OT and SLP Future Allied Health Professionals Collaborate
By: Alicia Thompson, Masters Student

On Wednesday, February 13, 2013, graduate students pursuing their master degrees in speech pathology and occupational therapy joined together at a brown bag, mix and mingle for food, fellowship and networking. In the spirit of interdisciplinary collaboration, the Occupational Therapy Department Chair, Dr. Felicia Banks, and the Speech and Hearing Clinic Director, Dr. Martine Elie, organized this opportunity to allow students to network with their peers and engage in meaningful conversations about their programs of study, co-treatment, and clinical experiences. This event was particularly beneficial because often times in hospitals, nursing homes, and schools, occupational and speech therapists work together on multidisciplinary teams to effectively treat patients; however, there is limited conversation amongst them prior to entering the professional world.

Rather than the traditional classroom structure where students listen to professors explain the need and purpose of the professions, students were charged with explaining their role as a graduate clinician in their respective fields and initiating conversational topics that are important to them as aspiring professionals. Conversations regarding research and study abroad opportunities, balancing a social life and academics simultaneously, future job placements, philanthropic endeavors, health disparities and private practice business propositions were all brought to the table for discussion.

Dr. Banks and Dr. Elie initiated this collaboration to foster the notion that in order to make a larger impact on the Howard, local, and global community it is crucial to collaborate with other professions. Likewise when working as a team, we are able to see more progress in our clients. When our clients make strides and progress, we are growing academically and clinically. The brown bag lunch event has given students the opportunity to expand their minds beyond the profession they are studying and understand how they can make better clinical decisions based on a better understanding of the role as a multidisciplinary team.

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The Howard University Speech and Hearing Clinic instituted a straight talk series for its graduate clinicians who are about to enter the workforce upon graduation in May. The series, which is the first of its kind both for the clinic and the Department of Communication Sciences and Disorders, held its initial debut centered on workforce relations. As human beings, as a profession comprised of predominantly women, and as those knowledgeable about communication sciences and disorders we have the tendency to become personally invested in matters of the workplace. Though unavoidable and sometimes challenging, workplace relations set the tone of the environment. As future Speech-Language Pathologists, who better to offer practical advice than one of our own? Ms. Donna M. Rashad, M.S. CCC-SLP, clinical extern supervisor brought enthusiasm, experience, and practicality as one of the first of many in a Straight Talk Series presented by the Howard University Speech and Hearing Clinic. Her discussion about Staff Relations in the workplace and functioning as a team was not only engaging but beneficial information for professionals across the lifespan.

The major tenets of her presentation involved general rules of thumb as well as, recognizing that not every situation is handled logically. Ms. Rashad suggested ways to handle moments of disaccord in addition to dealing with generational differences and becoming an intricate piece of the puzzle that comprises the workplace.

Among the general workplace courtesies presented included being an active listener, talking to the listener’s interests, avoiding criticizing and condemning, recognizing personal mistakes and showing sincere appreciation. Displaying respect, praising improvements and asking questions were also discussed. While these things may seem obvious and commonplace, when personal beliefs and values are coupled with work related matters, such courtesies are often times forgotten. Therefore, for both novice and seasoned clinician (Continued on Page 3)
The 2013 DC Speech and Hearing Association (DCSHA) convention was held on February 22-23 in Rockville, MD. This year’s theme was “Trans-disciplinary Intervention for the Treatment of Communication Disorders.” During the two day convention, a wealth of knowledge and resources were shared with professionals on current issues in child and adult speech and language disorders, as well as hearing disorders. Sessions covered topics such as Discourse Level Language Deficits in Post Stroke Aphasia, Working with Bilingual School-Aged Students, the Basics and Beyond, and An Integrated Approach to Tinnitus Patient Management. Presenters provided insightful information and updated attendees on the latest research and clinical applications in our dynamic field.

