

SLHS STUDENT VOICE

Newsletter



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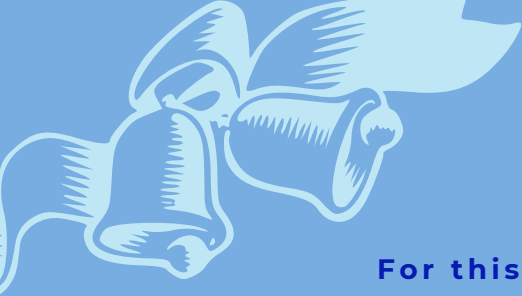
CONTRIBUTORS..... PG 12



WELCOME LETTER



Hello SLHS undergrads and welcome to our December newsletter! We have a couple of exciting updates regarding SAB. We now have an IU email address! If you have any questions, suggestions, or collaboration opportunities you can reach us at sabslhs@iu.edu. We also have joined Instagram! You can follow us [@sabslhs](https://www.instagram.com/sabslhs) to keep up with organization information and activities. Good luck with finals and we hope you have a great holiday break!



ON THE GROUND

For this edition of On the Ground, we had the opportunity to interview Clinical Assistant Professor Carolyn “Carrie” Wade. Wade is the IU Speech-Language Clinic Director and Medical Externship Coordinator of the Speech, Language and Hearing Sciences Department. She also runs the SLHS support groups.

There are currently four SLHS support groups for individuals and their families who have been affected by aphasia, brain injury, Parkinson’s disease, and stuttering. IU has been running these programs for many years. The brain injury and aphasia support groups have been around for over 20 years, and the Parkinson’s support group has been around for over 10 years. The support groups meet once a month and include sessions for individuals and their families. Many of the groups also have a social aspect to them. Meetings start with introductions and include discussion on anything members of the group want to talk about. The support groups also aim to generate positivity, so sometimes specific questions are asked, such as, “What was the highlight of the past month?” Each support group usually discusses an educational topic. For example, in November the brain injury support group talked about what sleep and fatigue means for those with brain injuries. Individuals shared what they have tried and discussed different strategies to get more sleep.

The aphasia support group focuses on treatment but also includes education. The brain injury group meets the first Monday of each month from 5:30 to 6:30 p.m. as well as online. These meetings focus on discussion, counseling, and education of the attendees. The Parkinson’s support group meets the first Friday of every month from 2:00 to 3:00 p.m. and promotes loudness as well as focusing on education. The support group for people who stutter is held virtually on the second Thursday of each month and focuses mainly on education and fostering community.

In 2020, the department implemented a hybrid version of the support groups, which continues today. Hybrid meetings improve accessibility for individuals with Parkinson's who don't drive or may have difficulty with accessibility. It has also opened the support groups to members outside of Bloomington. The aphasia support group has members from all over the US. This is possible because the support groups are community services that don’t bill insurance.



ON THE GROUND CONT.



When asked how people hear about the support groups, she mentioned that many learn about them through word of mouth, the website, or referrals from someone at the speech clinic. The speech clinic strongly encourages patients to join support groups because of the benefits. Support groups provide individuals with a community by allowing them to connect with individuals who are experiencing the same thing that they are.

Within the support groups, each group has one or two clinical supervisors and several graduate student clinicians. For example, the Aphasia support group currently has two clinical supervisors and five graduate students. The clinicians rotate each month, giving the graduate students the opportunity to work with all the groups. This provides graduate students with experience working with peers, along with added guidance from clinical faculty.

In terms of age ranges, the brain injury support group includes both adults and college students. The aphasia support group typically consists of older adults, though it is open to any adult. The Parkinson's support group generally tends to be an older group, due to the population it affects.

We would like to thank Professor Carolyn Wade for taking the time to share information about the support groups with us. For more information on the support groups and how to get involved, visit their website:

<https://sphs.indiana.edu/clinics-and-services/speech-language-clinic/support-groups/index.html>

FAQS

ANSWERED BY OUR
ADVISOR, ANNELIES

Do I need to take summer classes?

The short answer is no. The SLHS major is designed so that you can complete it without any summer classes. The only exceptions would be if you are trying to either get ahead or catch up.

