

UNDERGRADUATE HANDBOOK

**Department of Speech Pathology
and Audiology**

Wendell Johnson Speech & Hearing Center

University of Iowa

Revised July, 2006

USING THIS HANDBOOK

Welcome to the Department of Speech Pathology and Audiology. You have selected both a challenging and rewarding academic program. This handbook has been specially prepared for you, the undergraduate major, by the Undergraduate Concerns Committee in order to introduce you to some of the important and exciting opportunities available to you in the department as well as to acquaint you with some of your responsibilities in meeting the requirements of your new major.

For the new major, especially for someone in their sophomore or freshman years, some of the information contained in this handbook may not seem immediately relevant to your academic life. We would urge you to hold onto this document and continue to use it as a valuable resource for information as you work your way through the major. Information that did not appear to be relevant during your freshman year will certainly have more relevance by the time you are a junior or senior in the major process. Even if you have read a previous version of this handbook, we encourage you to carefully read over this updated version because there have been a number of changes in department policy that are reflected in the handbook. As always, you should feel free to ask your department advisor to clarify any of the information that appears in this handbook.

ACADEMIC ADVISING

An academic advisor is assigned to each undergraduate who has declared a major in this department. The advisor serves as faculty representative to the student, primarily to assist in academic planning but also to assist in regard to other related issues (e.g., general academic goals, adjustment to University life, etc.). **Students are expected to make an appointment with their advisors as soon as one is assigned and at least once during each academic session.** This is true both for students who have committed to the University's Four Year Plan and those who have not. During these meetings, a program of study will be planned that will meet both the University's General Education Requirements (GERs) and the department's specific requirements. That plan of study is kept on file in the department office and must reflect all subsequent changes. By University policy, advisors must approve all course registrations, meaning that advisors must sign all of their advisees drop/add slips.

Advisors are also informed some time after midterm, if an advisee is in danger of failing a course for the semester. If the student is notified that this is the case, he or she should make an appointment with the advisor to discuss the situation. Advisors will also talk with their students advisees about their general progress in keeping their Grade Point Averages (GPAs) in line with expectations for graduate school admission (See section on application to graduate school at the University of Iowa).

Questions about procedures or special requests concerning advisor assignments should be directed to the department chair in Room 119. Assignment of advisors is made on a random basis with effort to equalize advising duties among department faculty. Changes in advisor can easily be made by making a written request to the department chair. A form containing the signatures of the student's "old" advisor, and the "new" advisor is all that is required. This form is available from the secretaries in the department office (room 119).

BUILDING FACILITIES

The Department of Speech Pathology and Audiology is located in the Wendell Johnson Speech and Hearing Center (WJSHC) on Hawkins Drive near Kinnick Stadium and University Hospital. WJSHC also houses the Wendell Johnson Speech and Hearing Clinic. The building is a smoke-free environment and is accessible to individuals with all disabilities.

Student Lounge

Room 222 is the student lounge available for use by both undergraduate and graduate students. The lounge contains vending machines, a refrigerator, a stove, a sink, a microwave oven, and a telephone. **Mail folders for junior and senior level department majors are also located in this room.** Students should check these **regularly** for department memos, information concerning the National Student Speech-Language-Hearing Association (NSSLHA) events, and other messages. The bulletin

board there is used for posting grades, notices concerning employment opportunities, and information concerning guest speakers and other special events. The chalk board in the lounge is used for both general announcements and messages for individuals (e.g., telephone messages). Further, information concerning scholarships and job volunteer opportunities is posted on the bulletin board in 222.

Study Carrels in Rooms 215 & 229

Seniors working on honors theses have first priority to carrels not occupied by graduate students. If there are still carrels available after the honors students have been assigned space, the remainder of the seniors will be offered carrels. Students assigned carrels will also be issued building entrance keys. Building keys will be issued to other undergraduates only under special circumstances. Requests should be directed to the Department Chair Room 119.

Duplicating and Copying Equipment

Students may use the Department Xerox copier located in Room 2 (basement) on a first come, first served basis at a cost of ten cents per page.