I was fortunate to attend my first DCSHA conference as both an attendee and presenter. I was co-presenter with Dr. Bland-Stewart, Associate Professor Department of Communication Sciences and Disorders at Howard and Dr. Alayna Townsend, CCC-SLP. We discussed Autism Spectrum Disorders, defining characteristics, and current research that has been, and will be conducted on this growing population. Additionally, I participated in a poster presentation session with fellow doctoral students, Sharlene Wilson Ottley, CCC-SLP and Reem Abulhamayel, CCC-SLP on current research in culturally and linguistically diverse populations. This convention proved to be very rewarding as I was able to exchange information with fellow professionals in the field and walked away a more knowledgeable student and clinician.

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Straight Talk Series continued...
workplace courtesies must become part of our practice not just a coveted list of things to get to.

The most hot button topic of the night was identifying and adapting appropriately to generational differences. Be it a school or medical setting, the generational differences that exist are complex. Within the school system, students are clearly from the microwave generation, while teachers, therapists and parents are products of generation X and Y. In other words, the methods of communication accepted and understood by students must be tailored to appropriately address their parents, teachers and coworkers. Text messaging, you-tube videos, and face-to-face conversations should always be exercised appropriately with caution and as need be.

Overall, it is important to remember that everything we do and don’t do impacts those we serve. If we have the power, knowledge and ability to help somebody, let it be in with good intent and of exemplary practice that others would desire to imitate.
This year another cohort of students in the Department of Communication Sciences and Disorders (COSD) took to Capitol Hill on March 21, 2013 to lobby on behalf of the profession. The Department has been lobbying on Capitol Hill for the last 4 years as part of ASHA’s Annual Student Capitol Hill Day. The combined ASHA and NSSLHA effort provides students an opportunity for to meet with the offices of their U.S. Senators and Representative to make their voices heard and advocate for issues impacting speech-language pathologists and audiologists. Participants advocated on issues such as

Student Hill Day was a wonderful experience for students Disorders studying Speech Language Pathology in the Department of Communication Sciences and Disorders and partnering universities to lobby. As a student participant, I was able to gain firsthand knowledge of issues affecting the future of our profession and how some of our services are at stake. With concerns on how to balance the federal economy, members of Congress are considering federal budget cuts in areas such as health care and education. Students from a number of colleges and universities, such as Howard University, Georgetown, American University, Stockton College, and other out of state colleges met with their state representatives to voiced their opinions.

In order to fully explain our purpose and need in these areas, students eloquently voiced their opinions. Student Hill Day gathered students that represented all of the United States despite the colleges they currently attend. This amazing experience allowed students from different colleges such as Howard University, Georgetown, American University, Stockton College, and other out of state colleges to engage in fellowship and networking.

Students were able to band together for a common cause. Participation from all students involved was very important because there were many areas of concern to be discussed with very little time. Providing members of Congress with vital information to make important public policy decisions was critical. After reviewing the proposed laws and bills, undergraduate and graduate students from various universities were advocates for change. First year Howard University graduate student Brittani Hightower “Advocating for people who need us the most was very rewarding. We are able to have a voice for people who may not be heard across America.”

All of the Howard University students who participated were professional, respectful, and stood out amongst the state groups they were collaborating with during the day. Not only were students able to advocate and voice their opinion on important life matters, but they were able to represent Howard University while networking and building bonds within the profession they truly adore.
Chair’s Corner
By: Wilhelmina Wright-Harp, Ph.D.

The 2012-13 academic year has been a memorable one on several levels. The department faculty continues to be at the forefront in numerous areas including scholarship, teaching, student research mentoring and grantmanship. In addition, the Howard University Speech and Hearing Clinic clinical faculty has continued to set the bar for excellence in training our students by offering a diversity of clinical experiences.