What are top priorities/recommendations for freshman year classes?

The top three classes that you should try to complete freshman year are English Composition, math (especially if you plan to take a prep course like Algebra), and SLHS-S 104 "Human Communication and Its Disorders". However, it is not the end of the world if you do not have them all done. When in doubt, consult with your advisor!

Also, freshman year is a great time to try something new. Did your friend recommend a class? Would you like to test out a potential minor? How about trying something creative like piano, ballet, photography, etc.? Not every single class needs to check a box, so I encourage you to explore what is out there.

What are the most common minors in our department?

It looks like I last counted these all up exactly one year ago in November 2023, so I think it is time for an update! Psychology is still the clear winner (47 students have it declared). Youth Development has grown in popularity and now sits in second place (21 students). Spanish maintains its third-place position with the exact same number as last year (17 students).

FACULTY SPOTLIGHT BRIELLE STARK



For this edition of Spotlight, we had the opportunity to interview Associate Professor, Brielle Stark. Dr. Stark grew up in Lawrenceville, New Jersey, where

she loved her neighbors' extremely festive holiday decorations. At age 11, she moved to a small, rural community in Ohio. The suburban lifestyle she had known was replaced by a 5-acre farm, offering her the opportunity to care for horses. "It allowed us to get two horses," she explains, "and I learned to ride when I lived in New Jersey and continued throughout high school." Stark enjoys riding her gray mare, Athena, all things rowing, and spending free time with her family. Stark and her husband have two young kids and a spunky beagle rescue mix.

Dr. Stark's academic journey began at Bryn Mawr College, an all-women's institution just outside Philadelphia, where she studied Psychology with a concentration in Neural and Behavioral Science. While there, she embraced leadership, serving as captain of the crew team. She decided to pursue her PhD right away in Clinical Neurosciences at the University of Cambridge, in England. She was a Gates Cambridge Scholar during her PhD, meaning the Gates Foundation sponsored her work. While at Bryn Mawr, she had the opportunity to study at the University of Oxford for a year. Her year at Oxford allowed her to feel comfortable returning to England for her PhD. After completing her PhD, Stark returned to the United States in 2016 for a postdoctoral fellowship at the Center for the Study of Aphasia Recovery at the University of South Carolina. After swearing to her parents that she would never come back to the Midwest, she found a home in IU's SLHS department, in 2018. Stark stated, "Truly, I wanted to be closer to Ohio, and I also wanted to be at a university and in a department with great people. IU has that. I really love living in Bloomington and working at SLHS."

FACULTY SPOTLIGHT CONT.

Now entering her seventh year at IU, Dr. Stark finds great fulfillment in mentoring students both in the classroom and in her lab. “You bring a fantastic perspective and desire to learn, and that’s what makes it fun for me.” In addition to mentoring, Stark really loves the research that comes with her job. In her Neural Research Lab, Dr. Stark studies how the brain processes language and how the brain changes with language recovery or decline. “I also characterize language in different populations of people and try to understand how things derived from language (like grammatical complexity, lexical access, etc.) might tell us if a person is at risk for developing cognitive decline.” She works with older adults, adults with aphasia, and adults with dementia. “It’s really rewarding to get to work with the aging population, although I will say, we also have plenty of young people in our studies because stroke affects all ages!”

Dr. Stark’s interests and passions have led her to establish FOQUSAphasia. She started this initiative in 2019 with a few of her international colleagues and, then PhD student, now Portland State University faculty, Manaswita Dutta. The goal of this mission was to improve the evidence for evaluating how people with aphasia use language in a more natural setting such as storytelling and in conversations. “I’m interested in how we speak in day-to-day life, which tends to involve a lot of other cognitive processes (like executive function and memory). FOQUSAphasia brings together people who are also interested in this!”

When asked for advice for students interested in the field of Speech, Language and Hearing Sciences (SLHS), Stark emphasizes the importance of being people-oriented. “This field offers such a wide range of opportunities, from working with newborns to the elderly. It’s essential to truly enjoy interacting with people, solving problems together, and building strong relationships,” she advises. For students preparing for graduate school or their careers, Stark suggests a proactive approach to connecting with faculty. “Get to know your professors so they can write personalized, meaningful letters of recommendation. In my large classes, it can be hard to write a truly personalized recommendation unless students have sought me out outside of class. I recommend reaching out through email, meeting after class, or joining a lab so professors can get to know you better. These letters are crucial for grad school applications and securing your first job.”

