



SLHS Student Voice



The Official Newsletter of IU Speech, Language and Hearing Sciences



MARK YOUR CALENDARS

NSSLHA General Meetings

- January 31st at 7pm
- February 28th at 7pm
- March 28th at 7pm
- April 25th at 7pm

UTA Applications available Feb. 25th

STUDENT CONTRIBUTORS

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Announcements/Opportunities

Contributor: Hannah Brownd

Bradford Woods Summer Opportunity

Bradford Woods is seeking motivated and compassionate students like you this summer! Bradford Woods is Indiana University's Outdoor Center that partners with Riley Children's Foundation. It consists of 10 weeks of Recreation Therapy summer camps for children and adults with physical disabilities and chronic illnesses.

This is an excellent opportunity as a practicum and fieldwork site for speech, language, and hearing science students. The program is looking for enthusiastic individuals who understand the need and importance of therapeutic activities and adaptive recreation. Students will grow both individually and professionally by creating their own professional philosophy and style when working with a diverse population of campers.

Students can apply for various positions such as Cabin Heads, Cabin Staff, Creative Arts Program Staff, Recreation Program Staff, and Waterfront Directors. Apply now to experience a summer working a job that strives to serve, empower, educate, steward, and advance. Visit their website at <https://bradfordwoods.iu.edu/> for more information.



Audiology Event: March 22nd

IU's chapter of the Student Academy of Audiology is hosting an event next month where students will be given the opportunity to see first hand some of the practices and tools of clinical audiology.

This event will be held on March 22nd at 6 pm in the Indiana University Hearing Clinic (Regional Academic Health Center C2100). The event will demonstrate different areas of clinical audiology (audiometric test battery, VNG/rotary chair, amplification and implantable devices, otoscopy/cerumen management/earmold impressions) as well as answer any questions about pursuing the field of Audiology.

Please use this link to register: <https://forms.gle/MshwCf2J9gPNi92B7>

On The Ground Report

ASL Minor

Contributor: Nicole Neuenschwander

Editorial Note: The following report is based on written responses provided by Joe Murray and Pam Patton-Richards to questions by Nicole Neuenschwander

NEW SLHS Minor!

Students who have been enrolled in any of Indiana University's American Sign Language (ASL) courses may feel a strong appreciation for Deaf culture or may be intrigued by the beauty of the language itself. These students and their desire to further their study have fueled the growth of the ASL program over several years. Since 2016, the program has developed a number of new opportunities for students, including an ASL Level Five course (SLHS-A300), a Structure of ASL course (SLHS-A350), and a Deaf Culture course (SLHS-A400). With this additional coursework, the Department of Speech, Language and Hearing Sciences was able to begin offering an ASL minor in the fall of 2021. The new minor will provide students with the ability to communicate conversationally in ASL with individuals who are Deaf at work, school, and in daily life. Students will also have the opportunity to acquire an integrative understanding of the language and the people who speak it. As a result, students are likely to gain a deeper appreciation for the culture of the Deaf community as well as knowledge about the marginalization that Deaf individuals face.

Description and Application Process

The ASL minor involves a 15-credit hour program that fulfills the foreign language requirement in the College of Arts and Sciences. However, acceptance into this program is limited and competitive. For example, there are currently 50-70 students interested in applying this semester. Acceptance into the program is based, in part, on class standing, projected graduation date, and space limitations. In addition, the ASL minor requires an application that includes a passing grade (C-) for SLHS-A100 and SLHS-A150, a personal statement video, a written essay, and a letter of reference from a previous ASL instructor(s). If a student is unable to obtain a letter of reference, they may alternatively complete an interview.

Although SLHS majors have priority in acceptance to the program, non-majors are also encouraged to apply, especially if they're planning on an assistive profession in the future such as audiology, speech pathology, nursing, social work, criminal justice, and advocacy to name a few. According to Professor Joe Murray, the ASL Program Coordinator, "The ASL minor is a great opportunity for these students to improve their ability to communicate with future patients, but it also promotes cultural sensitivity to members of the Deaf community."

If you are a student interested in continuing your education of ASL and Deaf culture, applications for spring admissions are due **March 1st** (October 1st for fall admissions).

Applications must be submitted to the following website:

<http://sphs.indiana.edu/undergraduate/asl-minor-eligibility-application.html> by March 1st

Importantly, as noted on the SLHS website, although the ASL minor offers extensive inclusion into Deaf culture and its language, "This minor does not lead to a certification or an endorsement for teaching ASL, nor does it provide qualifications in ASL interpreting, Deaf education, or any other related professional field."