Our accomplishments this year have been in concert with Howard’s mission to a) promote research addressing health disparities; b) increase interdisciplinary partnerships and c) expand our international presence. One example is the recent establishment of a partnership with Howard University Hospital (HUH) which will allow the department to share a speech-language pathologist (SLP) through a joint appointment between the hospital and COSD. This partnership will lead to an array of opportunities for both faculty and students. Faculty will have access to patients to conduct research that will address major health disparities in our discipline. While students will receive clinical training at HUH as one of our satellite sites as well as have opportunities to participate in faculty research as assistants.

Another exciting development is the establishment of an international partnership spearheaded by Drs. Martine Elie, HUSHC Director, and Felicia Bank, OT Department Chair, to conduct Howard’s first OT/SLP study abroad trip to the Dominican Republic. Student participants and faculty from both departments will travel to the Dominican Republic for two weeks in June. During their trip they will attend a series of lectures on different topics related to our professions, visit local clinics, provide direct service, and learn Spanish by being immersed in the culture and language of the country. Indeed this is a major step that will offer interdisciplinary and international experiences to our COSD majors.

To the 2013 graduating class, I wish you much success in your future endeavors. Whether you are a graduate of the undergraduate program who will be entering the next phase of your educational journey into graduate school, a master’s graduate who will be entering a professional career as a speech-language pathologist or a new Ph.D. who will be starting a postdoc or launching a career in academia, always set your goals high and strive for excellence.

Remember that you are unique in many ways. You have completed an intensive program which emphasized the scientific bases of speech, language, cognitive and swallowing disorders, as well as the medical, social and psychological context of these disorders and their treatment. Moreover, due to your knowledge of best practices in multiculturalism, you are not only clinically competent, but also culturally competent capable of providing evidence-based services to diverse populations with communication disorders. Indeed many of the professionals in our field do not share your keen insight on the issues which lead to disparities in service delivery for multicultural populations. Without a doubt, you have much to contribute to the field of communication sciences and disorders. Therefore, as you pursue your chosen career path, be the one who sets the bar for others to follow. Have courage and be a leader!

In closing, I leave you with these words of wisdom from Maya Angelou: “Courage is the most important of all the virtues, because without courage you can't practice any other virtue consistently. You can practice any virtue erratically, but nothing consistently without courage.”
I requested to volunteer as a research assistant during the fall semester and she accepted me in her lab. During the fall semester, I familiarized myself with the literature and began the process of learning to analyze discourse in terms of communicative competence. By the end of the fall, I felt that I was just getting into the groove of understanding the methods and I truly enjoyed being a part of the research team, so I asked to extend my time into the spring semester.

The research team includes a group of intelligent young women and is truly multicultural being comprised of five different ethnic groups (there are 7 members of the lab). Our current project includes analyzing language and information structure of procedural discourse in individuals with aphasia and right hemisphere dysfunction. We will be presenting the data at ASHA’s national convention this year.

This experience has pushed me to work harder and think deeper about the way that I analyze data. Dr. Ulatowska spends time with me each week discussing my own research and has helped me to improve my study in a number of ways. It has not been easy to be away from my dissertation advisor, Dr. Wright-Harp, and committee, but she made the experience all worthwhile. The friendships I formed with members of the lab have been equally accepting and have taught me a lot. The faculty at Howard has also been very supportive of my being away.

I could not forget my cohort who kept me connected to the department and provided lodging when I came to DC for meetings. Overall, I have learned that no matter how difficult or risky something appears to be, it really is possible when you have a strong support system.

Research Practicum Experience Opens a World of Possibilities
By: Alaina Davis-Brooks, Doctoral Student

In a discussion with Dr. Joan Payne last spring, I expressed that I was interested in studying discourse analysis as an added component to my dissertation research. She immediately suggested that I familiarize myself with the literature of her friend and colleague Dr. Hanna Ulatowska. Dr. Ulatowska is a brilliant professor and researcher at the Callier Center for Communication Disorders, School of Behavioral and Brain Sciences, University of Texas at Dallas. Her primary research interest is in neurolinguistics in which she focuses on discourse in aphasia, dementia, and advanced aging. She has also researched discourse in African Americans with and without aphasia. After Dr. Payne introduced us through email, plans were made for me to visit the campus. I shared with her that I was interested in discourse analysis and that I would love any opportunity to study with her.
Many of the student presentations were mentored by faculty members, so the names of the faculty involved are included. The following is a list of presentations.

