

BSC NSSLHA NEWSLETTER

BSC NSSLHA website: <http://www.buffalostate.edu/speech/x623.xml>

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- ◆ **Interview with Katherine Coppola regarding her research experience and opportunity on page 3.**

Bornhava Date Nights

From 6-10 P. M.

May 4th

June 1st

What do Undergraduates Want to Know about Graduate School?

As undergraduates prepare for the next phase of their academic careers, one can imagine they will have lots of questions. Specifically, what might one expect regarding graduate Speech-Language Pathology would be like at Buffalo State College?

So, to answer this question, Soha Mir, a first-year graduate student, responded to questions from a group of undergraduate students. We realize time is valuable as a first-year student and appreciate Soha for taking time out of her busy schedule to answer the following questions.

Question 1: Did you feel prepared for your first clinical practicum as a graduate student? If not, how did you compensate?

Soha: Since I never had prior experience providing therapy, my clinical supervisor was very helpful. It was a rewarding learning experience.

Question 2: Do you have any choice in the classes you take as a speech-language pathology graduate student here at Buffalo State College?

Soha: At Buffalo State College, graduate students must complete a specific sequence of courses that prepares students for ASHA certification, New York Teacher Certification, and New York State Licensure.

Question 3: How would you suggest that undergraduate student prepare for the first year of graduate school?

Soha: I would tell them to take everything in stride and to work hard. If they can complete undergraduate studies, they can succeed in graduate school.

Question 4: Can you talk a bit about how you manage your time between classes and clinic.

Soha: This semester, I have morning classes Monday through Thursday. My clinic is scheduled in the afternoons. As a graduate, my time is spread out between attending classes, studying and completing papers and projects for classes, and preparing for and seeing clients in clinic. You will find that you spend a good amount of time in the clinic, but mostly because the graduate student computer lab is located in the clinic.

Thank you, Soha, for participating in the interview.

So, all of this means that, to be successful in the Speech-Language Pathology graduate program, undergraduates need to have:

- ◆ good time management skills
- ◆ good study habits
- ◆ good writing and verbal skills
- ◆ good interpersonal skills

But, most important, one must be willing to work very hard and work smart!

Angela

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Congratulations!

Clinic Corner

NYSSLHA Convention Update

The annual New York State Speech-Language-Hearing Association Convention was held in Buffalo this year! The conference was held at the Adam's Mark Hotel April 12- 14. Registration for the SLP students who attended was funded, in part, by Dr. Gary Jones, Dean of the School of the Professions. This was a great opportunity for students to attend workshops and short courses on current topics in the field and meet and network with future colleagues from across the state. Chris Heximer, clinic supervisor, presented a short course on fluency and Dr. Jones was honored at the Awards ceremony on Friday evening.

From the Chair: Success! is the Word

Spring is HERE!! And I am very happy to say that the SLP department is wrapping yet another productive and *successful* academic year. This semester, our graduate program was *successfully* awarded accreditation for the full period of 8 years by the Council for Academic Accreditation in Audiology and Speech-Language Pathology. Our student group, BSC NSSLHA, spearheaded a very *successful* fundraiser, raising a total of \$3,000 of which \$2,500 will go to the Women and Children's Hospital of Buffalo Craniofacial Unit and \$500 will provide scholarships for two children to enroll in the summer language-literacy clinic at the Speech-Language-Hearing Clinic. Of note is that this topped last year's Katrina fundraiser of \$2,000. We can't wait to see what next year's group will do :-)! Also this semester, the department offered, for the first time, a language and literacy course and two sections of sign language I; two sections of Sign II will offered in the fall 2007. The Annual Thielman Conference on dysphagia was a *success*—it was well attended and the information was well received. The clinic will offer, for the first time, services throughout the summer, including two intensive specialty clinics: language-literacy clinic and fluency clinic. The language-literacy clinic, in it's third year, has proven to be very *successful* and we expect no less of the fluency clinic. The department and clinic was *successful* in making connections with the music department: we provided hearing screenings, a vocal health workshop, and voice evaluations to the music students. Our students were *successful* in getting scholarships, awards, and honors in the department and in the College. Notably, Katherine Coppola was selected as one of the recipients of the President's Medal Awards. Finally, Dr. Scott *successfully* defended her doctoral dissertation. Now you see why **SUCCESS** is the word this day.

