1956 - 2019 A tradition of excellence

Fall 2019



# Paul Kileny is 2019 Distinguished Alumnus



Join us Friday, October 25, as we honor the 2019 Distinguished Alumnus, Paul Kileny, celebrate the accomplishments of our student-scholars, and raise funds for some great causes.

Paul Kileny earned his PhD from Iowa in 1978 and is Professor and Academic Program Director of Audiology at the University of Michigan, Michigan Medicine. He will give his talk in Room 308 in the Wendell Johnson Speech and Hearing Center at noon, entitled "Confessions of an Unconventional (?) Audiologist." A luncheon will follow. The event is free, and all are invited.

That evening, the annual NSSLHA / SAA banquet and silent

auction will be held at the McCord Indoor Club Lounge at Kinnick Stadium. Cocktail hour begins at 5:30 pm, with dinner, silent auction bidding and a program to follow. Everyone is welcome! Additional details, including ticket sales, are available on the department website: https://clas.uiowa.edu/comsci.

All are invited to the spend the following day in Iowa City to run / walk / enjoy the annual SAA Haunted Hustle for Hearing 5K, a fundraiser to benefit audiology clients in the training clinic. Events begin at 1 pm in Hickory Hill Park in Iowa City. Children's activities, such as a mini relay race and Halloween-themed crafts and games, make this a family-friendly event. Watch the SAA Facebook page for more details.

Don't miss this weekend of good food, good memories, and feeling good about contributing to our continued legacy of excellence.

# message from the chair

Another year, and the tradition of excellence rolls on! We are excited to have greeted our newest Hawkeyes to the MA and AuD programs and they're well on their way to navigating first experiences in the clinic. We also welcome newly declared majors in our undergraduate program. We now count 300 undergraduate students in pursuit of a career in speech-language pathology and audiology!

In my last message, I mentioned that change in

the Department would be continuing through the next year as we looked to replace retirees and grow to meet the educational demands of our students. And change we have! We say farewell to Diane Niebuhr after 35-plus years of service to our program and to the profession. Diane has been a valued clinical educator of so many students, and she is missed already. But, Diane hasn't gone far! We have entered into an agreement with VA Medical Services, and Diane is conducting veterans' hearing evaluations for

The newsletter is published yearly for alumni, former faculty, and friends.

Communication Sciences & Disorders

College of Liberal Arts & Sciences

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# personnel

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### **Faculty Emeriti**

Abbas, Paul Anderson, Charles Bentler, Ruth Cilek, Toni Hall, Penelope Holte, Lenore Hurtig, Richard Karnell, Michael Louko, Linda Luschei, Erich McGregor, Karla Morris, Hughlett Niebuhr, Diane Small, Arnold Titze, Ingo Tomblin, J. Bruce Turner, Christopher Zebrowski, Patricia

### Staff

Bjornstad, Jennifer Booker, Stacy Busho, Kellsie Dallapiazza, Margaret Fick, Wendy Garvey, Danielle Johnson, Joshua Jones, Julie McConnell, Cleo Ostrem, Julie Stangl, Elizabeth Yotty, Mary Jo

# Alumni News

## CSD mourns passing of Shirley J. Salmon, PhD

**Shirley J. Salmon** (MA '61, PhD '65) passed away on Monday, September 9, in Kansas City, MO. She developed her lifelong interest in speech pathology as a young first-grade teacher in Minnesota, working with a child who stuttered. During her long career, Shirley was widely recognized as an accomplished speech-language pathologist, specializing in laryngectomy patients. She taught at the University of Pittsburg and the University of Kansas before retiring in 1998. Shirley lectured, supervised, and conducted group therapy sessions as she trained literally thousands of patients, their families, and fellow clinicians. Memorial donations may be made to the Shirley J. Salmon, PhD, and Thomas L. Salmon endowed scholarship fund, which supports master's and doctoral students in Speech-Language Pathology at the University of Iowa. Visit our website for donation details.

**Rebecca Alper** (MA '12, PhD '15, ), now an assistant professor of Communication Sciences and Disorders at Temple University, was awarded a three-year, \$500,000 grant from the William Penn Foundation to expand a caregiver-implemented early language intervention for children in low socioeconomic status households. The intervention, called Duet 2.0, aims to be accessible and easyto-use, incorporating high-quality interactions into everyday situations, such as grocery shopping or going to the park, in a way that fosters language development.

**Steve Gude** (BA '79, MA '80). "I was a school SLP since graduation, working for Keystone Area Education Agency 1 in Northeast Iowa (1981-1985); for the St. Paul, MN, Public Schools (1985-1988); and for the Des Moines Public Schools (1988-2018). I retired in June 2018, and my wife and I live in Des Moines. We have a married daughter who is a family practice physician in Grants, New Mexico; a son who is an associate editor at Jacobin Magazine and lives in Chicago; and another son who is married, is an actuary, and lives in Iowa City."