**Student Presentations**
Reem Abulhamayel*, Artia Stewart*, Sharlene M. Wilson Ottley*, Linda Bland-Steward^,
Miguelina Zapata*, Silvia Martinez^, Jay R. Lucker^,
Phonological Processes in Spanish Speaking Children from Salvadorean Backgrounds: Implications for Assessment, Poster session.
Chanice Brown***, Silvia Martinez^, “Effects of Bilingualism on Cognitive Control in Language Learners, Poster presentation
Shara Boykin**, Alysha Lawrence**, “The Effect of Online Preparation on African-American Students’ Performance on the Praxis, Poster presentation

**Faculty Presentations**
Linda Bland-Steward^, Defining and Differentiating Autism and ASD: Characteristics and Symptoms, Seminar presentation
Linda Bland-Steward^, Alayna Towsend^ &, Tinita Ortega*,
Artia Stewart*, “Autism and ASD: Evidence Based Treatment and Research,” Seminar presentation
Deirdre Trent^, “Standardizing the Modified Barium Swallow – MBSImp,” Seminar presentation
Tommie Robinson^, “Designing an Ideal Treatment Plan for Children and Adolescents Who Stutter, Seminar Presentation

Throughout the year (2012-2013), our department’s students and faculty have been busy at conventions making presentations. Faculty members have been invited as well as made presentations at several major professional conventions including the American Speech-Language Association convention in Atlanta in November 2012, District of Columbia Speech-Language-Hearing Association (DCSHA) convention, the Maryland Speech-Language Hearing Association in April 2013, the National Black Association for Speech, Language and Hearing (NBASLH) in Washington, DC in April 2013, and at other conferences. Our students have presented their research through poster sessions and workshops. The following is a partial list of some of the outstanding presentations made by our faculty and students at the DCSHA convention in February 2013.

The list from the DCSHA convention is divided into...
My most memorable experience as a graduate clinician was beginning my training in medical speech-language pathology at Carroll Manor Rehabilitation Center because it helped me build confidence in a fast-paced environment. This experience afforded me many opportunities to screen dementia patients, familiarize myself with swallowing and cognitive-linguistic training, and research evidence-based practice articles that supported my therapy activities. One of the benefits of the SLP master's program is being able to access faculty and clinical supervisors that help you achieve the skills and knowledge needed to be a competent clinician. The program offers classes such as Praxis preparation and private practice that other master programs do not. I learned how to pace myself throughout the Praxis exam by taking numerous practice tests. I believe the four clinical comp's have prepared me for the real world, in the areas of clinical writing and diagnostic skills. Developing a professional portfolio including my resume, clinical and academic work has provided me with a way to distinguish myself from the rest of the competition.

Tabia Alexander

Tabia Alexander, 2013 Masters Graduate

My most memorable experience in the program was the first week I arrived at Howard. I remember sitting in orientation that week, looking at all the other individuals who had been chosen for the program. We all shared our stories of where we had been before and what brought us to the place we were standing. I went home in awe every day that week, because I was sitting amongst brilliance. The ideas, goals, and thoughts that were shared during those beginning days is what has help me form the love, respect, and comradery that we now have.

One of the most beneficial parts of the Speech Pathology Program at Howard, is the mentoring that you received throughout you time here. The faculty truly is remarkable; in fact I feel they are not remarked about enough. They challenge you on numerous levels to maximize your potential in all area of this field and even in your personal life. They are walking examples of what is takes to become a well-rounded scholar in the field, but most importantly they are true examples of genuine, loving, and caring human beings. Secondly, the clinical experience I received here was phenomenal! I now have experience in acute care, school (elementary, middle, and high school) and Rehab settings. In these settings gained an array of experiences with the populations served including AAC evaluations and treatment as well as coma stimulation.

