ongoing professional development.

We run a SIG across our Hospital and community and Hospice inviting the MDT to learn together and to work together for degenerative neurological disorders. We meet at least 6 times a year and have a speaker and debrief. Our session aims to be educational, informative, supportive and inclusive. The SIG has been running for 8 years, and the connections established here impact on

cohesive MDT care .It is a very safe place for sharing, established over time and with trust. It would be great to meet with people running such events or those wishing to start such a group to meet together to share wisdom, generate topics, look at sources of speakers, and generally inspire each other.

SIG3 Aphasia

Tuesday 27 May
12.00noon-1.30pm

Practitioners with an interest in aphasia are invited to meet together during the Exhibition Lunch. This will be an informal forum in which to share knowledge and discuss current issues in aphasia. It will also provide an opportunity to build networks with colleagues from around the country and across the Tasman.

The lunch meeting of the Aphasia SIG will be an opportunity for speech-language therapy/pathologists from across NZ and Australia with an interest in Aphasia and related conditions to meet others with similar interests. It will be an informal forum in which to share Aphasia knowledge and to discuss similar interests and issues, including any discussion points that have arisen at the conference. It is also an opportunity to build networks whereby knowledge and skills can continue to be shared in the future.

SIG4 Traumatic Brain Injury

Wednesday 28 May
12.00noon-1.30pm

The TBI SIG meets on bimonthly in Auckland, though has members from outside the Auckland region. The purpose of the SIG is to develop skills and knowledge in practitioners working with clients with Traumatic Brain Injury and also provides a forum for peer support. This lunch will provide an opportunity for practitioners from across New Zealand and Australia to meet others working in the same field, and to explore opportunities for developing networks through New Zealand and Australia.

SIG5 Multicultural SIG

Wednesday 28 May
12.00noon-1.30pm

The lunch, at a local café will provide an opportunity for speech-language therapists/ pathologists to meet and share their experiences and ideas about working with a multicultural population.

The Multicultural SIG is interested in the ways in which the increasingly multicultural

population of NZ is affecting the practice of speech-language therapy. Because the issues raised by multicultural clients vary greatly, we are interested in the different perspectives of therapists in health, education and private practice, working with both adults and children. We propose to share experiences, identify areas of greatest urgency and brainstorm ideas for items to be placed in Communication Matters (NZSTA magazine) in order to raise the awareness of all speech-language therapists/pathologists. The lunch will provide an opportunity for interested practitioners to get together and share their experiences and ideas.

SIG6 Newborn Hearing Screening

Thursday 29 May
12.30pm-2.00pm

Enjoy lunch at a local café with others from health and education. The lunch will give you a forum to discuss issues relating to childhood hearing and universal newborn hearing screening.

This Special Interest Group was established to work with speech-language therapists/ pathologists on issues relating to childhood hearing, raise awareness around UNHSEI, and to get involved in the design and planning for this programme. The lunch will provide an opportunity to meet and discuss these aims with colleagues from health and education, different professional groups and parents.

Special Interest Group Lunches are to be paid by the attendant at the time of the meal.

Program at a glance

The program at a glance will assist you in making your session selections. The conference website www.reflectingconnections.co.nz will have details of papers offered within each session by 18 February 2008.

Places will be limited for some popular sessions and some SIG lunches, so make sure you register early.

Disclaimer:

Please note the times and sessions are correct at the time of printing, however changes may occur.

Please refer to www.reflectingconnections.co.nz for the most up-to-date program.

Sunday 25 May 2008

6.00pm – 7.30pm

- Registration, Powhiri And DIPL Welcome Drinks

Monday 26 May 2008

Breakfast

7.15am – 8.45am

- BF1** Nestlé Healthcare Nutrition Breakfast Texture-Modified Foods And Thickened Fluids As Used For Individuals With Dysphagia - Implementation Across Australian And New Zealand Settings

Opening Address

9.00am – 10.30am

- PL1** Plenary 1: Pamela Snow

Concurrent Paper Sessions

11.00am – 12.30pm

(please select one concurrent session to attend on the registration form)

- A1** Adolescent Language
- A2** Tracheostomy: Adults And Paediatrics
- A3** School Aged Language And Literacy: Interventions And Outcomes
- A4** Aphasia Therapy
- A5** Clinical Education In The Workplace