**Samantha Shune** (PhD '14), shown above, was honored with the A.J. Ersted Award for Distinguished Teaching at the University of Oregon, where she is an Assistant Professor in the Communication Disorders and Sciences program.

# **Faculty Achievements**

Karen Bryant has been appointed to the Iowa State Board of Speech Pathology and Audiology; her term began in May 2019.

Jenny DiVita was given a Teaching in Higher Education Travel Award from UI's Council on Teaching.

Ann Fennell was awarded Phase III funding to continue the SPEAK OUT!® and LOUD Crowd® programs for clients with Parkinson disease.

Jean K. Gordon was named an Obermann Fellow-in-Residence for the Fall 2019 semester, a program that hosts faculty with Career Development Awards and fosters independent study and participation in a shared, intellectual community.

Jean K. Gordon received an IP Stanley Funded International Travel Award to present a poster at the Academy of Aphasia conference at the University of Hong Kong.

**Richard Hurtig** is lead author of an article cited as one of ASHA Journal's most shared articles, "The Cost of Not Addressing the Communication Barriers Faced by Hospitalized Patients;" a co-author is Rebecca M. Alper (PhD '15).

**Kristi Hendrickson** was awarded a Hearing Health Foundation grant to study "Neural correlates of semantic structure in children who are hard of hearing."

Ianessa Humbert will be honored at the Fall 2019 ASHA convention as a Fellow of the American Speech-Language-Hearing Association.

**Bob McMurray** was named Scholar of the Year by the University of Iowa Office of the Vice President for Research at an event April 30, celebrating faculty, staff, and students who have distinguished themselves in the areas of research, scholarship, innovation and mentoring.

Anu Subramanian was awarded a Teaching in Higher Education Travel Award from UI's Council on Teaching.

Anu Subramanian was appointed to ASHA's Continuing Education Board and started her term on the Special Interest Group 11 (Administration and Supervision) coordinating committee.

Anu Subramanian was chosen to be on the Council of Academic Programs in Communication Sciences and Disorders leadership academy in April 2019.

Anu Subramanian was interviewed about new research in stuttering on the local public radio station's "Talk of Iowa."

**Anu Subramanian** created "Teaching Clinician-Client Alliance to Graduate Students," a new instructional video that describes strategies for helping clinicians connect to their clients. The video is available on YouTube.

**Rich Tyler** hosted the 27th Annual International Conference on Tinnitus and Hyperacusis in June. He's planning the next meeting for June 2020 and extends an invitation to all who are interested.

**Elizabeth Walker** and colleagues at Boys Town National Research Hospital received a National Institutes of Health grant to study complex listening in children with hearing loss and normal hearing.

Elizabeth Walker was elected to the coordinating committee for ASHA's Special Interest Group 9: Hearing and Hearing Disorders in Childhood.

Yu-Hsiang Wu and colleagues at Vanderbilt University received additional NIH monies to study hearing aid cost effectiveness in seniors with dementia and hearing loss.

**Tricia Zebrowski** was invited by the UI Office of the VP for Research to write an essay with other UI faculty about their work. Her chapter details building the UISPEAKS program for teens who stutter.

# Ingo Titze reflects on career at Iowa

# When you were a young undergraduate, did you ever imagine you'd live and work in Iowa?

No. The only thing I knew about Iowa was that it had a German immigrant population and that it was farm country. As a kid in Germany, summer time often included a visit to the farms in the northern part of Germany where my grandparents lived. I have always loved animals, the smell of hay, and picking fruit straight from the tree. Iowa brought back those memories, and even today when I drive Highway 1 to Fairfield where my son lives, it's the fields and the open spaces that connect me to my youth. A final push to accept the Iowa offer was the kindness Jim Curtis and Hugh Morris showed to Kathy and me during our interviews.



## What was your first day like in the Department?

Ingo Titze as a young professor (left) and as Professor Emeritus, 2018.

Coming from Gallaudet University, with an NIH grant that had two more years of funding left, I felt like I could work full steam ahead on day one. There was a small disappointment, however. I inherited Jim Curtis's lab, and when I opened the door to the basement lab, it saw that it was completely empty. There was one screwdriver in a drawer. Furthermore, the Department computer was a generation older than the PDP-15 I brought with me. When James Hardy retired soon after Jim Curtis, I requested his lab space on the third floor. It had a few useful instruments for aerodynamic research. I worked in this lab the entire time I served in the department. The significant inheritance I got from Jim Curtis, however, was a person named Ronald Scherer, my first PhD student in 1979. He outweighed any space or equipment start-up the University could have offered.