More information about the ASL minor can be found at <https://sphs.indiana.edu/undergraduate/asl/asl-minor.html>.

Questions about the application process or the program can be directed to Pam Patton-Richards, the ASL Program Assistant, at pkpatton@iu.edu.

On The Ground Report

Graduation

Contributors: Shelemiah Crockett & DeAvianna Abrons

Graduation is already looming in the minds of many eager seniors who look forward to closing the current chapter of their lives at Indiana University. In addition to IU's undergraduate commencement, which this year will be held on Saturday, May 7th at 10 a.m. in Memorial Stadium, the Speech, Language and Hearing Sciences Department customarily holds an annual graduation ceremony for its seniors. The purpose of the event is to recognize all graduating students for the major academic achievement that is obtaining their degree. Due to COVID-19 pandemic, the Department was unable to host the event in 2021, but fortunately for this year's graduating seniors, an in-person outdoor event will take place after IU's commencement at the Virgil T. DeVault Alumni Center across 17th Street from Assembly Hall. Guests are asked to stay parked at the stadium and to walk across the street to the DeVault Center. Light refreshments will be served beginning at 12:30. Students will be asked to line up at around 1:00, with the ceremony starting at 1:15. Those wishing to attend the SLHS Department ceremony should be on a lookout for an email from Mia that contains information on how seniors can register themselves and their guests.



Students were offered an opportunity to provide feedback about their preferences for their SLHS Department ceremony in a poll that the Student Advisory Board sent out to graduating seniors at the end of January. Of the 26 students who responded, 92.3% indicated that they were interested in attending. Some preferred for the ceremony to be held the day before IU's undergraduate commencement, however, Friday evening conflicted with the MA commencement ceremony. Other students preferred that the ceremony be held Saturday morning prior to IU's main commencement; however, because graduating seniors need to arrive at Alumni Hall as early as 7:30 a.m. that day, an early morning event is not possible. The SLHS program, which is expected to last about an hour, will include a formal welcome, faculty acknowledgement, individual student recognition, and a concluding group photo. All are welcome as we gather to commemorate the seniors! Until then, congratulations to those who are graduating. We look forward to celebrating your accomplishments and wish you well on your future endeavors!

For questions about the event, please email Dr. Lisa Gershkoff, SLHS Director of Undergraduate Studies, at gershkof@indiana.edu.

Frequently Asked Questions

Contributors: Kierra Wiles & Elizabeth Drobny

Q: How many observation hours are required and are there a certain amount recommended to complete per year?

A: While observation hours are not required for an undergraduate degree in the Department of Speech, Language and Hearing Sciences at IU, students who plan to attend graduate school in speech-language pathology are required to complete a minimum of 25 clinical observation hours, according to ASHA guidelines. The specific number of observation hours students complete per year will depend on their individual schedules. However, there are many ways to complete your observations, including through “live” sessions at the SLHS clinic or preschool, or through video recordings such as Master Clinician. You can also obtain clinical hours by observing a certified speech-language pathologist providing clinical services in a hospital, school, or private practice. Students can log their hours by filling out the form provided on the SLHS Department website; <https://sphs.indiana.edu/documents/profiles/2021-Clinic-Observation-Summary-Form.pdf>. Additional information can be found in the Guided Observation Instructions at <https://sphs.indiana.edu/undergraduate/observations.html>.

A: One possible activity that undergraduates with an education in speech-language pathology and audiology can pursue is working at a summer camp with children who have special needs. Another way to get involved is by shadowing an ASHA-certified SLP. This creates opportunities for students to form connections with mentors in the field who may help advise and show them what they do. Hospitals, schools, nursing facilities, and private practice are some of the places that students can contact to see if they allow student observers. Although students at the undergraduate level do not have the opportunity to apply for internships, there are still many ways to get involved and practice skills that relate to the field of communication disorders.

Q: What are some opportunities to become involved in during a gap year?

Q: What work experience can undergraduate students become involved in relevant to the field?

