Student Perceptions and Experiences in Communication Sciences and Disorders
SIG 10

INTRODUCTION

This SIG 10 activity focuses on student perceptions and experiences. In the first article, the experiences of SLP graduate students who previously worked as Speech-Language Pathology Assistants are compared with students who did not come into their programs with such experience. Implications for prospective students and program development are discussed. Next, authors investigate experiences of students and graduates of clinical doctorate programs, including the application process, their career goals and outcomes, and their general reflections on their decision to pursue the doctor of speech-language pathology degree. Third, authors present an examination of SLPs’ perceptions of graduate students in CSD who speak with vocal fry (a low-pitched, grating voice quality). Finally, in a mixed-method study, graduate and undergraduate students participate in a learning-by-teaching experience in two CSD courses. Three years of data is presented.

LEARNING OUTCOMES

You will be able to:

- differentiate between stressors reported by graduate students who had worked as Speech-Language Pathology Assistants and those who had not
- list three reasons respondents provided for pursuing a doctor of speech-language pathology degree
- describe three characteristics attributed to graduate students with vocal fry
- explain three benefits to using a learning-by-teaching model in the classroom

CONTENTS

“Getting Back Into School Mode”: Experiences of Former Speech-Language Pathology Assistants in Graduate School by George W. Wolford, Laura L. Wolford, Schea Fissel Brannick, Emily N. Anderson, and Kaitlin McLoud

Understanding the Experiences of Students Within Doctor of Speech-Language Pathology Programs: Perceptions About Their Educational Experiences by Lesley Sylvan and Robyn Becker

How Graduate Students With Vocal Fry Are Perceived by Speech-Language Pathologists by Sally K. Gallena and James A. Pinto

Student Perceptions of Learning-by-Teaching in a Speech Sound Disorders Course by Lesley E. Mayne and Namhee Kim
PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: April 3, 2023
End date: April 3, 2028

To earn continuing education credit, you must complete the learning assessment on or before April 3, 2028.

This course is offered for 0.60 ASHA CEUs (Intermediate level, Related area).