



SLHS STUDENT VOICE



The Official Newsletter of IU Speech, Language and Hearing Sciences



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MARK YOUR CALANDERS

ASL Club:

November 16: Movie night at the Psychology Building Room 113, 7pm
Meetings and events also have zoom links to join.

NSSLHA:

November 15: Graduate Student Panel on zoom, time TBD
November 30: Movie night social event in Ballantine Hall Rm 208, 7pm
December 6: General Meeting in Morrison Hall Rm 007, 7pm
Every Wednesday: Study tables in Ballantine Hall Rm 147, 7pm

STUDENT CONTRIBUTORS

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Announcements/Opportunities

Contributor: Liz Benvenuto

Phi Beta Kappa Awardees

Three SLHS students have recently been elected to Phi Beta Kappa, the oldest and most prestigious academic honors society in the country. Only a select number of students at member institutions are elected annually. The IU Chapter of PBK recognizes the following students for the excellence and breadth of their undergraduate scholarly accomplishments:



- Hannah Brownd
- Ali Kumfer
- Mary Schiff

Graduation Planning Committee

The SLHS department is looking for students interested in helping to plan, organize, and provide input to the department graduation.

We are looking for Seniors. If Interested please reach out to Liz Benvenuto (ebenven@iu.edu) by December 1st.

Mentors 4 US

Contributors: Shelemiah Crockett & DeAvianna Abrons

Mentors-4-Us will be a new mentorship program offered by the Department of Speech, Language and Hearing Sciences with the goal of supporting undergraduate juniors, seniors, and potentially underclassmen seeking support early in their educational experience. Mentors-4-Us is being piloted by Dr. Rita Patel and Dr. Michele Morrisette. Dr. Patel was an immigrant and both she and Dr. Morrisette were first generation college students. These experiences led them to develop the idea for the program. They find it important to give current undergraduate minority students the resources and advice they feel they would have benefitted from during their own experiences.

The Mentors-4-Us program will pair a mentor with a mentee. Mentors are anticipated to be IU current first and second year SLP Masters students, PhD students, and recently graduated alumni who have gone through any sort of graduate school application process. Mentees will be IU undergraduate juniors and seniors who are a part of an underrepresented minority group, including but not limited to race, gender, and socioeconomic status. Undergraduates entering the program do not have to be SLHS majors, as Dr. Patel and Dr. Morrisette plan to collaborate with other programs on campus such as the La Casa Latino Cultural Center, Neal-Marshall Black Culture Center, and Asian Culture Center to generate interest among other students. Nevertheless, Mentors-4-Us is ultimately geared toward those who wish to apply to graduate school for professional training in Speech-Language Pathology (although accommodations may be made for those interested in Audiology).

Mentorship will be incredibly important for juniors in their spring semester, and particularly seniors in their fall semester who will be actively working on applications. The role of the mentor will be to help the undergraduate mentees in sculpting competitive applications for graduate school. They may help with parts of the process such as narrowing down school lists, creating the personal statement, and even deciding on where to matriculate post-acceptance. While Mentors-4-Us will likely host one to two large group events for everyone to intermingle each semester, the program will be flexible in that time commitments will largely be at the discretion of the mentorship pairings. Participation in the program as a mentee should last as long as guidance is needed.

This is a great opportunity for undergraduate students to make connections and gain advice from their peers who could supply invaluable information. Anyone interested in the Mentors-4-Us program can fill out the application anytime using the QR code attached below, as there will be rolling admission. Applicants should expect a roughly 2-4 week turnaround on their applications to find out if they are accepted into the program and who their mentors will be. Dr. Patel and Dr. Morrisette's emails are listed below to contact them with any questions or concerns.

The mission of the Mentors-4-Us program is as follows:

"Mentors-4-Us is a free peer-mentoring program for underrepresented minority students interested in applying to graduate school for professional training in speech-language pathology. The program is designed to increase underrepresented students with diverse backgrounds not limited to race, ethnicity, abilities, marital status, sex, sexual orientations, veteran statuses, national origins, gender identity and expressions, socioeconomic status, religion, color, or otherwise disadvantaged, in graduate programs in speech-language pathology. The goal is to build future leaders who embody diversity and inclusiveness."



ON THE GROUND REPORT

Coming Soon: Undergraduate Clinical Course

Contributor: Nicole Neuenschwander

The Department of Speech, Language and Hearing Sciences at Indiana University is employing a new, hands-on opportunity to get involved in the clinical world: The Undergraduate Clinical Practicum will offer students the chance to integrate their knowledge from the SLHS coursework into the clinical setting through collaborative strategies with a team of professionals and extended study in a primary area of interest. According to Professor Karem, "students in the practicum will participate in a phased program that includes both classroom instruction and face-to-face training, which will culminate into a final clinical project".

