

# THE SPHS STUDENT VOICE



**The official newsletter of speech and hearing sciences**

## Welcome from Dr. Gershkoff

Welcome to new and returning SPHS students, faculty, and staff! As we kickoff the new semester, the Student Voice Newsletter will keep you informed about all that is happening in the SPHS Department. The Student Voice goes out twice per semester during the fall and spring academic year.

Getting involved can look different for every student, depending on where you are in your academic journey. This newsletter will help you discover the various ways you can expand your learning, from joining a student organization, gaining experience in a research lab, getting involved in community service, obtaining overseas experience, or even volunteering with The Student Voice.

If you are interested in learning more about how to contribute to future newsletters, please email the Student Advisory Board Chair, Hannah Olenec at [holenec@iu.edu](mailto:holenec@iu.edu). If you have any questions or comments about the content of the newsletter, please email Dr. Lisa Gershkoff at [gershkof@indiana.edu](mailto:gershkof@indiana.edu).

Finally, a big thank you to the numerous students, listed on page 2, who devoted their time and energy to putting out this first newsletter of the semester!

**Lisa Gershkoff**

Director of Undergraduate Studies  
Department of Speech and Hearing Sciences

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# STUDENT SPOTLIGHT

## Jesse Sherman

BY MAGGIE LOUTHAN



We sat down with current senior Jesse Sherman to learn more about his undergraduate career here at IU and his plans for after graduation.

When Jesse was a freshman, he declared a major in neuroscience. After three semesters, he decided it was not for him. In one of his sophomore year classes, they began a discussion about the ear, which sparked his attention. After Jesse discovered an interest in how human hearing works, he decided to change his major to speech and hearing sciences with the plans of pursuing a degree in audiology.

When not busy with schoolwork, Jesse keeps himself occupied through his involvement in his fraternity Sigma Phi Epsilon. He has volunteered in Dr. Bent's Speech Perception Research Lab. Reflecting on his work with Dr. Bent, Jesse explains, "Get involved. Join a research lab. Not only have I learned so much in helping with research, I have also found a great mentor in Dr. Bent. She has become someone that will remain an amazing contact long after I graduate." Jesse serves as the vice president for both IU Dance Marathon and Fellowship of Christian Athletes. He is also actively involved in the Camp Kesem organization, a summer camp for children whose parents have been affected by cancer. As if Jesse is not already busy enough, this semester he is serving as an undergraduate teaching assistant for Dr. Bent's Introduction to Phonetics class.

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## STUDENT SPOTLIGHT

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Jesse grew up in Greenwood, Indiana where his mother works in local government and is involved with education. With his mother's passion for education, Jesse says he has always had an interest in education. In the same class where he began learning about the ear, he learned of a frightening statistic that stuck with him.

Research shows that 90% of students who are Deaf or hard of hearing receive poor education and often fall behind their peers. Disappointed with the education that is provided to the majority of the Deaf and hard of hearing community, Jesse began seriously considering education.

Last March, Jesse made the decision to apply for the Teach for America program and was ultimately accepted. The program seeks outstanding leaders who are committed to expanding educational opportunities beginning with at least two years of teaching in underprivileged public schools.

After graduation, Jesse will be working alongside students, educators, and members of the community to challenge the traditional expectations of the school systems in Indianapolis. He hopes to be a guiding force in changing the trajectory of the lives of students and families in the community.

Excited for his future, Jesse offers advice to his fellow peers, "Do the things that seem scary and challenging to you. In my experiences, I have found that it is always worth it in the end."

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# On The Ground Report

## DR. RAQUEL ANDERSON

BY MAGGIE GOLDBERG & HANNAH BROWND



Do you know what the Dr. Martin Luther King Building Bridges Award is? It's an award given out annually to an undergraduate student, graduate student, faculty member, and a staff member to acknowledge those who "capture Dr. King's vision, spirit, and leadership in ways big and small – right here at IU and in our own community." In order to be considered for such an esteemed award, you must be nominated, which is exactly what happened to the 2019 faculty member recipient – our very own Dr. Raquel Anderson.

We sat down with Dr. Anderson to get a better idea of what it takes to earn this prestigious award. You may know Dr. Anderson as a professor in SPHS or even as the director of Speech Therapy, Education, Practicum, and Services (STEPS) for the master's program here at IU. What you may not know, however, is all that she does outside of the classroom that ultimately led her to being recognized for her passion in promoting equality and diversity in the community.

Dr. Anderson volunteers inside of IU, outside of IU, and even at home. Here in Bloomington, Dr. Anderson is a board member at the Latino Community Center, a nonprofit community-based organization, which is a resource and a place to hold events for Latinos in Monroe County.

# On The Ground Report

## Continued from Page 5 ...

She dedicates her time as an interpreter, a tutor through a program called Escuelita Para Todos, and a volunteer for different events. Through this program, Latinos can work on their Spanish literacy skills, obtain resources, and spend time with people who share similar interests. Dr. Anderson also helped develop a bilingual track program within the master's program called STEPS. Students who have the required language skills in Spanish and have an interest in working with bilingual children can apply to the program. This gives students clinical opportunities with a bilingual supervisor and unique course work. Students can also learn more about Spanish language disorders and second language disorders as well as performing service learning. Finally, Dr. Anderson also fosters kittens. Right now she has five pets, but she has been fostering them for about 13 years.

