



# UCA COMMUNICATION SCIENCES & DISORDERS

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Annual Newsletter

Fall 2017

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## Greetings from the Department Chair



Dr. Dee Lance, Ph.D.

Chair, Department of  
Communication Sciences  
& Disorders

When I reflect on last year, I must admit that the Communication Sciences and Disorders' (CSD) students, faculty, staff at UCA have been busy. We have been engaged in increasing student opportunities for Interprofessional Education and Practice and developing clinical simulation opportunities. These efforts have paid off with several ongoing clinical programs and research initiatives. One such activity is a dysphagia lab with Occupational Therapy and Nutrition in which our students learn about the roles and responsibilities of the other professions and have barium and thickened food tasting opportunities. CSD also works with the Department of Music to provide hearing screenings and hearing conservation information to UCA student musicians. We also have been collaborating with the School of Nursing to develop simulation experiences to better prepare student clinicians for medical placements. As a result of some clinical initiatives and ongoing faculty research, several CSD students presented their research at ASHA 2017. As you read this newsletter with updates and highlights, you will be able to see for yourself that everyday, CSD is succeeding in the integration of the university's mission in educating students, treating patients, and conducting research.

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# Student Research

The College of Health and Behavioral Sciences hosted a Student Research Symposium on April 25, 2017. Undergraduate and graduate students from the CHBS shared poster presentations on topics of interest in their respective fields. The Department of Communication Sciences and Disorders was represented at the Student Research Symposium by both graduate and undergraduate students.



Lacey Drennan and Erin Tucker



Erin Tucker and Lacy Drennan conducted The Multimedia Study is a project designed to examine how individuals with dyslexia integrate multiple representations to learn academic content. Eye-tracking software and standardized procedures involving pictures, text, and audio were used to determine the optimal method in which college students with dyslexia learn. Often, it is assumed learning is enhanced for dyslexic students when the text is supplemented with pictures, graphs, and tables. Our study did not support this argument. We concluded that including an audio component will most effectively benefit dyslexic students' learning and comprehension of content material.

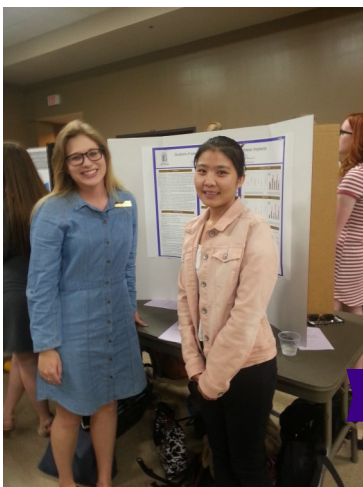
Laura Jones and Kirsten Kubinski presented research at ASHA 2017 regarding graduate student perceptions of Interprofessional Education (IPE) in feeding and swallowing before and after participation in an on-campus IPE event. Students who participated in the IPE event filled out an online survey utilizing the Student Perceptions of Interprofessional Clinical Education-Revised (SPICE-R) instrument. Participants' pre- and post-survey responses were then compared and analyzed. The feeding and swallowing IPE not only gave students the opportunity to practice preparing thickened liquids and modified diets, but more importantly, they gained first-hand experience which will allow them to better empathize with future patients. Graduate students from three different fields of study expanded their knowledge of each profession's scope of practice, and all three department's graduate student scores significantly increased between the pre- and the post-IPE survey.



Laura Jones



Kirsten Kubinski



Hailey Guthrie & Xiaoyong He

Hailey Guthrie and Xiaoyong He participated in a study that focused on evaluating the speech production of Mandarin-speaking children with cochlear implants. The data illustrated that children with cochlear implants typically produce vowels, fricatives, and stops with longer voice onset times (VOT) than age-matched typically hearing peers. This implies that children with cochlear implants could be experiencing difficulties with articulatory precision.



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## Faculty Research

### Presentations:

Craft, C. & Gregg, B. (2017). Bouncing Back: The role of resilience in therapy for school-aged children who stutter. To be presented at the ASHA Conference, Los Angeles, November 2017.

Craft, C. & Gregg, B. (2017). Presentation accepted for Oxford Dysfluency Conference, Oxford, England.



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### Publications:

Kim, S. & Wiseheart, R. (2017). Exploring text and icon graph interpretation in students with dyslexia: An eye-tracking study, *Dyslexia*, 23(1), 24-41, doi: 10.1002/dys. 1551.

Kim, S. & Lombardino, L. (in press). Exploring the effects of narration and pictures on learning for students with reading deficits. *Clinical Archives of Communication Disorders*.

### Presentations:

Kim, S. & Lombardino, L. (2017, November). Multi-Media Instruction: The Benefits of Audio & Pictures in Learning for Students with Reading Deficits, Annual Convention of the American Speech-Language-Hearing Association (ASHA), Los Angeles, CA.

Kim, S. & Wisheart, R. (2017, November). Infographic learning in the Common Core era for students with dyslexia, International Dyslexia Association (IDA) conference, Atlanta, GA.



In addition to Dr. Kim's publications and presentations, she has been named this year's recipient for the **Emerging Dyslexia Researcher Award** given by the International Dyslexia Association.

We are so proud of Dr. Kim and all of her hard work!