## Were there challenges you didn't anticipate?

Universities are strange employers. They tell you to think out of the box (to be innovative, different, unique), yet they do not want you to step out of their administrative boxes. While the whole world is your intellectual campus, they say, your loyalty must be to one campus. There is constant pontification about diversity and creativity, but in reality the mantra is equity, uniformity, and homogeneity (of thought and action). I always had multiple affiliations, like the Denver Center for the Performing Arts and other universities, but the conflict of staying home and taking care of the shop and growing beyond the bounds of the Department became larger than anticipated.

### Tell us about one of your proudest achievements.

Kittie Verdolini and I launched vocology at the University of Iowa in the '90s. I was able to coin the word and define an entire field of study. Vocology has now become a world-wide discipline, supported by a professional organization called the Pan American Vocology Association. It parallels the birth of audiology about 40 years earlier. Along with defining a field, I gave birth to the National Center for Voice and Speech with a P60 grant from NIH, which unified voice research and specialty education across four institutions. After nearly 30 years, the NCVS is still alive, albeit with fewer resources due to the discontinuation of the P60 funding mechanism.

## People often believe that college professors work in ivory towers. Will you tell us an incident that proves it isn't always a glamour job?

The difficult moments are those when decisions and judgments have to be made that affect the lives of students and employees under your supervision. I have had to stand firm with failing grades when students cheated and parents pleaded for mercy, and I have fired lab assistants and associates that either did not perform or did not follow research ethics. Furthermore, I continue to agonize over letters of recommendation that are requested from individuals who did not measure up to their potential. Thankfully, those cases were few and far between at the University of Iowa. The honesty and integrity of people in the Midwest has been inspirational to me.

## Does it seem real yet that you've retired? Are you really retired?

Frankly, I am not retired at all. I am still fully employed at the University of Utah, with Adjunct Professor appointments in departments of Surgery, Biomedical Engineering, and the School of Music. I am forming a non-profit organization NCVS.org to support the National Center for Voice and Speech at the University of Utah and other programs of excellence. Two PhD students, Doug Blake at Iowa and Anil Palaparthi at Utah, have yet to complete their dissertations under my direction. Last, but not least, I am likely to receive two new NIH R01 grants this year, which will probably keep me busy up to my 85th birthday.

# Department greets new clinical mentors





Kellsie Busho



Jocelen Hamilton



Eun Kyung (Julie) Jeon

**Stacy Booker** joined the department as a Clinical Supervisor in January. She is a licensed speech-language pathologist and received her master's degree from Purdue University. Stacy specializes in the evaluation and treatment of children and young adults with a variety of speech and language disorders. She began her career at Kennedy Krieger Institute's Center for Autism and Related Disorders where she specialized in group treatment for preschoolers and school-aged children with autism. Stacy was also part of multi-disciplinary teams that differentially diagnosed autism in children and adolescents. Prior to coming to Iowa, Stacy worked in the Indiana public school system, managing Individualized Education Programs and speech-language services for children in kindergarten to second grade. Currently, Stacy supervises graduate student clinicians in their pediatric speech and language disorders rotation. Her clinical education is focused on developing critical thinking and clinical independence in her students. Stacy also helped develop Social Climbers (see page 11 for details). This fall, Stacy is co-teaching the School-Aged Language Disorders course.

**Kellsie Busho** joined the University of Iowa staff as a Clinical Supervisor in May. She is a licensed Audiologist and received her Au.D. from the University of Minnesota-Twin Cities in 2017. After graduation, she was a clinical audiologist at a large clinic in northwestern South Dakota. She worked with infant through geriatric patients providing diagnostic, preventative and rehabilitative services. Currently, Kellsie works with graduate students as a clinical instructor supervising students providing patient care in Wendell Johnson Speech and Hearing Clinic. Kellsie also helps to oversee the audiology outreach program, UISAFE. This program provides community engagement activities regarding safe hearing practices to children and adults in the community.

Jocelen Hamilton joined the faculty in January as a Clinical Assistant Professor, supervising graduate speech-language pathology students as they provide services to individuals with neurogenic communication and swallowing disorders. In addition to individual therapy sessions, Jocelen also supervises students as they lead groups for people with aphasia: Aphasia Reading Club (ARC) and Modalities Aphasia Group – Improving Communication (MAGIC). Jocelen received her M.A. in Speech-Language Pathology in 2004 from Iowa and worked in a variety of settings including hospitals, nursing homes, home health and elementary schools. Most recently, Jocelen worked in UIHC Otolaryngology—Head and Neck Surgery specializing in the treatment of communication and swallowing disorders in adults with head and neck cancer. In an effort to maximize client outcomes, she is working with her students on the integration of two different intervention models within the clinic for people with aphasia: the traditional "medical" (deficit-based) model and the more recent "social" model (Life Participation Approach to Aphasia, or LPAA).