Student Word Processing Facilities

Several personal computers are available for student use. These are located in **rooms 10, 12, and 205**. Please note that no food or drinks are permitted in rooms 10, 12, and 205.

STUDENT PARTICIPATION IN DEPARTMENT GOVERNANCE

Student Representatives to Faculty Meeting

Three student representatives (1 undergraduate, 1 MA or AuD, and 1 Ph.D. student) are invited to attend faculty meetings on a regular basis under the following conditions:

1. They shall not attend portions of the meeting when there is to be a discussion of individuals. For example, during evaluation and promotion of faculty, recruitment and hiring of specific prospective faculty members, admissions and appointments, or evaluations and discussion of specific students.
2. Students shall express their opinions through discussions and by voting.

Students who are interested in attending faculty meetings as the undergraduate representative should make this interest known to his or her advisor, the department chair, or the chair of the Undergraduate Concerns Committee.

SPECIAL OPPORTUNITIES

Honors Program

This program provides students the opportunity to gain independent research experience with a faculty mentor, gain experience presenting research ideas, and working closely with the faculty in the department on an individual level. In order to be eligible for this program, students must have GPAs of 3.5 or better after the Fall semester of their junior year and maintain GPAs of 3.5 or better during the Spring semester of their junior year. Students interested in the program should contact their academic advisors or the Department Honor's advisor.

During the Spring semester of their junior year, participants enroll in 3:97 Honors Seminar which provides an introduction to research philosophies, research design and implementation, and a chance for the student to critically evaluate existing research literature. In addition the seminar will provide an overview of the department's research facilities and exposure to potential thesis advisors. By the beginning of the Fall semester of the Senior year students will have selected project areas and thesis advisors. During the remaining semesters, honors students will also meet on a regular basis with the Department's Honors advisor to discuss progress on their projects. During the Spring semester of their senior year, honors students will present their projects to the new honors students during a special session of the Department's weekly Proseminar at the end of the spring semester of their senior year. As final recognition of the completion of the Honors Program, the diplomas of Honors students bear a special honors notation.

Observation Hours

Students must complete 25 hours of clinical observation before they can begin to work with clients themselves. So that you will be eligible to begin clinical practicum when you enter your graduate program, you must have documentation that this requirement has been completed during your undergraduate program. You will find that some of these hours can be obtained as a part of assignments for some undergraduate classes. Another option is to do independent observations and most students complete all or a portion of their observations in this way.

Students who want to schedule observations at the WJSHC need to read and sign the Observation Agreement sheet outlining clinic procedures. **Examples of the Observation Agreement and the Log of Clinical Observations are at the end of**

this handbook. This form and a \$5.00 deposit must be turned in to the secretary in room 116. She will mark your ID card and issue you a Student Observer tag, which you must wear during all observations. Your deposit will be returned to you when you turn in this tag after completing all of your observation hours.

A schedule of clinic activities in speech-language pathology and some aspects of rehabilitative audiology is located on the bulletin board at the clinic reception desk. Once you have decided which session you want to observe, you sign in and identify the session you will attend. As some observation rooms are quite small, only three observers are permitted in any observation room at a time. Further, there may be reasons why some sessions are off-limits to observers and occasionally you may be asked to leave the observation room by a clinical supervisor or other faculty member. Students who would like to observe sessions involving diagnostic audiology or work with hearing aids should contact an audiology clinic supervisor.

Observation hours need to be documented (see Log of Clinical Observations) in duplicate using a blue form available at the clinic reception desk. For each observation session, you will need to obtain the signature of a course instructor or the clinic supervisor responsible for the session. Once you have completed your 25 observation hours, submit one copy to the department office (room 119) for placement in your file, and retain the other for your own records. Questions about procedures for obtaining and documenting observation hours should be directed to the Director of the Wendell Johnson Speech and Hearing Clinic.

Observations are to be constructed as educational experiences which serve as preparatory experiences for clinical practicum. The observation experience may include actual observations or videotapes. However, all observations must be under direct supervision of a clinical supervisor who holds current ASHA certification. Supervision for clinical observation is defined as simultaneous observations with the student or the submission of written reports or summaries by the student for supervisor monitoring, review, and approval (ASHA, 1995).