This program will consist of a four-phase structure, with each phase making up roughly four weeks of the course. Phase-1 will be the requirements and requisite skills section. This will include a weekly seminar to learn the foundational topics as well as meet with one's advisory team and clinical supervisor to develop and create an initial forethought of a clinical project. Phase-2 will start the clinical observations with either a pediatric population in a school-based setting or an adult population in an outpatient clinic setting. This will involve observing and reflecting on clinical sessions as well as attending class discussions. Students will get the chance to work alongside their clinical supervisor or graduate clinician to expand their knowledge and participation in a clinical setting. Phase-3 will continue class discussions with peers as well as the extension of clinical participation. It will also include the implementation of student's final projects. Final Projects could be a variety of topics, from 'Training for Allied Health Professionals on Strategies for Communicating with Patients with Communication Disorders' to 'Educator Workshops on Developing Receptive Language Skills to Assist Reading in the Classroom' to 'Patient Guidebooks for Head and Neck Cancer Treatment'. In the final phase-4 of the course, students will finalize individual presentations and present to their peers, advisory team and clinical supervisors. Students will also be given the opportunity to present at the Undergraduate Showcase.

According to Professor Karem, "the pilot course of Speech-Language Pathology Practicum and Seminar (SLHS-X476) will begin in the Spring 2022 with a small cohort of students". The department hopes to be able to extend the invitation to a larger group of students in future semesters. The application process for consideration into the Undergraduate Clinical Practicum will require a letter of intent to indicate one's topic area of interest, reason for applying for the program, as well as basic information to help identify ideal candidates. Other requirements will include completion of all SLHS 100 and 200 level courses, availability for clinical time commitment and no incompletes on transcript. For further information and questions, contact Practicum Coordinators Emily Ansty and Rachel Karem (emails included at end of article).

Participation in the SLHS Undergraduate Clinical Practicum will ultimately give students who are interested in an applied clinical setting the opportunity to extend their studies beyond traditional curriculum. Professor Karem told us the practicum will help to "develop enhanced time management and organizational skills, implement evidence-based practice, increase professional and culturally responsive communication skills, apply critical thinking skills in a clinical environment, and allow students to work with a whole team of professionals and make connections". This upcoming spring will just mark the initial implementation of the program. However, the SLHS department looks forward to the possibilities that the Undergraduate Clinical Practicum could have for more students in the near future. Be sure to look out for this opportunity in semesters to come!

For more information, contact Professor Emily Ansty: eansty@indiana.edu or Professor Rachel Karem: rwkarem@iu.edu

FREQUENTLY ASKED QUESTIONS

Contributors: Elizabeth Drobny & Kierra Wiles

“ Q: How does switching into the SLHS major late affect applying to graduate school? ”

A: Typically, when students enter the SLHS major late, the task of finishing classes and major requirements is very achievable. However, the importance of making connections with professors must be a top priority, because by transferring to the program (either sophomore or junior year), there are inherent missed opportunities in forming bonds with professors and getting to know peers within the same discipline. These people may be good companions and assets to have for future endeavors. For example, letters of recommendation are a significant part of graduate school applications, and it is important to have strong relationships with those qualified to write these letters. Overall, it is very important to put yourself out there and make connections within the SLHS community.

A: There are a wide variety of extracurricular activities here at IU that can be of interest to students. Some are related to the SLHS major, such as the National Student Speech, Language and Hearing Association (NSSLHA), ASL Club, the SLHS Student Advisory Board, and more. However, the opportunities do not stop there. Joining clubs outside of the major such as the Union Board, participating in Themester internships, trying out for club sports, to name a few, can set a student apart and show a wide range of interests. These can diversify a student’s social life and resume, resulting in new opportunities and experiences. You can find all different kinds of activities on IU’s BeInvolved page at <https://beinvolved.indiana.edu/>.

“ Q: What are some extracurricular activities to join? ”

“ Q: What are common places to complete observation hours? ”

A: The Master Clinician Network is highly recommended to work towards observation hour requirements. Master Clinician Network is an online resource with many videos covering a wide variety of speech and language disorders. While IU clinics are also available, observations are currently being limited due to COVID-19. Schools, clinics, nursing homes, and hospitals outside of the department are also possible places to complete observation hours. It is important that when completing hours at these locations, it is done under the supervision of ASHA-certified clinicians. This website can direct you to more information regarding ways to complete the observation hours.

<https://sphs.indiana.edu/undergraduate/observations.html>

FACULTY SPOTLIGHT

CONTRIBUTORS: KRISTEN SIMONS & LAUREN ROSS

We sat down with Dr. Erin Lynch who is a visiting assistant professor in the Speech, Language and Hearing Sciences Department this year at IU. She is currently teaching SLHS-S 375: undergraduate Hearing Science and SLHS-S 516: graduate Intro to Audiological Testing. In the spring semester, she will continue to teach SLHS-S 375 as well as SLHS-S 576: graduate Amplification in the Hearing Impaired. Dr. Lynch shares with us that a visiting professor is someone who comes to fill the needs or holes of teaching in a department at that school. IU has brought her on to temporarily relieve other faculty members in the Speech, Language and Hearing Sciences Department. She tells us that she doesn't know how long she will be at IU, but she has enjoyed her time here thus far.