**Eun Kyung (Julie) Jeon** joined the faculty in July. Her expertise is in cochlear implants, auditory evoked potentials, and acoustic change complex. She is a licensed audiologist earning her AuD in 2008 and PhD in hearing science in 2016 from Iowa. She had also worked primarily as a full-time research audiologist at UIHC's CI Electrophysiology lab. Julie participated in various projects investigating electrophysiological, psychophysical, and cortical responses in cochlear implant users and hearing aid users in adult and pediatric populations. In January 2017, she joined the University of Utah and worked as research faculty in Audiology at the Department of Communication Sciences and Disorders. She taught and directed a Cochlear Implant and Auditory Evoked Potential lab where she pursued various CI research projects and also worked closely with Utah's CI team. Currently, Julie is a Clinical Assistant Professor. She provides clinical instruction of graduate students in Audiology and has initiated clinical research to improve benefits of rehabilitation in people with hearing loss. She expects to provide auditory brainstem testing and CI programming at the Wendell Johnson Speech and Hearing Clinic.

# **CSD** welcomes new didactic faculty





Stewart McCauley



Si On Yoon

### Titze reflections, continued

**Ianessa Humbert** joined the faculty in August 2019. She received her Ph.D. from Howard University with a Pre-Doctoral Fellowship from the National Institutes of Health to conduct her dissertation within the National Institute of Neurological Disorders and Stroke. She completed her post-doctoral work at the University of Wisconsin Madison where she studied swallowing neurophysiology. After being on faculty at the Johns Hopkins School of Medicine for 8 years, she was recruited to the faculty of the University of Florida. The overarching focus of Humbert's research is swallowing and swallowing disorders. Under that broader category she has two sub-categories. One pertains to swallowing function in healthy adults and in neurologic populations, especially stroke, but also including Alzheimer's disease and ataxia. In these groups she is interested in how the brain controls swallowing, especially as it relates to learning novel swallowing movements and how individuals can correct errors that occur during swallowing. The other sub-category is clinical decision-making in dysphagia management. As part of this research, Humbert has co-created the Swallowing Training and Education Portal (stepcommunity.com), the first swallowing podcast called Down the Hatch, as well has clinical education courses on normal swallowing and critical thinking in dysphagia management (hopeisinthescience.com).

**Stewart McCauley** joined the faculty in August 2019. His research uses computational modeling, EEG/ ERP, and a variety of behavioral experimental methods. After receiving his PhD in Psychology from Cornell University, Stewart joined the Department of Psychological Sciences at the University of Liverpool as a post-doctoral researcher, where he studied child language development using experimental and computational techniques. Currently, Stewart directs the Language Learning and Memory Lab and teaches undergraduate courses on neuroscience and developmental language disorders. His research program focuses on understanding individual differences in language processing by combining computational models of concrete memory mechanisms (e.g., chunking) with experimental data from a variety of populations.

**Si On Yoon** joined the faculty in August 2019. She received a Ph.D. in Psychology from the University of Illinois at Urbana-Champaign in 2016 and was a postdoctoral fellow in the Beckman Institute for Advanced Science and Technology at the University of Illinois before joining the faculty of CSD. She currently directs the Communication, Memory, and Mind Lab. Her research interests take a cognitive science approach to the study of complex language processes. She examines how people use social-pragmatic information in conversation, such as how speakers design what they say depending on their partner's knowledge, and how previously-discussed information influences language production and comprehension in the moment. She is also interested in how this ability to use social-pragmatic cues during language processing develops and how this ability varies across populations (e.g., children, older adults and individuals with severe memory impairment). A theme in her work is understanding the cognitive mechanisms of natural conversation and the role of memory representations that support natural language use.

# Now, one last request: when you do leave academic science, do you promise to leave all your knowledge behind with us? My books and research papers will hang around longer than I will. I hope that my unfinished works and ideas will be carried forward by successors. However, the lasting legacy is our children and grandchildren. Someone once said that you are judged by what your children and grandchildren say about you when you are not around. They and their words are what will be left behind from me. Most importantly, Kathy and I have formed a partnership that leads us to an eternal life beyond this one. Our parents, though no longer here, are still guiding us. We will trickle down a little wisdom from where we dwell next.