Proseminars

The period from 12:00 to 1:00 on Fridays during the academic year is scheduled for professional seminars (typically called "Proseminar"). An announcement of the nature of the Proseminar is posted a few days prior to the meeting. Proseminars provide an opportunity for students, faculty, and guest speakers to present research projects and other information of general interest (e.g., magnetic resonance imaging; revisions of ASHA's certification requirements). All faculty and doctoral students are expected to present at proseminar at least once per year. Master's students are encouraged to present--especially those who are doing a thesis. Undergraduate honors students present their projects near the end of the spring semester. **Attendance at Proseminar by undergraduates is strongly encouraged.**

Research Practicum

This is a formal course registration (3:096) that is available to any student. It involves assisting faculty with their research and has at least two purposes. From the student's point of view it provides an opportunity to work more closely with a faculty member than would be the case in an ordinary lecture course. It also provides a unique opportunity to learn about research in our discipline. From a faculty member's point of view, it provides welcome assistance in his/her research. Please note that this is not intended to give students the opportunity to pursue independent study. If this is your goal, then registration in 3:186 (Problems) is more appropriate.

To register for this course, go to the Departmental Office (Room 119 WJSHC) and ask to see the 3:096 notebook. It contains a list of professors, a description of their research projects, and what is expected of students who participate through 3:096. You can either contact a professor directly or fill out an application indicating your preferences. If you choose the latter, a professor will contact you. You must have a professor's permission to register for 3:096.

Sherman Scholars

This program, named after Dorothy Sherman, who was a speech pathologist and professor in the Department of Speech Pathology and Audiology from 1951 to 1972, provides scholarship opportunities for outstanding majors who have achieved junior and senior standing. An endowment provided by Dr. Sherman's estate provides funds to support the expenses of research projects and travel to professional and scientific meetings. Dorothy Sherman had a strong commitment to undergraduate education which is reflected in the enriched academic experiences afforded to the students in the Sherman Scholars program. Students are generally funded for attending one professional meeting a year.

Participation is by invitation from the department's faculty. Each spring, a group of sophomores (typically two to four) is invited to participate for their junior and senior years. Additional junior-level students may be invited to participate when in their senior years. Contact the Department Chair for additional information.

PROFESSIONAL ORGANIZATIONS

American Speech-Language-Hearing Association (ASHA)

ASHA is the national scientific and professional association for speech-language pathologists, audiologists, and speech-language and hearing scientists concerned with communication behavior and disorders. The organization's goals are to maintain high standards of clinical competence for professionals providing speech-language pathology

and audiology services to the public, encourage the development of comprehensive clinical service programs, promote investigation of clinical procedures used in treating disorders of communication, stimulate exchange of information about human communication through conventions, publications, and other continuing professional education activities, and encourage basic research and scientific study of human communication and its disorders.

ASHA is recognized as the accrediting agent for college and university programs offering master's degrees in speech-language pathology and audiology, and for programs offering clinical services in speech-language pathology and audiology to the public. The master's degree programs in both speech-language pathology and audiology at the University of Iowa are accredited by the Educational Standards Board of ASHA. Additional information about ASHA is available in the undergraduate study area.

Iowa Speech-Language-Hearing Association (ISHA)

The Iowa Speech-Language-Hearing Association (ISHA) is the state organization of clinicians, researchers and teachers interested in speech, language and hearing disorders. Regular members must hold a master's degree in speech pathology, audiology, or a related field. Students are eligible for associate membership which has no academic requirements. Associate members are nonvoting and may not hold office but may serve on committees. The annual ISHA meeting is held in mid October, usually in Des Moines, and student participation is encouraged. You need not be a member or an associate member to attend. This is an excellent forum for the presentation of undergraduate honors and M.A. theses. Inquiries about ISHA should be directed to Executive Director, Iowa Speech-Language-Hearing Association, 8345 University Blvd., Suite F-1, Des Moines, IA 50325, 515-225-2323.