Lunch

12.30pm – 2.00pm

- MN1** Rural and Remote Lunch
- SIG1** Paediatric Dysphagia SIG: Lunch

Concurrent Workshop Sessions

2.00pm – 5.30pm

(please select one concurrent session to attend on the registration form)

- B1** The PrepTalk Project: Evaluating The Enthusiasm In The Educational Setting
- B2** Tracheostomy Care: Essential Connections For Speech Pathologists
- B3** Literacy Strengthening Schools As Mental Health Promotion Settings: The Role Of Speech Language/Pathologists As Language And Literacy Advocates
- B4** Talatalanoa Fa'atasi: Communicating Together. The Development Of A Communication Group For Pacific Island Participants Using Pacific Island Volunteers

- B5** A Symbiotic Relationship: Reflecting On The Connection Between Clinical Educators And Universities

- B6** Treatment Of Behavioural Feeding Difficulties In Children With Organic Aetiologies

5.45pm – 6.45pm

- MN2** Speech Pathologists Working With Developing Communities

- SIG2** Neuro Degenerative Disorders

5.45pm – 7.00pm

- Joint University Staff Reception

7.00pm

Restaurant Night – Various Locations

Tuesday 27 May

9.00am – 10.00am

- PL2** Plenary 2: Pamela Snow

Concurrent Paper Sessions

10.30am – 12.00noon

(please select one concurrent session to attend on the registration form)

- C1** Articulation And Phonology – A Multisensory Approach
- C2** Cochlear Implants
- C3** Service Delivery Initiatives In Dysphagia
- C4** Ageing And Communication Disorders
- C5** Cultural And Linguistic Diversity In The Paediatric Population

Lunch

12.00noon - 1.30pm

- MN3** Student Lunch
- SIG3** Aphasia SIG: Lunch
- EXH1** Exhibitor And Delegate Networking Lunch

Concurrent Paper Sessions

1.30pm – 3.00pm

(please select one concurrent session to attend on the registration form)

- D1** Articulation And Phonology: Taking The Long Term View
- D2** Cleft Lip And Palate
- D3** School Aged Language And Literacy: Story Telling
- D4** Adult Dysphagia
- D5** Cultural And Linguistic Diversity

Program at a glance

Concurrent Paper Sessions

3.30pm – 5.00pm

(please select one concurrent session to attend on the registration form)

- E1** Early Intervention: Getting Ready For School
- E2** Childhood Hearing Disorders
- E3** School Aged Literacy: Sounds Letters And Words
- E4** Acquired Motor Speech Disorders
- E5** Paediatric Dysphagia

5.10pm – 5.40pm

- SLP1** Launch Of The International Journal Of Speech-Language Pathology

5.45pm – 7.00pm

- AGM** Concurrent AGMs for NZSTA And Speech Pathology Australia

7.00pm – 8.30pm

- Joint AGM Refreshments

Wednesday 28 May

7.15am – 8.45am

- MN4** Evidence Based Practice Breakfast Meeting

9.00am – 10.00am

- PL3** Grace Gane Memorial Lecture

10.00am – 10.30am

- SLP2** International Journal of Speech-Language Pathology: Meet the Editor

Concurrent Paper Sessions

10.30am – 12.00noon

(please select one concurrent session to attend on the registration form)

- F1** Assessment In Paediatrics And Early Intervention
- F2** Voice And Head And Neck Cancer
- F3** School Aged Language And Literacy: Working Collaboratively In The Classroom
- F4** Traumatic Brain Injury
- F5** Workforce Issues Related To Professional Practice

Lunch

12.00noon – 1.30pm

- MN5** COPE Lunch
- SIG4** Traumatic Brain Injury SIG: Lunch
- SIG5** Multicultural SIG: Lunch

Lunch

12.30pm – 2.00pm

- MN6** Private Practitioners Lunch
- SIG6** Newborn Hearing Screening SIG: Lunch

Concurrent Paper Sessions

2.00pm - 3.30pm

(please select one concurrent session to attend on the registration form)

- I1** Service Delivery In Early Intervention
- I2** Fluency
- I3** The X Factor – Working With Parents And Teachers
- I4** Issues In Acquired Language Disorders
- I5** Workforce Issues Related To Professional Practice

Conference Concludes 3.30pm

For more detailed information regarding the sessions included in this booklet please refer to our website www.reflectingconnections.co.nz

The program is accurate at the time of printing however, changes may occur.