# Spotlight on research in CSD

# **Human Auditory Neuroscience Group**

Inyong Choi, PhD, Director

The Human Auditory Neuroscience Group (HANG) studies how the human brain makes sense of the world from a mixture of sounds. This process includes: 1) grouping multiple frequency components to form auditory "objects," 2) selecting a target object of interest, and 3) focusing attention on it. In the field of hearing science, we call this process an "auditory scene analysis." We investigate neural mechanisms underlying auditory scene analysis in normal functioning ears and brains. We also study how such neural processes degrade in listeners with hearing loss and what hearing remediations and rehabilitations can treat the degraded auditory scene analysis.

Clinically, HANG's research goals translate into the following missions: 1) Characterizing structures and functions of the neural pathway for speech communications in adverse real-world listening conditions, 2) Finding neural markers of hearing difficulties in adverse listening conditions, and 3) Developing evidence-based auditory training protocols as a treatment option for hearing dysfunctions.

To achieve these missions, HANG employs an innovative and rigorous methodology that combines state-of-the-art neuroimaging techniques with psychophysics of auditory cognitive functions in human listeners. Gracious grant funding has been supporting HANG's research. Ongoing funded projects include: the Department of Defense Focused Research Award ("Identifying the Sources of Degraded Speech-in-Noise Under-standing and Individualized Therapeutic Options," *PI: Inyong Choi* ), American Otological Society Research Grant ("Post-implantation rehabilitation for cochlear implant recipients," *PI: Inyong Choi* ), Hearing Health Foundation Emerging Research Grant ("Neural correlates of selective listening deficits in multi-talker environment," *PI: Inyong Choi* ), and National Institute of Deafness and Other Communication Disorders Program Grant (P50, "Iowa Cochlear Implant Clinical Research Center," *PI: Bruce Gantz*).

# **Psycholinguistics Lab**

Kristi Hendrickson, PhD, Director

In the Psycholinguistics Lab, led by Kristi Hendrickson, the overarching goal of research is to examine developmental changes in the processing and organization of meaningful auditory information. This is important because the ability to interpret the social and physical world crucially depends on the manner and degree to which acoustic signals activate interpretations and meaning (for example, semantic representations), and how these meanings relate to one another. To successfully map sounds to meaning and organize meaning, young children are confronted with several significant challenges (such as the vast number of potential meanings, the acoustic similarities between sounds, and the temporal nature of auditory processing). Indeed, these issues concern vocabulary development, but also the recognition of meaningful nonlinguistic auditory information (i.e., environmental sounds, such as the sound of a dog barking).

Research in the Psycholinguistics Lab is comprised of three interrelated areas:

1) On-line spoken and visual word recognition, 2) The organization of semantic memory, 3) The differences and similarities in verbal (words) and nonverbal (environmental sounds) auditory processing.

To better understand each of these areas, the Hendrickson-led team investigates how these skills are acquired by testing infants and toddlers, their development through adolescence, and the way these skills arrive at the adult end-state. Further, they investigate how the processes that subserve word recognition and semantic organization may change in adverse listening conditions (for example., soft speech, degraded speech).



## Psycholinguistics Lab, continued

We use diverse methods to study these questions, including: Electroencephalography (EEG); Event-related potentials (ERP); Eye-tracking; Language sampling; and Behavioral responses via touch screens.

# **Pediatric Audiology Lab**

Elizabeth Walker, PhD, Director

Step into the Pediatric Audiology Lab and you'll learn how Beth Walker and her research team study how limited access to sound affects the development of children with hearing loss. To do this, the team examines the consistency of auditory-linguistic input for children who are deaf or hard of hearing. The team theorizes that individual differences in linguistic representations and processing are the result of variations in exposure to spoken language. Thus, inconsistent auditory access may result in inefficient processing and poorer outcomes in children with hearing loss. The lab uses diverse measures to assess children's abilities, including standardized tests of language and cognition, dynamic learning tasks, clinical audiologic measures, questionnaires, and dual-task paradigms.



In the long term, they strive to improve and guide evidence-based care that audiologists and speech-language pathologists provide to children who have a loss of hearing.

Four funded projects are at the core of their current work.

## Sequential Learning in Children with Cochlear Implants is an American Speech and Hearing Foundation Clinical Research Grant with Beth Walker as the principal investigator.

Does the hypothesis that auditory deprivation prior to cochlear implantation lead to delays in domain-general learning processes? To investigate, the team uses dynamic learning tasks that assess children's ability to learn non-linguistic visual and motor patterns. These paradigms allow investigators to determine whether there is an association between grammar abilities and learning in verbal, visual, and motor contexts. The outcomes of this study will provide empirical evidence regarding neurocognitive and learning processes in children with cochlear implants. Understanding these processes will lead to the development of effective interventions for children with hearing loss.