National Student Speech-Language-Hearing Association (NSSLHA)

NSSLHA is the national organization for students interested in the study of normal and disordered communication behavior, with membership open to any undergraduate or master's student. NSSLHA is an independent organization, but recognized by ASHA as the only official national student association in speech and hearing. The benefits of NSSLHA membership include the receipt of four ASHA and two NSSLHA publications, reduced fees for ASHA conventions, and eligibility to join ASHA through the Credit Plan and thereby receive reduced dues and fees.

Both undergraduate and graduate students are encouraged to participate at both the department and national levels. NSSLHA membership application forms are available from the NSSLHA president. You need not be a member of NSSLHA to participate in NSSLHA sponsored activities (e.g., events such as the New Student Picnic and the Holiday Party).

The NSSLHA journal puts high priority on publishing student papers. In particular, students with completed undergraduate honors projects should consider submitting them to the NSSLHA Journal.

ADMISSION TO A GRADUATE PROGRAM IN SPEECH PATHOLOGY OR AUDIOLOGY

General

The B.A. program provides students only with the background knowledge to pursue professional study at the graduate level. The undergraduate degree does not qualify an individual to work professionally in this field. If you want to practice as a speech-language pathologist you will need to obtain a master's degree. If you want to practice as an audiologist, you will need to obtain a clinical doctorate (AuD). Choosing a particular graduate school is one of the most important academic decisions you will make. Your faculty advisor will be able to provide information about many of the schools in which you are interested. Schools vary in terms of their admission requirements and in terms of special strengths of their programs. Catalogues and other information about graduate programs are available in the undergraduate lounge.

Each fall, several faculty members will hold a question-answer forum to address some of the issues, concerns, and questions undergraduates have regarding the process of applying to graduate school. During this meeting, too, data are provided describing the GPAs and GRE scores of the latest incoming class of graduate students in both Speech Pathology and Audiology. This meeting is not meant to take the place of individual meetings you may schedule with your advisor or other faculty members concerning graduate school admissions. **Please note that this meeting is not meant for senior-level students only; in fact, students in their junior year are strongly encouraged to attend this meeting.**

If you are interested in applying to a graduate program for fall admission, you should begin you're the application process in the summer semester of the previous year; i.e., the summer between your junior and senior years. Regardless of whether you apply in speech pathology or audiology, you will need to take the Graduate Record Examination (GRE). Many advisors strongly recommend that their advisees take the Graduate Record Examination (GRE) during the summer before the student's senior year. This allows the student time to retake the examination if necessary prior before the application deadlines. It also will allow the advisor to discuss more realistically with the student, the type of programs for which the student may qualify. Most schools require that you take that exam. Application materials for the GRE are available at www.gre.com. In addition to taking the GRE over the summer, you will need to begin writing to those schools that interest you to request information about admission and financial aid. Much of that information is now also available on the Internet (see

www.capcsd.org – click on Program Directory). You can also use this time to begin working on a personal statement that will accompany your application. Although admission deadlines vary by school, you should probably plan on completion of all applications by the beginning of Spring semester of your senior year.

Students will typically be asked to submit several letters of recommendation as part of their application package. This is a very important part of your application and you should carefully select the letter writers. It is a good idea to ask people who can write favorably about your past academic performance and likelihood for future academic success to write these letters for you. Just as you should use the fall semester of your senior year to decide where you will apply to graduate school, use this semester to decide who you will ask to write recommendation letters for you. Make an appointment with each of the prospective letter writers and ask if he or she would feel comfortable writing a supportive letter for your application. Recognize that your request may be turned down for any of a variety of good reasons such as because the person has already agreed to write a large number of letters for other students, the person does not feel that he or she knows you well enough to write a supportive letter or it may be that the person does not believe that you are a good candidate for graduate study. If someone agrees to write a letter for you, ask if he or she requires that you sign the waiver of access to that letter that accompany many reference letter forms; some people will make that a condition of writing a letter for you. Submit a set of the reference letter forms for the schools you are applying to, a set of accompanying stamped, addressed envelopes, a list of the schools they are writing to and those schools' application deadlines, and any other information (e.g., resume) that the letter writer has requested, by the end of the fall semester.