Thursday 29 May

9.00am – 10.30am

- PL4** Elizabeth Usher Memorial Lecture

Concurrent Paper Sessions

11.00am – 12.30pm

(please select one concurrent session to attend on the registration form)

- H1** Early Intervention – Getting Ready To Move To School
- H2** Fluency
- H3** Child And Adolescent Mental Health
- H4** Service Delivery Initiatives In Acquired Communication Disorders
- H5** Clinical Education Within The University

Registration Options

Full Registration Package Fee (price is in AUD per person)

No GST applies for both Australian and New Zealand delegates

	Member		Non-Member	
	Earlybird	Regular	Earlybird	Regular
Practising Standard Including Dinner	\$615	\$680	\$1230	\$1360
NZD Guide Only - Equivalent	\$700	\$775	\$1400	\$1548
Practising Standard Excluding Dinner	\$525	\$590	\$1050	\$1180
NZD Guide Only - Equivalent	\$597	\$671	\$1197	\$1343
*Workshop Presenter Rate including Dinner	\$555	\$610	\$1110	\$1220
NZD Guide Only - Equivalent	\$632	\$694	\$1264	\$1389
*Workshop Presenter Rate excluding Dinner	\$465	\$520	\$930	\$1040
NZD Guide Only - Equivalent	\$530	\$592	\$1058	\$1183
Full-time Post Graduate Student, Re-Entry & Non-Practising	\$370	\$405	n/a	n/a
NZD Guide Only - Equivalent	\$421	\$461	n/a	n/a
Student (entry level, i.e Graduate Entry Masters and UG Bachelor Students)	\$250	\$275	\$500	\$540
NZD Guide Only – Equivalent	\$285	\$307	\$569	\$614
Exhibitor/Delegate Excluding Dinner	n/a	\$500	n/a	\$500
NZD Guide Only – Equivalent	n/a	\$569	n/a	\$569

Day Registration Package Fee (price is in AUD per person)

No GST applies for both Australian and New Zealand delegates

	Member		Non-Member	
	Earlybird	Regular	Earlybird	Regular
Practising Standard	\$205	\$225	\$410	\$450
NZD Guide Only - Equivalent	\$233	\$256	\$466	\$512
*Workshop Presenter Rate	\$185	\$205	\$370	\$405
NZD Guide Only - Equivalent	\$210	\$233	\$421	\$461
Full-time Post Graduate Student, Re-Entry & Non-Practising	\$125	\$140	n/a	n/a
NZD Guide Only - Equivalent	\$142	\$159	n/a	n/a
Student (entry level, i.e Graduate Entry Masters and UG Bachelor Students)	\$85	\$95	\$165	\$180
NZD Guide Only – Equivalent	\$96	\$108	\$187	\$204

Special Event Tickets

Conference Dinner	\$90	\$90	\$90	\$90
NZD Guide Only – Equivalent	\$101	\$101	\$101	\$101
COPE Member Network Lunch	\$10	\$10	\$20	\$20
Rural and Remote Member Network Lunch	\$10	\$10	\$20	\$20
Private Practice Lunch	\$10	\$10	\$20	\$20
NZD Guide Only – Equivalent	\$11	\$11	\$22	\$22
Evidence Based Practice Breakfast	\$10	\$10	\$20	\$20
NZD Guide Only – Equivalent	\$11	\$11	\$22	\$22
Student Lunch	Free	Free	Free	Free
Exhibitor/Delegate Networking Lunch (only for participants attending Tuesday 27th May 2008)	Free	Free	Free	Free
Nestlé Healthcare Nutrition Breakfast	Free	Free	Free	Free

*Workshop Presenter Rate is only available to those people who have been advised that they are presenting a workshop. Workshops operate for a total of 3 hours.

NZD Guide Only – This is a guide only and the NZD is dependent on the currency conversion rates at time of payment.
However, all payments are to be made in AUD.

