

Student testimonials to highlight activities in the MSCD program

Language/Literacy Clinic (Taylor McKay): "One of the best parts about our program is being able to utilize the on campus Speech & Hearing Clinic to gain experience and interact with clients. For me, the best way to learn is by applying the material learned in class, and through my time treating clients in the clinic, I was able to truly understand what I learned. I have always been interested in language and literacy. My first client that I ever worked with was very special to me and I was able to work with her on language and literacy based goals. One main goal that we focused on was narrative writing. Throughout the semester I was able to see my client use her imagination to write detailed, creative and interesting stories. Each week the narratives that she wrote impressed me more and more and it was very rewarding to be able to watch her grow throughout the semester."



Opportunities for Research/Posters and Presenting at ASHA and in the Future Iceland (Francesca Ruth): The Master of Science in Communication Disorders Program here at Stockton University does more than just provide students with the necessary coursework, education, and clinical experiences to enter the field of speech-language-pathology. This program also provides students with opportunities to design, conduct, and share the results of their own research study. Taking advantage of this opportunity has provided me with more experiences than I initially anticipated. Designing and conducting a research study has taken my research team and I to places we could have never even dreamed of: Boston, to present at the ASHA Convention, Long Branch, NJ to present at the NJSHA Convention, and Iceland, to present at the International Stuttering Association's World Congress. My research team and I have been able to share our findings with other graduate students, professionals, persons who stutter, and ultimately individuals from around the world. Presenting at these conferences has been such a surreal and inspiring experience, and only made possible by taking advantage of every opportunity graduate school has to offer. Along with these experiences, conducting my own research study has allowed me to share valuable information and truly make an impact within this field. In addition, I have been able to explore new, creative, and innovative ways to provide a supplement to traditional fluency treatment when working with persons who stutter.

2nd Research Option (Kelsey Kelly): The Stockton University MSCD program provided me with many opportunities throughout the past two years, and the one that has impacted me the most was the opportunity to conduct research with two other students from my cohort. We all came together, with great support from the MSCD faculty, to conduct research on the use of therapy dog in persons who stutter. This was an area we were all curious to investigate, felt very passionate about and were allowed to independently select. Our research opened many doors of opportunities, and we were able to present our work at the 2018 ASHA convention in Boston, MA. This allowed me to network and connect with other researchers, SLPs, and students from across the nation who were interested to learn more about our findings. In the near future, my research team and I will have the chance to present our findings in Iceland for the 2019 International Stuttering Association Conference. Conducting research was something I never considered doing when I began this program, and I am so grateful that I took the opportunity to do so. I appreciate everything that the MSCD program and faculty have done to help accomplish all that we did for this project!



Hispanic Emphasis Specialization Program (Daniela Rengifo): As I was applying to various communication disorders graduate programs, I knew I wanted to attend Stockton University because they offered what no other university in New Jersey offered: the ability to work with the Latino community. Being in the Hispanic Emphasis Specialization (HES) Program, has been extremely helpful and has increased my knowledge on both communication disorders and the Latino community together. Within the program, I have been given the opportunity to conduct a research study involving Latinos. I have also been able to treat Latino clients in the clinic and talk to Spanish speaking parents. Aside from that, I have been provided with great resources to treat Latino clients wherever I go in the future, including a specialized off campus externship focused on using my bilingual specialty. Overall, the HES program has been amazing and the professors involved with it have also been excellent to work with.

Interprofessional Educational experiences (Baby Day and Pomona Preschool) (Jamie Bello): As a first year student in Stockton's MSCD program, I did not know what to expect graduate school to be like. I definitely underestimated the amount of knowledge and experiences I would gain outside of the classroom. One of my favorite experiences was participating in "Baby Day" as a team member working collaboratively with students from the DPT, OT, and nursing cohorts. We spent class time preparing for the project and constructing ideas on what we would focus on for our assigned baby, as well as prepared for an interview with the parent. Prior to meeting the infant and parent, we had an interprofessional team meeting with the allied healthcare students. This meeting opened my eyes to the roles of other health care professionals including how they overlap with some of our goals as speech language pathologists. I was assigned to a 5



month old boy with my group and had the opportunity to practice assessing reflexes such as rooting, sucking, and biting. It is one thing to read in a text book how to elicit these responses, but to actually get the opportunity to hold the infant and elicit the response in real time (with Mom watching) was something I am glad I had the experience to do as a student. It was rewarding to see how seriously the Mother took all of the suggestions and information I was providing. She even asked me a few questions and I felt prepared and knowledgeable enough to know the answers! Being that working with other healthcare professionals is a large part of our workload, I am appreciative that Stockton does so much to prepare us as students to do so. Throughout our first year we had another collaborative assignment with the occupational therapy students. For this project, we visited a school in the surrounding area to identify a child presenting with difficulty functioning in the classroom. After the observation we collaborated with each other from our own professional perspective what we observed, and come up with two strategies as a team to share with the teacher that will assist in facilitating proper development. Additionally, we practiced writing an official report on the behaviors observed and the hypothesized strategies we would like implemented.



Columbia Trip (Jamie Bello): A favorite experience granted to me by Stockton's MSCD program was visiting Bogota, Colombia during an interprofessional educational experience alongside two students in my cohort, and a several occupational therapy students. We exchanged cultural and healthcare related ideas and experiences with students from Bogota's healthcare universities. While in Colombia we visited an orphanage, numerous rehabilitation centers, schools and more. We presented research done in our first semester here at Stockton, and learned of student's in Colombia's research as well. We fundraised for clinic sights in Colombia, and were able to personally hand deliver items that we purchased for the clinic located at the orphanage. I will take all of these experiences with me for the rest of my life and feel so fortunate to be a part of a program dedicated to going beyond the books to further my learning.

Cohort Model (Lauren Sheehan): The MSCD program has a cohort model that facilitates peer learning, collaboration, and accountability. Each student that is accepted into the program takes all core required classes in the same semester. Having an arrangement such as this, assures consistency in the intensity and substance of each course for every student. Additionally, working with the same peers at such a high frequency, inherently teaches a variety of skills essential to effectively communicate and maintain a long-term position in any place one may venture. A cohort model, like the one at Stockton University, truly provides the students with the richest possible opportunity to learn the interpersonal skills that are so crucial to a successful career in speech language pathology.

Interprofessional experience with older adults (Claire Berger): Stockton has provided me with ample opportunities to participate in events where I can hone my people skills. I was able to go to an interprofessional event where intergenerational people gathered and talked about their lives- the good, and the bad. Some people I spoke to had incredibly interesting experiences to

share and valuable advice to give. Some advice had to do with having been patients in a facility where they received speech language services. The value of their integrity seemed to be the thing they most needed when they were a patient. They told me about the need to be treated with respect and humility, and how good it could be to have great therapy experiences. This advice will make me a more empathetic healthcare provider. Moreover, I was able to get some good life advice as well. One man who had never done "anything exciting" in his words, had recently taken up adventuring- hang gliding, parasailing, and skiing, at 70 years old. He told me, "you're never too old to follow your dreams." It was rewarding to participate in this interprofessional experience and have the opportunity to converse with a generation I was not always able to have the opportunity to meet.