In general, it is good strategy to apply to more than one school, to increase the probability of acceptance by at least one. Competition for admission to graduate programs in Speech-Language Pathology and Audiology programs across the country has increased markedly over the last several years and not all of the students who apply for admission to a graduate program will be accepted to one. All schools are interested in accepting students who are likely to complete their programs successfully. Most base admission judgments on factors similar to those used by the University of Iowa which are described in the next section. The level of the standards depends on the school; some are the same as those used at the University of Iowa, a few are higher, many are lower.

Application to the University of Iowa's Graduate Program

Evaluation of applications for admission to the University of Iowa graduate program is the responsibility of the department's Committee on Admissions and Appointments. The members of this committee independently evaluate each application and assign a rating based on a judgment of the applicant's overall potential for successful graduate study. This judgment is based on:

1. a review of the individual's past academic performance, which involves not only consideration of grade-point-average (GPA), but also of the pattern of grades in various subject areas,
2. consideration of the nature of previous undergraduate or graduate work and the school at which it was taken,
3. scores on the General Aptitude Test of the Graduate Record Examination (These scores are required for all M.A./AuD applicants wishing to be considered for stipends.),
4. and three letters of recommendation.

These ratings serve as the basis for decisions concerning both admission and the offer of any available stipends.

The number of new admissions into graduate programs in speech pathology and audiology is limited. Typically only about 25 students are admitted to the graduate training programs in speech pathology and audiology at the University of Iowa. Admission decisions are based on consideration of an applicant's credentials in relation to those of other individuals who are applying.

Admissions are made usually only for the summer or fall semesters of the year. Applications must be received by February 1 for admission the following summer or fall. Occasionally, admissions are made for midyear, if (1) the applicant's credentials are strong enough to ensure acceptance into that year's summer or fall admission groups, and (2) there are special circumstances making admission at midyear necessary and desirable. To be considered for midyear admission, applications must be received by December 1.

There are no additional requirements for admission other than those imposed by the Graduate College, but applicants with GPA's less than 3.0 for their undergraduate studies and with GRE scores under 450 in each area (verbal, quantitative, and analytic) are not likely to be accepted because these scores do not predict success in graduate-level work.

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The University of Iowa does not discriminate in its educational programs and activities on the basis of race, national origin, color, religion, sex, age, or handicap. For additional information, please contact the Coordinator of Title IX and Section 504 in the Office of Affirmative Action, 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242. Telephone: (319)335-0705.

**WENDELL JOHNSON SPEECH AND HEARING CLINIC
UNIVERSITY OF IOWA**

OBSERVATION AGREEMENT

You will be observing clinical assessment and/or intervention services through the Department of Speech Pathology and Audiology Wendell Johnson Speech and Hearing Clinic. In order to insure the ethical and legal rights of the clients served in the clinic to confidentiality, as well as to maintain clinical education and service standards, you will be required to abide by the regulations listed below. Your signature below will signify your willingness and intent to comply with these regulations and will be kept on file for the duration of your relationship with this department.

1. You are to wear either an "observer" tag which can be obtained at the clinic reception desk or, if you have one, your student clinician name tag.
2. Please use discretion in your dress and behavior, while observing.
3. You are not to discuss any aspects of the observed session with anyone other than the supervisor or clinician in or outside the observation room. Clinical sessions are strictly confidential. Family members may be present in the observation room when you observe which may make it impossible to discuss the case with the supervisor or clinician in the observation room at the time of the session. If you are taking notes for later use, clients are to be identified by initials only. Please recognize that the need for confidentiality extends to the waiting area, the student lounge, the hallways and the community at large.
4. Noise in the observation rooms must be kept to a minimum. That means that talking is discouraged as is the moving around of chairs and personal belongings. When you leave the observation room, be sure that you turn off the speakers, where appropriate, and be sure to close the door on your way out.
5. Student clinicians and supervisory personnel may not be available to answer your questions during your observation sessions as well as immediately before or after them. You may request an alternate time to have your questions answered, however.

I agree to comply with the above regulations.

Observer's name

Signature _____ Date _____