We would like to thank Dr. Stark for taking the time to share her experiences with us, especially amidst her busy schedule. We look forward to following her continued success and groundbreaking research!

Contributors: Siya Patel and Kailey Phipps

WHAT I WISH I KNEW

This edition of “What I Wish I Knew” covers the graduate school process from applications, to interviews, to the early stages of graduate programs. Each contribution comes from a current graduate student at Indiana University who has been through the process themselves!

“What I Wish I Knew About the Graduate School Process is how important it is to be authentic in your application materials and trust that your unique experiences will shine through. I applied to several schools (seven in total) but ultimately focused on programs that aligned with my values, long-term goals, and clinical interests. Doing thorough research on each program ahead of time helped me ensure I was genuinely interested in that program before going through the arduous application process. Staying organized helped me manage deadlines and interviews, but I also learned to give myself grace when things felt overwhelming. It’s okay to feel stressed – this process can be intense, but each step is a valuable part of your journey toward a rewarding career.” — Miranda Kress, SLP Student

“What I wish I knew before starting graduate school interviews is that it’s best not to over-prepare or stress too much! Universities can tell when answers sound overly rehearsed, so try to relax and treat the interview as a natural conversation. Come prepared with thoughtful questions about their program to show your genuine interest. Most importantly, be authentic and share the values and experiences that truly matter to you!” — Emi McClaine, SLP Student

“I wish I was more prepared for the workload and time commitment that grad school requires. It is important to study throughout the semester and try not to cram right before exams, which was easy to do in undergrad. The 3-year accelerated AuD program moves very fast, so even if you don't have any assignments due, you should still make time to study!” — Aylivia Mellon, AuD Student

Contributors: Jess Leifer and Samiyah Hart

LAB HIGHLIGHT

After having the wonderful opportunity to sit down and talk with Dr. Lulich, the lab director of the Speech Production Laboratory, we've been able to gain more insight as to what exactly goes on in his lab here at IU! Dr. Lulich informs us that when we speak, it is not just the brain that handles that information, but we are also doing it with the properties of our bodies and the world around us. He claims there is a sort of "black box" around the parameters that affect the way that we speak, and he wants to investigate this further. Dr. Lulich wants to know how we control speech within that context.

Keeping his goal in mind, he studies specific behavioral and neural mechanisms in his lab. Dr. Lulich started as an undergraduate student focusing on acoustics, biomechanics, and speech perception. However, when he started at Indiana University roughly thirteen years ago entertained a different approach to dive deeper into studies of articulation. To further his research, he uses a 3-D ultrasound that allows researchers to view the tongue and combine it with the palate impression. Then, the MRI scans this to see how it all works together. Additionally, Dr. Lulich has been studying aerodynamics and breathing involved in speech.

When asked about the instruments used to conduct his research, he gave us some interesting insight about his previously mentioned 3D/4D ultrasound imaging. He tells us that the ultrasound's high frequency vibrates the chin, travels through tissue, and then echoes back to receive an image of a single slice of the tongue. However, this is not the only assessment done in Dr. Lulich's lab! He said he also uses microphones and accelerometers to measure lung acoustics. He also uses a "full-body plethysmograph", to research lung capacity and lung function with pulmonary function tests. Similarly, he uses an inductive plethysmography to measure lung volume.

Dr. Lulich was excited to share that a normal graduate or undergraduate student in his lab would be working in data analysis, collection, and/or holding meetings. His lab is split between more of a workspace while the other half focuses on data collection. Dr Lulich shares that the advancements in 3D/4D ultrasound technology have really helped the research in his lab as well as MRI. However, with advancements come setbacks. Dr. Lulich emphasizes that it is important to be positive when you get results that seem difficult because it means that there is something new to learn. He reminds us that keeping an open mind when faced with challenges allows for creativity.