## Clinical Highlights

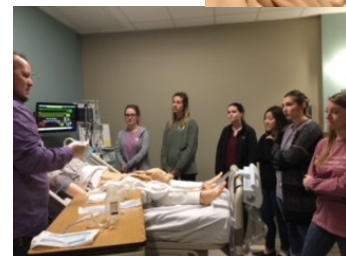
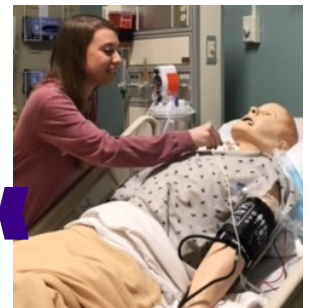
### *Smooth Sailing*



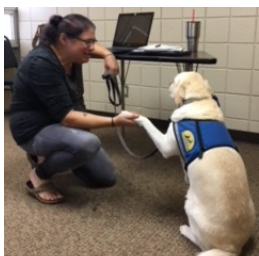
For the 6th summer in a row, the UCA Department of Communication Sciences and Disorders invited children who stutter to participate in the Smooth Sailing summer fluency program. Directed by Dr. Brent Gregg, and guided by graduate students from the UCA Department of Communication Sciences and Disorders, the program is specifically geared toward children who need to manage their stuttering and enhance fluency in both learning and recreational activities. Through both individual and group therapy sessions, the Smooth Sailing program aims to provide children who stutter opportunities to improve and manage their fluency, while also learning strategies for building self-confidence as a communicator and developing resilience.

### *Interprofessional Simulation Lab*

CSD second year graduate students get the hands-on learning opportunity in the Nabholtz Simulation Center. Students completed a learning Medical Module lab where they were introduced to high fidelity mannequin patients in an acute settings that required ventilators, suctioning procedures, and assessment with speaking valves. The lab was followed by four class lectures regarding medical settings. This opportunity is completed prior to off-campus clinicals, exposing students to the sights, sounds, and documentation of a medical setting. Jacob Baker, nursing faculty, also teaches in the simulation lab to further educate students on interprofessional practice and



### *Welcome, Nibs!*



Clinical experiences are enhanced with learning opportunities using Nibs, an occupational therapy faculty therapy dog. Nibs' handler, Dr. Tracey Zeiner, assists student clinicians with learning how to incorporate Nibs into therapeutic activities during therapy sessions for both pediatric and adult patients. Nibs has also participated in the adult aphasia group, providing both language enriching opportunities as well as emotional support.



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## The BEAR Awards



In the first semester of graduate school, our M.S. students enroll in a course in assessment, where they learn to administer and score various tests. Their final project in this class involves creating a video highlighting these skills. Over the years, these videos have progressed from basic tutorials on test administration to, more recently, full-blown cinematic masterpieces. For the past four years, our department has recognized the best of these performances by rolling out the red carpet (literally) for our very own Academy Awards-like ceremony...the BEAR Awards (Best in Educational and Assessment Recordings). This past spring, the Department of CSD held its annual BEAR Awards at UCA Downtown, replete with glamorous attire, catered dinner, and the screening and recognizing of the various nominees. Awards included categories such as Best Performance by a “Client,” Best Performance by a “Clinician,” Best Special Effects, Most Informative, and, of course, Best Picture, which was voted on by the students. The faculty also used this ceremony to recognize Outstanding Graduate Student, Kaitlyn Thompson, and the students distributed various, well-thought-out awards to the faculty.

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## Departmental Honors

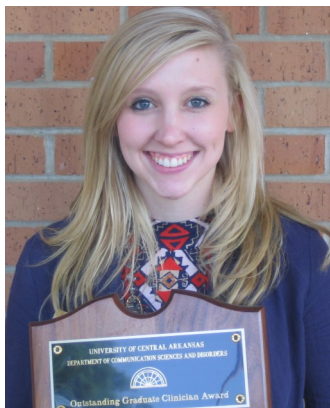


### « Outstanding Senior

Anna Beth Atwell graduated from UCA in May with a Bachelor of Science in Communication Sciences and Disorders. She is currently attending UCA's CSD program to obtain her master's degree in 2019. She is looking forward to growing in her knowledge and experiencing a wide variety of populations before choosing which specialty she will pursue.

### Outstanding Graduate Student

Kaitlyn Thompson graduated with a Bachelor of Science in Communication Sciences and Disorders from UCA in 2016. She recently began her second year in the graduate program at the University of Central Arkansas and will earn her Master of Science degree in August of 2018.



### « Outstanding Graduate Clinician

Courtney Craft graduated in August 2017 with a Master's degree in Speech-Language Pathology from UCA. She also completed her undergraduate work at UCA in 2015. Courtney has chosen to pursue her career working as a school-based speech-language pathologist and is currently employed at Alma School District in Alma, AR.

### Outstanding NSSLHA Member

Kyndl Harlan-Mason graduated in May with a Bachelor of Science in Communication Sciences and Disorders from UCA. She has started the Master's program in speech-language pathology at Harding University.





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## *Greetings, Dr. Biller!*



Dr. Maysoon Biller is our new assistant professor in the Department of Communication Sciences and Disorders department at UCA. She graduated in May 2017 with her doctorate in Speech and Hearing Science from the University of Illinois at Urbana-Champaign. Her area of interest is child language, specifically the communication abilities of children with autism. She has moved to Conway with her husband, Gary. They have two grown daughters.

## *Congratulations to Hadley Dahlem!*

Hadley was this year's winner of the ArkSHA Student Scholarship! Hadley applied along with many of her graduate school classmates and was the recipient of this award for 2017!



## *CSD Faculty at Pinnacle Mountain*



CSD faculty enjoyed a hike on Pinnacle Mountain where fears were faced and friendships were made.

Left to Right: Dr. Sun Kim, Dr. Beula Magimairaj, Dr. Jing Yang, and Dr. Towino Paramby

Say thank you by giving a gift to the CSD Foundation in honor of someone who shaped your career!

To give, visit <http://bit.ly/2dJN00a>