Continued on page 9...
Medicare outpatient therapy caps, reduction of paperwork and administrative burdens for speech-language pathologist, protect funding for the Individuals with Disabilities Education Act, and recognizing speech-language pathologist and audiologist as providers for federal literacy and reading legislation programs. My classmates made me really proud to be a part of Howard University and the Communication Sciences and Disorders department. It was an experience I will never forget!

One thing I really enjoyed about Howard University’s Communication Sciences and Disorders program is the multicultural emphasis. I feel the multicultural emphasis is really important in the field of speech language pathology because of the growing culturally and linguistically diverse (CLD) population. I have learned so much about assessment and treatment for CLD clients that it has sparked an interest in me to do research to help Asian and Pacific Islander clients. I will forever take this knowledge with me back home and use it in my future career.

Sheena Richardson (Shown in photo below)

Lastly, the way the master’s program is structured, you are able to spend plenty of studying hours with your peers. We attended seminars together, cried together, laughed together, and held each other’s hands through all the difficult moments that life brought about. Thanks to the CSD master’s degree program, I have now acquired the skills to be a clinically competent professional as well as gained a larger extended family.

Khadijah Thomas

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One of the most memorable experiences for me in the program was attending ASHA on Capitol Hill day. It was a wonderful experience. I got to meet other students from different schools and learned how to advocate for the profession.

Although our group from Howard was small in comparison to other area university groups, we stood out among the crowd. My classmates were outspoken on important issues. They passionately spoke to the representatives about important issues including

Khadijah Thomas, 2013 Masters Graduate
Alternative Spring Break- Haiti: SOLIDARITY
By: Tracey Calvo Clarke, Masters Student

Traveling to Haiti for Alternative Spring Break has been one of the highlights of my graduate school career. Not only did I grow as a person but I gained insight on the importance of our profession around the world. We may be known by different names around the world, but communication is an essential part of life, no matter what language is spoken. The interdisciplinary model of Howard’s schools and colleges traveling as a united force with the same mission gave me understanding of how we can make a greater impact if we work as a team. The same can be said for us as speech language pathologists working in a variety of settings. On any given day speech pathologists may collaborate, educate and co-treat with doctors, nurses, teachers, occupational therapists, physical therapists and many other professionals. We have a greater impact in our clients lives when there’s solidarity. During the trip, we valued and pulled from each other’s strengths and talents and were able to serve in different capacities. I enjoyed the fact that the trip allowed us to operate in vocation, and out of it. Service included planting gardens, painting murals, hearing screenings, dental screenings, educational health sessions and many chances to connect socially with the students.

The mission of the trip was service and giving back, but Haiti also gave a lot to me. First, it taught me not to believe everything you hear just because it’s reported in the media. Secondly, although Haiti is considered a “third world” country—it is very rich in other aspects. Haitians have strong spirits and the students were very hospitable and eager to learn. Haiti’s landscape is unforgettable! Its mystical mountains will be forever remain etched in my memory.

Continued on page 11.....
Alternative Spring Break continued…

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This trip has merged two of my passions: travel and service and has made me consider international work when I graduate. I encourage all students to take advantage of any opportunity to experience a new culture and gain new perspective on life and their purpose in our profession.