# Mechanisms of Listening Effort in School-Age Children who are Hard of Hearing is funded by the National Institute on Deafness and Other Communication Disorders. Beth Walker is the principal investigator.

Many children with mild to severe hearing loss are identified and receive early intervention at very young ages. Even with this early intervention, however, children who are hard of hearing experience challenges with communication due to reduced access to the auditory signal. When listening in adverse conditions, children who are hard of hearing must exert additional cognitive resources compared to children with normal hearing in order to perceive an incoming message. Consequently, they have fewer cognitive resources available to perform additional tasks and must expend increased listening effort. Listening effort requires the coordination of low-level, bottom-up processes, and higher-level, top-down processes. This project seeks to determine the factors that underlie increased listening effort in school-age children. The data generated from this grant will inform theoretical models regarding the integration of low-level, acoustic-phonetic input and higher-level, cognitive-linguistic processes involved in listening.

# Outcomes of School-Age Children who are Hard of Hearing (OSACHH) is funded by the National Institute on Deafness and Other Communication Disorders. Bruce Tomblin and Mary Pat Moeller are principal investigators.

Although children with mild-to-severe hearing loss compose the majority of children with hearing loss, most research has focused primarily on children with severe-to-profound hearing losses. The small number of studies on children who are hard of hearing suggest that they are at risk

## Pediatric Audiology Lab, continued

for delays in language and academic achievement. The OSACHH project is a longitudinal study conducted by investigators at three primary sites: the University of Iowa, Boys Town National Research Hospital, and the University of North Carolina-Chapel Hill. The focus is to examine how early intervention and children's preschool communication abilities influence school-age academic and literacy outcomes. The results of this project have important implications for determining risk and protective factors for children with mild-to-severe hearing loss.

## The Complex Listening project is also supported by the NIDCD, and Ryan McCreery serves as PI.

This collaborative work with researchers from Boys Town National Research Hospital and Iowa hypothesizes that early language and cognitive abilities form the foundation for listening and learning in classrooms during elementary school. Children who are hard of hearing who have deficits in these skills may face significant academic and social challenges as they enter school. The long-term goal of the Complex Listening project is to optimize amplification and speech understanding in children who are hard of hearing by identifying the underlying processes that support listening in academic and social situations. Results will inform scientific theories about the developmental consequences of inconsistent early auditory experience. Clinically, the results will guide evidence-based practice and health policy for the clinical management of children who are hard of hearing.

### Message from the chair, continued

us. We also say farewell to Ingo Titze. Ingo arrived at Iowa in 1979, and his legacy lives on through the countless graduate students who were fortunate to have had the opportunity to work with him over the years. Read his retirement reflections on page 4.

2019 truly has been a year of renewal. We welcome Jennifer Bjornstad to our Administrative Office staff. She is often the first contact for newcomers to the Department, and we all appreciate her helpfulness and good humor! Her photo appears just to the right.



Our clinical education team has grown with the addition of Jocelen Hamilton (Clinical Assistant Professor) and Stacy Booker (Clin-

ical Supervisor) this past spring, and Kellsie Busho (Clinical Supervisor) and Julie Jeon (Clinical Assistant Professor) this summer. This fall we welcomed Stewart McCauley (Assistant Professor), Si On Yoon (Assistant Professor), and Ianessa Humbert (Associate Professor). Photos and bios for all of our new colleagues appear elsewhere in the newsletter. With good fortune and the hard work of current search committees, three new colleagues (two in speech, one in audiology) will join our ranks next year. I'm also pleased to acknowledge Kelly Schmidt-Clay as our Director of AuD Studies. Kelly has taken over that role from Carolyn Brown (a hard act to follow), and oversight of the AuD program continues to be in good hands.

As we move toward 2020, the department will engage in significant forward thinking and discussions about the next 5 – 10 years. What do we think the field will look like? What should/can we do differently/better to advance the excellence of this program and the educational opportunities we provide for our students? What can/should we do differently/better to significantly impact knowledge in our chosen areas of study through high quality basic and applied research? Our CSD faculty have great ideas, and I look forward

to the production of a revised strategic plan that will form the blueprint for great things to come.

Our MA and AuD students are gearing up for our fall Distinguished Alumnus celebration and annual banquet and silent auction. I look forward to hearing Paul Kileny's presentation and to a festive evening thereafter. Of course, I always also look forward to the Student Academy of Audiology Haunted Hustle for Hearing the following day. That has typically meant a pie in the face for me, but it's for a great cause, so what the heck.