Enjoy your summer!! Dr. Qualls

Literacy Poster Session Workshop

On March 3, 2007, SLP undergraduate and graduate students, along with faculty members, attended a Poster Session Workshop hosted by Dr. Lori Quigley, Associate Professor of Elementary Education. Literacy Specialist graduate students presented various topics related to literacy. Each presentation was unique and informative. We were all glad to be a part of this educational learning experience!



SLP graduate students, Monique Collier and Andrea Hutton, listen to a phonological awareness presentation.

Banquet 2007

Our annual BSC NSSLHA Spring Student Awards Banquet and Fundraiser was held at the Protocol Restaurant in Williamsville, NY on Friday, March 16th. We had a great turnout of about 70 people, including faculty, students, scholarship donors and department friends, alumni, and many professionals who work in our community. Notably, we were honored to hear remarks from Dr. Muriel Howard, President of Buffalo State College, and Dr. Gary Jones, Dean of the School of the Professions.

Lisa Draper from the Women and Children's Hospital Craniofacial Unit gave a wonderful presentation on the issues children with cleft lip and palate and their families face.

Representatives of the families who have endowed the department's student scholarships made some truly inspiring remarks. CONGRATULATIONS!!! to all of the students who received awards, scholarships, and special recognition.

For the fundraiser portion of the evening, we cannot thank Kerry Champlin enough for her hard work in obtaining all the great Chinese auction items. Everyone was excited to win such good prizes (e.g., spa tickets, dinner, chocolates), even a free will [as in a Last Will and Testament]!

We, the SLP students, thank everyone who attended the banquet and fundraiser, thank you for supporting our candle sale as part of the fundraiser, and thank the donors for the scholarships they provide for us. Finally, we could not have had such a successful year without YOU!!

Katherine's Research Project Interview

How were you selected for the project?

Dr. Insalaco presented the idea last spring of working with her on a summer undergraduate research assistantship. Dr. Insalaco and I completed the application, formulated a proposal for the project, and submitted it to the Research and Creativity office for it to be approved by the College. The Research and Creativity department accepted our proposal and funded the project.

What was the research project on?

The research project was designed to examine the combined effects of attention treatment and reading comprehension treatment on reading fluency and comprehension. The goal of the study was to compare a combined treatment of direct reading comprehension therapy and attention therapy versus direct reading comprehension intervention only to determine which approach produces greater literary gains for an adult with attention deficit disorder and learning disabilities.

How long did you spend working on the project?

Our project started in May 2006 and concluded at the end of August 2006. We compared and analyzed the treatment data prior to May with the data collected after treatment had ended in September 2006.

What did you learn from the experience?

I became more familiar with evaluation procedures, therapy methods, as well as administering and analyzing attention, reading, and spelling tests. I learned about the structure and process of putting together a research proposal and paper. This opportunity allowed me to observe clinical therapy and therefore experience the real challenges and improvement that takes place in therapy sessions.

What other research have you conducted?

I wrote and presented a research proposal on childhood stuttering with two other classmates in SLP 497- Advanced Topics: Introduction to Research in Communication Sciences and Disorders with Dr. Qualls.

What did your findings implicate for future studies in this area?

Our results indicated that direct attention treatment was beneficial in improving literacy for an individual with attention and learning difficulties. Future studies with more individuals are necessary for external validity, to determine if such therapy can be generalized to other individuals with similar impairments.

Will you be presenting the project?

Yes, we presented a poster in April 2007 at the New York State Speech Language and Hearing Conference and the Student Research and Creativity Celebration at Buffalo State College.

How can your findings help future SLPs?

Future SLPs may want to consider combining direct attention treatment with direct reading treatment for individuals with reading and attention difficulties.

Any other information you would like to share?

Working on this research project was an excellent opportunity for me, especially as an undergraduate student, because it allowed me to experience clinical practice first-hand and therefore I was able to immediately apply classroom knowledge. I encourage all undergraduates to seek out and take advantage of any research and/or clinical activities that are available in the department, at the College, and in the community.