When asked if she had any advice for students looking to get involved in community service, she pointed out that the most important thing is to be passionate about what you are doing and make sure you are honest with yourself. Make sure you have enough time to do it. Everyone is busy, so when it comes to volunteering your time, be realistic with your time commitment, and never think of it as a job. Find something that you love to do in the community, and she advises that you stick with it.

**"BE PASSIONATE ABOUT WHAT YOU ARE DOING AND  
MAKE SURE YOU ARE HONEST WITH YOURSELF."**

- DR. ANDERSON

# How to Plan for the “Extras”

Mia Ranard

One of the most common questions I get as an advisor is, “What classes should I ‘save’ for senior year?” There are lots of motives behind this question, but in general my answer is usually the same: Get your major requirements (mostly) complete before senior year, if you’re able.

The reason for this is there are so many “extras” available to students that they don’t know about early on and therefore don’t plan for. In our department alone, there are opportunities for seniors to participate in the Speech Language Pathology Assistant program (SLPA), departmental honors program, be an undergraduate teaching assistant (UTA), or take an Independent Research course. All of these are great opportunities to go above and beyond your minimum degree requirements.

Another way to go above and beyond is to take more electives in Speech and Hearing Science. While only two 400 level courses are required in the major (two of the following: SPHS-S 425, 427, and 429) taking more than two is a great way to expand your understanding of the field and make yourself stand apart. There are multiple topics for each course and the topics change from semester to semester and year to year.

***Take advantage of the expertise of our faculty  
and explore more of these classes- you'll be thankful you did!***

# What I Wish I Knew

## Michelle Murashev

When stressing about graduate school applications and acceptances, I wish I had known that having the highest GPA and GRE scores were not the be-all end-all. Of course it's important to work as hard as you can in all your classes whether it's for your major or not, but having constant anxiety about not getting into graduate school because of less than perfect scores is not the best state to be in.

I am currently in the process of applying to graduate programs for speech pathology, and I'm learning that I don't have to apply to the "top tier" schools that are shown as the best in outlets like U.S. News & World Report. Some programs are, personally, too big for me and some don't have something that interests me. Through the past few months, I've learned that if you're aiming to work as a clinician, it doesn't matter where you go and how highly ranked a program is. The only thing that matters are the programs themselves, the people there, the faculty, and ensuring that they can assist you with whatever future goals you may have. As long as the program is ASHA accredited and it is somewhere you could see yourself being, then it's the right choice.

My opinion is that most schools place a higher weight on letters of recommendation, personal statements, and involvement inside and outside of your school. Sure, a high GPA and GRE score are nice to have, but when choosing a school, don't choose one solely because it's high on a list.

***Choose a school that will help you reach your own personal goals and that can bring out the best in yourself and your education.***

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# What I Wish I Knew

## Jessica Kelly

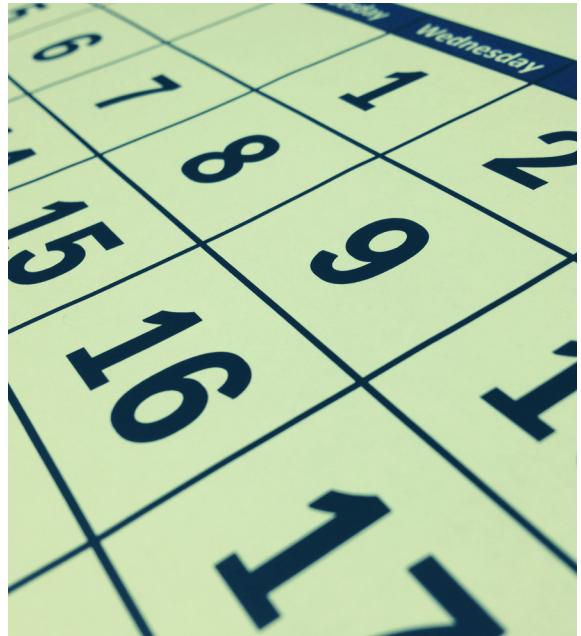
I wish I had known how much professors genuinely enjoy meeting with students outside of class. I used to think that if I could not attend office hours, or, even worse, if the professor did not have office hours that it would be imposing on their schedule to ask to meet up.

***It took me longer than it should have to realize that professors want to meet with students, no matter at what time.***

Office hours just happen to be a time when they are free, but they will work something out with you if you cannot make it at those times. As for professors who do not have office hours, turns out it's often not because they're too busy. Office hours are not commonly attended, and many professors opt to not hold them because students do not use that time anyway, so if they meet students by appointment instead it is more convenient for everyone.

If a professor is too busy to meet with you at that time, they will tell you that as well and no harm is done. It never hurts to ask to meet with a professor. They love working with students, and it's rarely imposing to ask for time with them.

# Mark Your Calendars



**Mondays:** NSSHLA study tables, 4:00 - 5:00 pm, in the lounge

**Wednesdays:** NSSLHA study tables, 5:00 - 6:00 pm, in the lounge

**October 18:** Honors Program Application Deadline

**October 21:** Undergraduate Research Grant Application Deadline

**October 21:** ASL Members Meeting, 5:30 pm, PY 100

**October 23:** SAA Clinic Tour/Hands On, time & location TBD

**November 7:** Q&A with an Audiologist, time & location TBD

**November 11:** ASL Members Meeting, 5:30 pm, PY 100

**December 2:** ASL Members Meeting and Study Tables, 5:30 pm, PY 100