The annual banquet also presents our faculty the opportunity to announce the recipients of student awards and scholarships. We are excited this year to be able to award the H.L. Morris Scholarship. A former program chair and long-time faculty member in our program and the Department of Otolaryngology-Head and Neck Surgery, Hugh has graciously gifted the department with this scholarship to benefit our students as he once benefited from such an award as an aspiring SLP.

I speak for all the faculty and staff at Wenjo's in expressing our appreciation for the generosity of you, our alumni. Your donations are critical to our efforts to attract the best students to Iowa and to reward them for the excellence they achieve while studying in a rigorous program. If you have not yet considered supporting the Department of Communication Sciences and Disorders, I encourage you to "pay it forward." You may give online at https://clas.uiowa.edu/comsci, using the "Make a Gift" link or mail your gift to: P.O. Box 4550, Iowa City, Iowa 52244. Make sure to specify what your gift should support. If you have any questions about giving, please contact Kate Metcalf at kate.metcalf@foriowa.org.

A final note .... this will be my last message. I plan to retire at the end of the 2019-2020 academic year. We are embarking this fall on a search for a new Chair to lead our program into the next decade. I have spent my entire professional career at the University of Iowa and will always be most grateful for the opportunities this university has afforded me to grow over the last 35 years, and for the many professional and personal relationships I have been blessed with along the way.

### - Jerry Moon

# student awards and honors

**Desi Gutierrez** gave a presentation "Effects of Background Noise on Acoustic-Perceptual Correlates of Voice" at the International Congress on Acoustics in September 2019.

Becca Hauser was awarded the 2019 Outstanding Undergraduate Award from Student Academy of Audiology.

Larissa Jordan was awarded a Ulowa Graduate College Summer 2019 Fellowship; was presented with a PHIL Student Success Grant, given by the UI President's Office; was given a Women in Science & Engineering travel grant and an honorarium for her presentation at the Mental Lexicon Conference; won a monetary award from the Fellowship Incentive Program from the University of Iowa Graduate Success Office; was awarded a research grant from the Ulowa Graduate & Professional Student Government; and earned her Associate level certificate from the Iowa Center for the Integration of Research, Teaching and Learning.

Jeong-Seo Kim was awarded a travel prize from the AAA Foundation to attend the Conference on Implantable Auditory Prostheses.

Subong Kim won the 2019 Council of Academic Programs in Communication Sciences and Disorders Ph.D. Scholarship.

**Kelsey Klein** is first author on the publication "Nonverbal visual sequential learning in children with cochlear implants: Preliminary findings," published in Ear and Hearing; is first author for the publication "Effects of grade and school services on children's responsibility for hearing aid care," which is in press in the American Journal of Audiology; was selected to participate in ASHA's Pathways Program in Rockville, MD; was chosen to receive a Travel Fund Award from the Graduate Student Senate; gave an oral presentation at the Frontiers in Hearing Symposium in Estes Park, CO; and presented a poster at the CUNY Conference on Human Sentence Processing in Boulder, CO.

**Eileen Lancaster** created a scientific poster, "Hybrid Cochlear Implant Users' Speech Recognition After Post-Implant Hearing Loss," that was selected for a 2019 Travel Award from the American Auditory Society, and was chosen as recipient of the Continued Achievement Scholar-ship offered by the American Academy of Audiology Foundation.

Anne Marie Pasternock was awarded an ASHA Students Preparing for Academic-Research Careers (SPARC) Award.

Kristen Ponturiero has been awarded the American Academy of Audiology Empowering Students Scholarship.

**Caitlin Sapp** was appointed to the state Early Hearing Detection and Intervention committee and authored a paper entitled, "How to Effectively Access and Collaborate with Early Hearing Detection and Intervention Systems" in the September-October 2019 issue of Audiology Today.

**Jeff Shymanski** received an Audiology Research Travel Award for the 2019 ASHA convention and was chosen as the Student Academy of Audiology 2018-2019 Undergraduate Research Award winner.

**Abby Simon** won a travel award from the John and Elsie Mae Ferentz Undergraduate Research Fund to travel to the 2019 ASHA convention where she is presenting a poster.

Jonathan Stirn received an Audiology Research Travel Award for the 2019 ASHA convention.

**Haley Vaughn** received an Iowa Center for Research by Undergraduates travel award to attend the 2019 ASHA convention and was selected to participate in ASHA's PROmoting the next GENeration of Researchers (PROGENY) program at the 2019 ASHA Convention. Her poster, "Longitudinal Time-to-Event Analysis of Time-gated Word Recognition in Children who are Hard of Hearing," received one of the highest scores from the ASHA Convention Program Committee.

**Soumya Venkitakrishnan** was named winner of the Judith Blumsack Scholarship from the American Academy of Audiology; received a 2019 Digital Scholarship & Publishing Studio Summer Fellowship award; and was selected for a 2019 Mentored Student Travel Award from the American Auditory Society for her scientific poster, "Facial Expressions as an indicator of listening difficulty."