Dr. Lynch grew up in Long Island, New York. She lived there her whole life until she went to Clarion University of Pennsylvania for undergrad. She then went on to graduate school at Ohio University where she got her AuD and Ph.D. in audiology. Before coming to IU, she worked at the Medical University of South Carolina where she finished up her AuD clinical hours and clinical rotation.

She stayed there as a visiting student where she helped assist with data collection and write up of projects. She then began her first year of teaching this year at IU. Dr. Lynch explains to us that she plans to continue teaching and that it has been one of her favorite jobs thus far.

Dr. Lynch got into the field of Speech, Language and Hearing Sciences through her mom who was a physical therapist. She shares with us that she would go to work with her mother a lot where her mom would work very closely with speech-language pathologists. She thought their work was interesting and started shadowing speech-language pathologists. She explains that she knew she was more interested in the medical side of speech, so she did a research project working with frontal lobe damage in her undergraduate studies. Her thesis project had to do with background music during short term memory therapy for individuals with frontal lobe damage. This project got her interested in the hearing science behind it and shifted her interests to the field of audiology.

Dr. Lynch shares with us that her favorite part about teaching is watching students work through difficult concepts and getting that "AHA" moment once they understand something. She loves to see students overcome obstacles they never thought they would figure out. When it comes to teaching at IU, she tells us that she enjoys the culture here. She explains to us that there is such a good environment between the students and faculty in the department which she believes is why students are excited to learn and want to engage with the faculty.

In her free time, Dr. Lynch likes to go camping and explore national parks. Dr. Lynch and her fiancé are also huge golfers, and she tells us they have played at every golf course within an hour radius of Bloomington. Dr. Lynch's advice to students is to attend class as much as possible and engage in discussion. She tells students to ask many questions because the faculty love answering any questions students may have, and it initiates critical thinking. Lastly, she tells students to "be present in every way" whether that be through asking questions, attending office hours, or being an active participant in group work and discussions.



DR. ERIN LYNCH

WHAT I WISH I KNEW

STUDY ABROAD: ADVENTURE AWAITS

CONTRIBUTORS: HANNAH BROWND & CARLEE ANDERSON

Have you considered traveling abroad while earning credits for speech, language, and hearing sciences? If so, then the New Zealand study abroad program is a great opportunity for you.

Christchurch IES through the University of Canterbury is a semester-long program for students majoring in the field of speech, language, and hearing sciences that is taught in English.

There are several fascinating courses that fulfill degree requirements, such as Language Disorders in Children, Aphasia and Related Disorders, and Clinical Phonetics to name a few. Be ready to advance your studies in speech, language, and hearing sciences, explore the beauty of New Zealand, immerse yourself into a rich culture, make new friends from around the world, and create lifelong memories. Meet with our advisor, Mia Ranard, and a study abroad advisor at the Office of Overseas Study for more information to discuss and plan for this extraordinary opportunity.

Also, it is worthy to note that there are 130 programs at Indiana University that are not directly affiliated with a major. If you are looking to study abroad for general education credits, browse programs on the website by region or even language of instruction. For example, by selecting the Europe region, you may find several internships that would count towards credits here at IU. If you are not interested in studying abroad through an IU program, there are thousands of non-IU programs available. Do note that if you are considering non-IU programs, keep in mind credit transferring, financial aid, and whether or not it will fulfill one's degree requirement. The Office of Overseas Studies has walk-in hours, appointments, and a hotline number for more information. Please visit their website at <https://overseas.iu.edu/programs/iu/index.html>.

What I Wish I Knew with Sam Gilligan

Sam Gilligan, IU alumna and former co-chair of Student Advisory Board, shares her experience studying abroad in New Zealand. Sam is a first-year student earning a Master of Arts in speech-language pathology at Temple University.

Describe your experience studying abroad.

"I studied abroad in Christchurch, New Zealand my junior year of college, which was Spring 2020. Although I was nervous about going so far away, I was eager to explore another region of the world and go outside of my comfort zone. I would describe my experience studying abroad as eye opening. Due to the pandemic, I was only abroad for 7 weeks, however, living in New Zealand during that time gave me a whole new perspective on life. The Kiwi and Māori way of life emphasized healthy balance, where people were friendly, positive, laidback, and outdoorsy. In my time there, I observed that the New Zealand culture focused a lot less on things that are materialistic and more so strived to treat everyone as equals, which I valued."

What was your favorite class?

"On top of being able to learn about New Zealand's culture through my day-to-day experiences, I was enrolled in academic coursework at the University of Canterbury. My favorite course was called Aphasia and Related Disorders. In this course we were able to directly apply the skills we were learning to Simucase patients and for the final project, I created a really fun and informative guide for the general public of interest. I was able to hear about and discuss class material with students who were already working with patients with aphasia. Looking back now, I believe this course really prepared me for graduate school."

What advice would you like to give to future study abroad students?

"For future study abroad students, my advice would be to keep an open mind and take advantage of all that your program has to offer. Studying abroad can be a great opportunity to grow personally and academically."