He says, "The puzzle is fun". Dr. Lulich really enjoys learning about the aspects of our world that are connected. He is interested in understanding how speech connects with outside things and wants to invite students to explore this in his lab! He would like people to know that the lab is open for business! He says that the lab is very collaborative, and that is something he is especially proud of. He wants undergraduates to feel included despite the location as well! He says that his lab in previous years has always felt like a community, and he wants to continue to uphold that.

Website link: <https://spliu.sitehost.iu.edu>

Contributors: Adyson Goodwin, Emma Jez, and Trinity Whyde

HEALTH SCIENCES BUILDING GUIDE

What is the Health Sciences Building?

The Health Sciences Building is a part of the Indiana University Regional Academic Health Center (RAHC). It houses the Department of Speech, Language and Hearing Sciences as well as the School of Medicine, School of Social Work, and School of Nursing. The new building allows for the SLHS department to collaborate across disciplines and have onsite hearing and speech and language clinics. Undergraduate students may need to access the building to schedule and complete observation hours, meet with faculty, or work in the labs.

How do I get to the Health Sciences Building?

The Health Sciences Building is located at 2631 E Discovery Parkway, and students can access the building by car or bus. For students traveling by car, there are several parking options. Parking lot 130 has ST IU parking spaces but does not allow parking in golf course spaces. Parking lot 158 has EM-S, EM-P, and handicap parking spots. If you have an ST or CH permit, you are permitted to park in the EM-P and EM-S spots after 5 pm. It should be noted that students are not permitted to park in the patient parking spaces or the visitor lot on the east side of the Regional Academic Health Center. For students taking the bus, the building is located on the City of Bloomington Transit College Mall line as well as the IU Campus Bus E Route. If taking the bus, please keep in mind that the bus stop is located by the RAHC, which is not where the Department of Speech, Language and Hearing Sciences is located. Students may enter through Door 5, which is closest to the bus stop, through Door 9 if completing observation hours, or through Door 10. The main entrance doors are open Monday-Friday from 7 am to 6 pm.



For more information about the Health Sciences Building visit:
<https://healthsciences.indiana.edu/building/visitor-info.html>



HEALTH SCIENCES BUILDING GUIDE

How do I Navigate the Health Sciences Building?

Students coming to the Health Sciences Building looking for the IU Speech and Language Clinic and the IU Hearing Clinic will find them on the second floor in room C2122. Students looking for SLHS faculty offices or SLHS research labs will find them on the second and third floors. Here is a guide to help students locate faculty offices and labs:

2nd Floor Faculty Offices:

Bent, Tessa	C2021
Bidelman, Gavin	C2012
Lents, Jenny	C2013
Lynch, Erin	C2017
Riffle, Travis	C2014
Anderson, Julie	C2010
Gangopadhyay, Ishanti	C2015
Stark, Brielle	C2011

3rd Floor Faculty Offices:

Baar, Kristin	C3128
Gustafson, Sam	C3028
Shrivastav, Mini	C3128
Lulich, Steven	C3030
Mesa, Carol	C3042
Morrisette, Michele	C3043
Patel, Rita	C3029

2nd Floor Research Labs

C2002- Developmental Speech & Language Laboratories

Speech Disfluency Lab	Anderson, Julie
Language Experience and Multilingualism Research Lab	Gangopadhyay, Ishanti
Bilingual Language Interaction for Social Success Lab	Mesa, Carol

C2022- Speech and Language Lifespan Laboratories

Neural Research Lab	Stark, Brielle
Speech Perception Lab	Bent, Tessa

C2018- Hearing Science Laboratories

Auditory Perception Lab	Lents, Jennifer
Auditory Cognitive Neuroscience Lab	Bidelman, Gavin
Children's Auditory Research for Educational Success Lab	Gustafson, Samantha

3rd Floor Research Labs

C3047- Voice and Speech Production Laboratories

Vocal Physiology and Imaging Lab	Patel, Rita
Speech Production Lab	Lulich, Steven
Speech Production, Imaging, and Neuroscience Lab	Spencer, Caroline

C3040- GEL Labs

Auditory Cognition, Aging, and Tinnitus Lab	Lynch, Erin & Riffle, Travis
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