Haiti Trip Reflections

By: Esther Saint Jean, Masters Student

Alternative Spring Break (ASB) Haiti 2013 is an experience that changed my perception of service. I was elated to help others and to be able to discover aspects of myself in the process. Being of Haitian decent, I was overwhelmed with the various emotions I felt on a daily basis. Happy, sad, frustrated, blessed, grateful, surprised, appreciative, and proudful, are some, just to name a few. Each day was a new experience and brought about lessons to be learned. Our Alternative Spring Break ASB group was fortunate enough to hear the story of two rest avec/child slavery survivors, venture to the beautiful Wahoo Resto beach, visit the pediatric section of Haiti’s General hospital, visit the US embassy, plant a garden with a young women’s group, paint portions of a school, conduct hearing screenings, and provide speech and language therapy to children at a school/center for the handicapped. We also taught English classes, health education classes, and assisted with dental hygiene services/education. Throughout the trip, the ASB group worked together to perform services for the less fortunate.

Through this service opportunity not only did I experience the satisfaction of serving others, but I acquired a loving extended family for which I am extremely grateful and blessed. As a first generation Haitian American, I must admit that this was my first trip to Haiti, and it certainly will not be my last. I had the profound experience of sharing my culture and customs with my newfound HU ASB: Haiti family whom I love dearly, ASB Haiti 2013 made me realize that service work is one of my callings. Giving back to the community makes me feel so alive.
Words from the HU-NSSLHA President

By: Jarin Hawkins, 2013 Masters Graduate

We close this chapter...

The Howard University Chapter of the National Student Speech Language Hearing Association (NSSLHA) has had a wonderful year. NSSLHA held hearing screenings on campus and hosted its first ever Student Conference in October 2012. With the 2012-2013 year coming to a close, the HU chapter of NSSLHA looks towards the future.

Plans are already in place to host the 2nd Annual Student Conference. The event, like the first, will be open not only to HU students, but students of SLP programs from around the district including Gallaudet University, University of District of Columbia, George Washington University and the University of Maryland.

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Visit us on our CSD Face book page for more updates.

Congratulations 2013 Undergraduate Graduating Class!!

Editorial Staff
Wilhelmina Wright-Harp, Editor
William Hemsley, Asst. Editor
Tia Stewart, Graduate Assistant
Every year, the HUSHC strives to implement innovative initiatives, programs and opportunities for the community and its students. This academic year the HUSHC introduced an Aphasia Support Group, which provides a forum for individuals with aphasia to discuss challenges they face while encouraging participants to engage in social interactions. The HUSHC also introduced a Straight Talk series for the master’s degree candidates. This series targeted professional demands and interpersonal skills for the workforce. Most recently the HUSHC hosted a Community Screening and Information Day in honor of better speech and hearing month. The clinic offered free speech, language and hearing screenings along with an open forum where people could have their questions answered by certified professionals.

These innovative programs are in addition to the various health fairs, community outreach programs and collaborations the HUSHC participates in annually. The HUSHC takes pride in growing their graduate clinicians professionally and increasing their knowledge base as they matriculate through the program. As the master’s degree graduating class of 2013 enters the work force, such opportunities will allow them to compete with their competitors for jobs across the world. The HUSHC has continued its efforts in helping individuals across the world put the pieces back together. It is now time for the graduating class to assist the organizations and companies they will work for do the same. We wish them great success in all their endeavors.

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Words from the HU-NSSLHA President continued...

The organizers of the upcoming conference are two passionate students (Alicia Thompson and Brittan Hightower) who will continue the strong presence of Howard University SLP students, not only in the District, but across the country and be leaders of HU chapter of NSSLHA next year, carrying a message of advocacy, empathy, and knowledge.

The HU chapter of NSSLHA would like to thank all the members for a wonderful year and wish the graduating class of 2013 congratulations. Though some journeys end this school year and some continue, always remember that as a HU CSD/SLP student, you carry the torch of the department wherever you go, never hesitate to show others how special and resourceful a HU CSD/SLP student can be.

“Always remember that supporting NSSHLA now and in the future, means supporting the future of communication.”