Full Registration Package Fee Inclusions

Full Practising Standard Registration Package Includes:

- Welcome drinks/nibbles at registration on Sunday
- Conference materials
- Morning/afternoon tea for the duration of the conference
- Conference sessions Monday-Thursday
- Light lunch in the exhibition hall on Tuesday
- Guild Conference Dinner (depending on whether you have chosen inclusive of the Guild Conference Dinner)
- Copy of conference proceedings published (selected papers only) in the International Journal of Speech-Language Pathology

Full-Time Post Graduate, Re-Entry & Non Practising/Student Registration Fee Includes:

- Welcome drinks/nibbles at registration on Sunday
- Conference materials
- Morning/afternoon tea for the duration of the conference
- Conference session Monday-Thursday
- Light lunch in the exhibition hall on Tuesday
- Copy of conference proceedings published (selected papers only) in the International Journal of Speech-Language Pathology

Please note attendance to the Guild Conference Dinner is at an additional cost.

Day Registration Package Fee Inclusions

Day Package Only Includes:

- Conference materials
- Morning/afternoon tea for your nominated day
- Conference session for your nominated day
- Copy of conference proceedings published (selected papers only) in the International Journal of Speech-Language Pathology

Please note attendance to the Guild Conference Dinner is at an additional cost.

Registration Options

Members and Fees

Member fees apply to 2008 Speech Pathology Australia members, 2008 members of the NZSTA, international speech pathology professional associations, and members of other allied professional associations who are not speech pathologists. Non Speech Pathology Australia or NZSTA members need to fax or email evidence of membership of the relevant Association to National Office on fax: 03 9642 4922. Please contact conference@speechpathologyaustralia.org.au for more information regarding the workshop presenter fees and shared organisation/department registrations.

For shared organisation/department registration costs, please contact conference@speechpathologyaustralia.org.au (Only available to Members of Speech Pathology Australia or New Zealand Speech – Language Therapists. A maximum of 4 persons to a shared organisation/department registration).

How to register

Online Registrations from Monday 18 February 2008.

There is a secure Conference Registration Form on the website suitable for credit card transactions. We ask you to use this facility for instant confirmation and issue of a tax invoice.

Please go to:
www.speechpathologyaustralia.org.au
or through the
www.reflectingconnections.co.nz website.

Conditions of Registration and Payment

When you register online you will receive instant confirmation. A letter and tax invoice will be issued at a later date.

These documents are only valid once your payment is received and processed.

No other documentation will be sent unless changes are made to your registration details.

Payment must be received by the required date to receive the relevant fee e.g. early bird fees. Late payments will incur additional fees.

If your organisation is paying your fees it is your responsibility to pass on the tax invoice and ensure payment is made. Your registration is not confirmed until payment is received. If payment is not received within 30 days of the date of the tax invoice, your registration may be cancelled.

Payment must be in \$AUD only. International registrants wishing to pay by cheque must do so in the form of a \$AUD bank draft. Other currencies will not be accepted.

Early bird rates only apply if payment is received by due date.

Accommodation

To take advantage of these special rates go to www.reflectingconnections.co.nz and download the accommodation and tours booking form. Please complete the form and return to:

OzAccom
PO Box 104
RBH Post Office QLD 4029
Toll Free: 1800 814 611
Fax: +61 7 3854 1507
Email: ozaccom@ozaccom.com.au

All accommodation rates are listed in New Zealand Dollars and are valid for the Conference only if booked through OzAccom. Rates exclude GST unless otherwise stated. Rates are quoted on a per room per night basis and are for the room only. Rates and all information are current at time of printing and are subject to change without prior notification. Bookings made after 25 April 2008 may be subject to further terms & conditions.

Rates are based on a per room per night basis and do not include breakfast unless stated.

Please do not send your accommodation bookings to Speech Pathology Australia.

Delegates that are interested in backpackers accommodation can go direct to:

Surf'n'Snow Backpackers
Corner Victoria Street & Albert Street
Auckland
Phone: +61 9 363 8889
Email: info@surfandsnow.co.nz
www.surfandsnow.co.nz

Surf'n'Snow backpackers are promoting brand-new, clean and safe accommodation only a minute walk from SKYCITY.

SKYCITY GRAND HOTEL

5 STAR

Located above the Convention Centre

Rooms feature separate bath and shower, writing desk with ergonomic desk chair, refreshments bar, coffee and tea maker, bathrobe and slippers, in-room spa products, hairdryer, alarm clock, in-room safe, in-room internet access, iron & ironing board, 24 hour room service and in-room Playstation.