Gabrielle Watson won a scholarship to attend the American Cochlear Implant Alliance conference.

Alexandra Watts was awarded a scholarship to attend the American Cochlear Implant Alliance conference.

**Mary Wille** received an Iowa Center for Research by Undergraduates travel award to attend the 2019 ASHA convention in November and was selected as an ICRU research fellow for her research on primary progressive apraxia of speech.

# innovative clinical opportunities enrich student experiences



In the Wendell Johnson training clinic, UI's clinical supervisors and faculty continue to develop innovative, yet practical ways, to better prepare future speech-language pathologists and audiologists for the current and upcoming -- and ever-changing -- job market. Social Climbers, a new program launched in Summer 2019 -- developed by Stacy Booker and Jenny DiVita -- for children ages 6-13 with social communication difficulties. In the photo at left, two Social Climbers group members (with a little help from their grad student clinicians) display their invention: a robot / hug machine! The photo at right depicts MA-SLP students on the AAC rotation gaining valuable hands-on experience via a new partnership with the Amyotrophic Lateral Sclerosis Association Iowa Chapter. Krista Davidson developed the partnership, and thanks to funding from the Christopher & Dana Reeve Foundation, Assistive Technology and Low Tech Communication Kits were donated to Iowa's AAC lab. "This gift not only enhances our students' abilities to evaluate and serve ALS clients and caregivers, but it also ensures we are able to educate future professionals for years to come," she said. Additionally, Davidson coordinated an AAC camp, partnering Easterseals Iowa with UI's student clinicians with those from UNI. At July's AAC Challenge Camp, participants practiced and experienced the rewards of communicating with peers using their devices.

### Alumni Updates, continued

**Patricia Dee Killian** (PhD '74). "My graduate work focused on children's language development and adult language, dysphagia and physiological communication disorders. The program served me well in my career, primarily since 1976 in Colorado as a University assistant professor and communication business owner, as a family member, and as an elected State Representative! I hope that the Communication Sciences & Disorders department continues to flourish offering students great opportunities to learn, discover and create just as I received so long ago. My gratitude to the department staff then and best wishes to you all now!"

John Preece (PhD '85) has retired as Professor of Speech-Language Pathology & Audiology at Hunter College and Executive Officer of the Graduate Center of the City University of New York. Prior to moving to New York, he was Professor and Director of Audiology at the University of Rhode Island, and, longer ago, was at the VA Medical Center in Long Beach, California. In retirement, he is working as a licensed Emergency Medical Technician in the Jamestown, RI, Volunteer Fire Department.

**Shirley Nichols Sparks-Greif** (BS '55) was invited to the conference of the National Association of Drug Court Professionals in Washington DC on July 14 to participate in a panel of those published in the Drug Court Review journal. Her article is entitled "Family Skills Training Programs for Family Drug Court". She is a volunteer working for a program called Celebrating Families for families affected by addiction.

**Viral Tejani** (PhD '18), a research audiologist at the University of Iowa Hospitals and Clinics, is featured in the Hearing Journal. The article explores the professional lives of audiologists who have hearing loss themselves and describes how these circumstances allow them to connect with their patients. The complete article may be found in the May 2019 on-line edition of the Hearing Journal.

# let's keep in touch

We're grateful for new technologies that link CSD alumni, friends, and former faculty to current students, faculty, and staff. We hope you read, enjoy, and respond to our annual newsletters. In the future, we plan to distribute newsletters as fully as possible via Email and downloadable pdf's from our website: <u>www.clas.uiowa.edu/comsci</u>. While you're there, take a look around! The website is a great way to keep up to date on current happenings.

Find us on Facebook by searching for "Communication Sciences & Disorders at the University of Iowa" page and "Wendell Johnson Speech & Hearing Clinic at U of Iowa." We'll be making our presence known and encouraging your feedback even more frequently through Instagram and LinkedIn. Electronic media not only promotes E-chats, but allows us to forego printing and mailing costs and instead direct funds to student support for ever-increasing tuition costs.

Do we have on record your preferred Email address? If not -- or if you'd like to share your news in the Alumni Updates section -- please complete the following and mail, FAX (319.335.8751), or Email us at speech-path-aud@uiowa.edu.

Name	Degree(s)/year(s)earned
Current job	
Your news	

Finally, if you find yourself in or around the Iowa City area, please arrange a visit! Just Email speech-path-aud@uiowa.edu or call the Main Office at 319.335.8718. We'd be delighted to give you a building tour and reminisce about your time at Iowa and update you on current happenings.