Jarin Hawkins
Outgoing HU-NSSLHA President
A Career Setting:  
Scottish Rite Center  
By:  Lisa S. Byank, M.S., CCC-SLP  
2009 Alumna

Since June 2009, I have worked as a pediatric speech-language pathologist in Washington, DC at the Scottish Rite Center for Childhood Language Disorders in the Hearing and Speech Center at Children’s National Medical Center. There are eight professional colleagues at the Scottish Rite Center; four of whom are bilingual in Spanish and English.

On a daily basis, I evaluate and treat pediatric patients with speech, language, motor delays and motor disorders, secondary to developmental differences, syndromes, severe pre-maturity and hearing loss. On average, I complete two, two-hour evaluations per week as well as conduct fifty minute therapy sessions with approximately thirty children per week. A quarter of my caseload is specific to intervention for stuttering; this is approximately eight-hours in a given week.

I have learned that one of the most important areas to inform caregivers and patients is that there is no known cure for stuttering and the therapy process may be long and arduous; however, there are many techniques that are effective in reducing stuttering episodes.

Each day I work diligently to become a unique clinician who has a strong understanding of pediatric speech-language delays, disorder and/or syndromes through advancing my learning and incorporating expertise knowledge in our field when working with patients. I consistently offer the same acquired information to my patients and caregivers by modifying the context appropriately so that they understand new approaches and techniques as well.

Here at SRC, we work together as a team, offering support; we remain available for questions and answers knowing that as professionals we each have talents and passions in the field of speech-language pathology.

Lisa Byank works with a young child on literacy skills.

That’s it! High five for a job well done.

Every day I am honored and humbled to be a small part of a child’s life by helping to advance their abilities to communicate effectively; I sincerely adore my profession!
ASHA on the Hill Day
By: Natalie Finley, Banneker High School Intern

The American Speech-Language-Hearing Association (ASHA) brought together professional as well as, future speech pathologist and audiologist to advocate and present issues to Congress. I am a high school student that attends Benjamin Banneker Academic High School and I have been fortunate enough to attend this event. It was such a phenomenal experience for me as inspiring speech pathologist, to be able to learn about different issues that need to be resolved within the field. Being from Washington DC, I was able to present my issue on student loans to Eleanor Norton’s healthcare legislative assistant Jason Spear. I felt that this issue was very important because students such as myself, looking to pursue a career in speech pathology cannot focus on our passion to help others because we have to worry about paying off student loans and getting ourselves out of debt.

A part of this experience that I treasure the most is being able to meet other professionals who are where I want to be. The day on capital not only inspired me to want to be a speech pathologist even more, but to be a future advocate and leader in this field. It is vital for Congress to acknowledge the hard work that these professionals do each and every day and that their services are definitely needed.

Special thanks to Dr. Wilhelmina Wright-Harp, Dr. Martine Elie and Dr. Ovetta Harris for providing this extraordinary opportunity and year-long internship.

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New Ph.D. in CSD Gives Thanks!
By: Shameka Johnson 2013 Ph.D. Graduate

Dr. Shameka Johnson, a new baby doc!

To narrow my most memorable experience to one after spending three years enrolled in such a dynamic and prestigious program is impossible. My most memorable experience at Howard would have to be the entire process of gaining my doctoral degree. I cannot single out just one experience as each one has assisted in molding me to become a competent researcher and professor. Every moment interacting with the professors and my cohort within this department stands out for me.

I am most grateful for the overall experience and the process. Because of the nurturing and dedication that is offered throughout the program here at Howard, I am able to step out into the world of research and academia with confidence. The program taught me how to be analytical, flexible, humble and persistent in all areas of research and academia. The program courses and the professors challenged me to not only become a better researcher; they also challenged me to give forward to help make someone else a powerful researcher. I will always appreciate each and every moment, the tough ones and the happiest ones for what they have ultimately helped me to achieve; confidence, experience, knowledge, a new family and my Ph.D.
2013 Master’s Degree Graduates


2013 Ph.D. Degree Graduates

(L to R) Shameka Johnson, Nayda Torres-Soto and Wilma Benitez-Rivera