Luxury King or Twin Room \$220.00 NZD

SKYCITY HOTEL

4.5 STAR

Located opposite to the Convention Centre.

Rooms feature a super king size bed or two double beds, working desk, air-conditioning and central heating, modern bathroom, private bath/shower, radio and colour television with Sky TV, Playstation games, international direct dial phone, tea & coffee making facilities, mini-bar, refrigerator, in-room safe and hairdryer.

Deluxe Twin/King \$175.00 NZD

OAKS SMARTSTAY APARTMENTS ON HOBSON

4.5 STAR

Located a 5 minute walk to the Convention Centre

Apartment features include full kitchen and laundry facilities, television, DVD player, CD player, reverse cycle air-conditioning, direct dial phone, high speed internet access. Hotel features include guest laundry service, security access, video security and intercom.

Studio \$99.00 / 2 Bedroom Apartment \$149.00 NZD

CROWNE PLAZA AUCKLAND

4 STAR

Located a 3 minute walk to the Convention Centre.

Rooms feature cable/satellite TV, CD player, mini-bar, tea maker, high speed internet access, work desk with lamp, in-room safe, individually controlled air-conditioning, iron & ironing board, bathrobes, bathtub, hair dryer and direct dial phone.

Standard Single/Double/Twin Room \$168.88 NZD

RYDGES AUCKLAND

4 STAR

Located a 5 minute walk to the Convention Centre

Room features include 32" LCD television, pay TV, complimentary tea & coffee making facilities, iron & ironing board, mini-bar & refrigerator, direct dial phone, AM/FM clock radio, hairdryer, air-conditioning, ergonomic workstation and chair, Broadband internet connection and in-room safe.

Superior \$159.11 NZD

CITY CENTRAL HOTEL

3.5 STAR

Located a 2 minute walk to the Convention Centre

Rooms feature toilet and bathroom, television and telephone, tea & coffee making facilities, Broadband wireless/dial up internet, daily room service and smoking/non-smoking rooms available. Rate is inclusive of GST.

Compact Double/Twin \$99.00 NZD (rate includes continental breakfast)

Studio Double/Twin \$135.00 NZD (rate includes continental breakfast)

HOTEL FORMULE 1 AUCKLAND

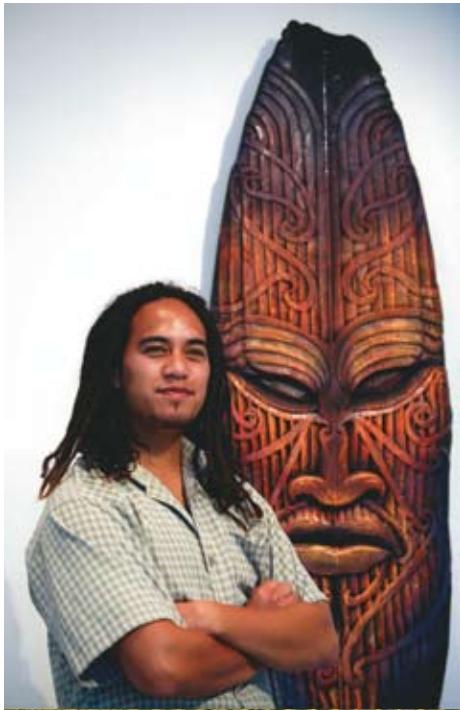
2.5 STAR

Located a 2-5 minute walk to the Convention Centre

Rooms are self contained, offering a number of facilities, including microwaves and cook tops. Amenities include Broadband high speed internet access, electronic key system, fridge, television, ensuite bathroom, iron & ironing board and radio. Rate is inclusive of GST.

Single/Double/Twin Room \$75.00 NZD

Tours



Auckland Sky Tower

Adult: from \$13 AUD / Child: (5-12 yrs) from \$6 AUD

At 328 metres high, Sky Tower is one of the tallest structures in the Southern Hemisphere. It has 4 observation decks, glass lift and floor panels for amazing viewing, multi-lingual audio guides, an audio visual show of Auckland's history and a revolving restaurant.