A: One option for students with a bachelor's degree in SLHS who wish to stay involved in the field of speech, language and hearing sciences while taking a gap year is to pursue certification as a speech-language pathology assistant (SLP-A.) This is a great path to stay in touch with the skills and knowledge gained from earning an undergraduate degree. As an SLP-A, there are often opportunities to work in a school setting and get directly involved in the field before going onto graduate school for a master's degree. To find out more about the eligibility requirements for becoming a certified SLP-A see: <https://www.ashaassistants.org/pathways-speech-language-pathology-assistant/>. Another path that students who take a gap year may want to pursue is a financial one. Students may wish to work and save money to help pay for graduate school or pay off student loans. Alternatively, students may choose to take a gap year to experience some well-needed down time. Joining the Peace Corps, working at Semester at Sea or Teach for America, traveling, and more are just some of the options to explore when taking a gap year.

Student Spotlight

Mackenzie Looze

Contributors: Kristen Simons & Lauren Ross



We sat down with Mackenzie Looze who is a student in the Speech, Language and Hearing Sciences Department and a member of the IU Swim team. Mackenzie grew up in Bloomington, Indiana and went to Bloomington South High School where she also swam. She is currently a senior, but plans on taking a 5th year. Due to the COVID-19 pandemic, athletes are given the opportunity to take a 5th year to compete and make up for the season they lost at the height of COVID-19.

Mackenzie is a double major in Speech, Language and Hearing Sciences and Psychology. Growing up, she always thought she wanted to become a teacher due to her passion for working with kids. However, her mom suggested the idea of speech pathology as another career where she could have an impact on children and she immediately became interested. Before starting college she met someone who was currently majoring in the field of Speech, Language and Hearing Sciences. They told her that impacting someone's communication makes an incredible difference and betters that person's life.

After she finishes her undergraduate degree, she wants to apply to graduate school to become a speech-language pathologist working with children.

Mackenzie is a school record holder in the long course 400 IM (individual medley). She is also a 3 year All-American and on the leadership council for the swim team. She has been a part of the Student-Athlete Advisory Committee (SAAC) since her freshman year which plans events within athletics and served as a board member for the SAAC her sophomore year. She is also a part of the Women's Excellence Initiative and the Hoosier Heroes Mentor Program.

Mackenzie says that having excellent time management is necessary for balancing her time between school and swim. She tells us that growing up she struggled with school, but her tutor from 4th-6th grade, Shirley Gromer, taught her many great tips about studying and getting work done which she has carried with her through high school and college. She tells us, "The easiest thing you can do is complete something once it's assigned to you. This way, you have more free time later."

Mackenzie tells us a fun fact about her is that she has a collection of 98 spoons! They are all gifts from people who came back from trips which started with her dad. He is the coach for the IU swim team and traveled to a lot of swim meets when she was growing up. After a swim meet, he would bring her back a spoon so that she knew he missed her and was thinking of her. In her free time, Mackenzie likes to watch TV and read books. Mackenzie reminds her peers that "Life is not that serious." She tells us that it's important to have as much fun as possible while you can. She says to "Laugh with people in your classes and have fun in every situation."

What I Wish I Knew

Contributor: Liz Benvenuto

Claire Callistein

"The most important thing I wish I knew sooner in my undergrad experience is that everyone in your major is a potential friend. As cheesy as it sounds, everyone is trying their best and would love to have a friend or two in their classes. If you're planning to stick with this major through these 4 years, you'll likely be with the same people for many classes so don't be afraid to reach out! These friendships will come in handy when it comes time to study for exams or apply to graduate school. It's nice to have people you can navigate the process with. College is all about getting out of your comfort zone so take a risk and strike up a conversation with the person next to you, they could end up being a friend for life."

Sloane Ross

"As a Speech Language and Hearing Science major, one thing I wish I knew about earlier is the process for applying to graduate school programs. Important information including when to ask professors for letters of recommendation, how to send in transcripts, the best way to prepare for the GRE, if a school's prerequisites match yours, and more seemed hard to find the answers to. Many of these details that should have been easily accessible fell through the cracks for students. My advice to future SLHS majors would be, have a list of programs you want to apply to set before beginning the process and reaching out to past students can be helpful. They can share a lot of insight and answer questions about the application process that professors may not be able to. Lastly, start early and stay on top of your deadlines!"

Jamie Roberts

"I loved my time at Indiana university and being a speech pathology major, but I wish I knew about it earlier! I have talked to several peers in the major and they all agree. According to Mia, the advisor for speech pathology, most students actually switch into the major sophomore year and do not start out as a speech pathology major. In terms of being a student enrolled in the major I wish I knew about the opportunities to get involved earlier in my academic career. I did not join a research study group until my senior year, and it is truly a shame because there is so much to learn through the professors. The real-world experience I have gotten from working in a research study has helped me grasp what direction I want to continue in my career."