Sky Jump

Adult: from \$178 AUD

Take a leap from Auckland's Sky Tower! At 192 metres (630ft) the Skyjump is a cable controlled base jump. Air time is approx. 20 seconds as you fall at 75 kph. You decelerate near the ground and land on your feet, on the platform. Jumpers wear a flying suit and full body harness. They are clipped to the jump cable, by professional Jumpmasters and simply step off!

Pride of Auckland

Luncheon Cruise: from \$55 AUD/ Coffee Cruise: from \$46 AUD (11am or 3:45pm)

Dinner Cruise: from \$87 AUD

This is a pleasurable way to see Auckland - the "City of Sails". Pride of Auckland operates a fleet of four large purpose-built sailboats on the sheltered waters of Auckland Inner Harbour. There are several options to choose from and all include entrance to the Maritime Museum. Discounts apply for children 4-15 yrs.

Harbour Bridge Experience

Adult: from \$59 AUD/ Child: (7-15 yrs) from \$41 AUD

An unforgettable 1.5 hour adventure under, around and over the historic Auckland Harbour Bridge. Climbers are provided with climbing suits, communication equipment, safety harness and full commentary provided by experienced and fully trained Climb Operators.

Fine Wine Tours

West Auckland Tour: from \$127 AUD / Cafe lunch & Tour: from \$145 AUD

Auckland's high sunshine hours and temperate climate are ideal for the production of world famous NZ wines. These memorable tours include 3-4 premium wineries each with their own specialty, West Coast sightseeing, all tastings, morning teas and central pick-ups.

4 Track Adventures - One Hour Quad Safari

Adult: from \$123 AUD

No experience needed! This is a great introduction to the thrill of riding 4 wheel motorbikes. This tour covers between 15 and 20 kms of forest tracks and is tailored to suit the individuals' riding capabilities. Full instructions are given and the tour is fully guided.

Fullers - Waiheke Island Explorer

Adult: from \$46 AUD/ Child: (5-15 yrs) from \$23 AUD

A picturesque 35 minute boat trip followed by a 1.5 hour scenic highlight tour of Waiheke's stunning locations. An experienced guide will give you a taste of the views, culture and history that make up the diverse Island of Waiheke. Includes a complimentary additional all day bus pass allowing you to independently explore after the tour is finished.

Dolphin & Whale Safari

Adult: from \$127 AUD/ Child: (5-15 yrs) from \$91 AUD

The Hauraki Gulf, just off Auckland is a natural home of dolphins and whales and being so close to a city is a great place to see these delightful creatures in their own habitat. Tours revolve around university research programs where you learn about dolphin & whale behaviour and biology from expert guides. Tour includes a BBQ lunch or dinner. Duration is approx. 6 hours.

Access & Transport



SKYCITY is in the centre of Auckland and is easy to access from a variety of transport options. Details about all public transport in Auckland can be found on the MAXX website – www.maxx.co.nz.

Trains

There is a train network throughout the Auckland region. All trains arrive at Britomart, the transport hub in Central Auckland. From Britomart, it is a 10 minute walk to SkyCity.

Buses

Buses travel throughout the Central City, and many pass by SKYCITY. The MAXX website can help you identify what bus you need to take to get around and will give you details of the stops and prices.

In addition to the many bus routes that link central Auckland to the suburbs, the LINK bus travels in a circuit around Auckland City. You can catch this bus every 10-15 minutes and it will take you around many of the great eating and shopping areas of Auckland. Check out their website – <http://www.stagecoach.co.nz/thelink> <<http://www.stagecoach.co.nz/thelink>>

Ferries

If you're staying on the North Shore or want to take a trip to Waiheke Island or Rangitoto Island, Fullers Ferries can get you there. These ferries travel regularly between Downtown Auckland and the North Shore or Gulf Islands. Details can be found on www.fullers.co.nz <<http://www.fullers.co.nz>> .

Airport Shuttles

There are a number of shuttles that can take you from Auckland airport to the City. The Airbus Express (www.airbusexpress.co.nz <<http://www.airbusexpress.co.nz>>) is the cheapest at \$15 NZD. It calls at most hotels in Auckland. Other shuttles cost \$20-25 and will take you directly to your accommodation. You don't need to book these in advance.

Map kindly supplied by Heart of the City. For entire map details or more information about what to do in the heart of Auckland visit www.hotcity.co.nz.



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Photos courtesy of Auckland Tourism

