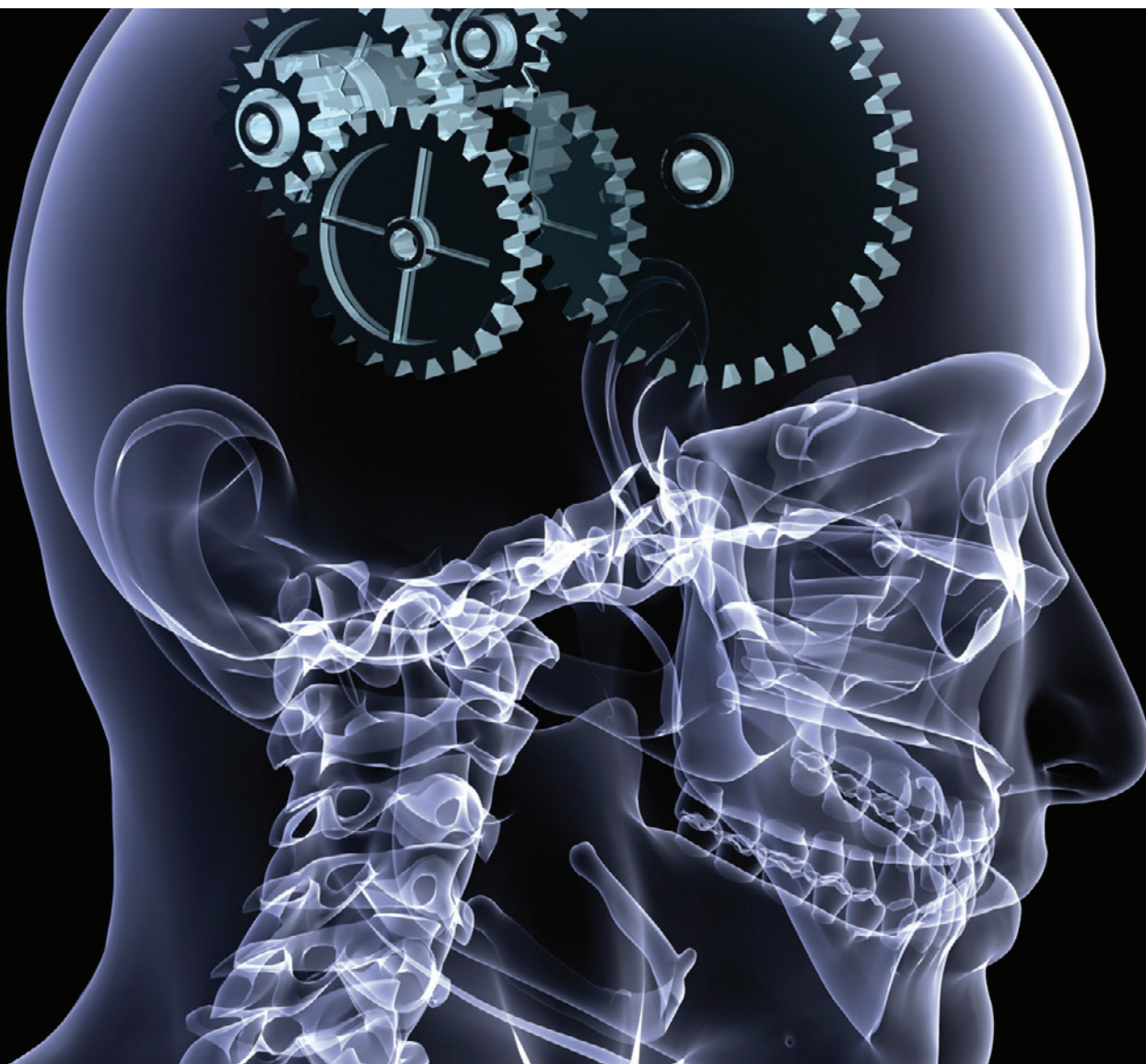


PhD and MSc Research Programmes
Audiology, Speech and Language Sciences

Research.



Published October 2014. Information is correct as at the time of publication but is subject to change. The University's official regulations and policies are available online at www.canterbury.ac.nz/regulations

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Welcome



Professor Stephanie Stokes

Head of Department of
Communication Disorders

Students enrolled in postgraduate research programmes at the University of Canterbury Department of Communication Disorders come from around the globe. This is testament to not only the quality of the research training that is provided, but also to the unique life experience that is afforded by studying in New Zealand. There is an abundance of natural beauty, fine weather, warm people, multicultural living, and all manner of outdoor pursuits for nourishing body and soul as well as mind. We invite you to join our supportive environment as you pursue academic excellence.

For enquiries about PhD study in Speech & Language Sciences and Disorders:

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For enquiries about PhD study in Audiology and Hearing Science:

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General Information

PhD Information

The main aim of the PhD programme is to provide students with the skills to conduct independent research at the highest level. The degree of Doctor of Philosophy comprises an advanced course of study and research, the results of which are presented in a thesis. The thesis is a systematic exposition of a piece of independent research carried out over the period of enrolment. It makes an original contribution to knowledge or understanding in the field of study and meets recognised international standards for such work.

The Department of Communication Disorders provides excellent facilities and resources for PhD students. These include research facilities in specific areas, library resources, office space and computer facilities. Our PhD students also receive excellent support from academic supervisors both within and, in some cases, outside the University of Canterbury who are leaders in their fields.

If you are interested in applying for the PhD, you should contact the member(s) of academic staff closest to your area of research interest. Details of the research interests of staff can be found on the Departmental website <http://www.cmds.canterbury.ac.nz/people/> and in the UC Research directory, UC SPARK <http://www.canterbury.ac.nz/spark/>. Applicants should contact a potential supervisor directly to discuss their research ideas and determine whether suitable supervision is available. Applicants must identify a potential supervisor before submitting a formal application to enrol in the PhD. Please note that identifying a potential supervisor does not guarantee that your application will be successful.

Dr Maggie-Lee Huckabee and Dr Rebecca Kelly-Campbell are responsible for oversight of the PhD programmes in the Speech-language sciences and Audiology/hearing

science respectively. They are happy to answer general enquiries about the application or the programme and can help you identify a suitable research supervisor who will guide you through the development of your preliminary research proposal.

Conditions of Entry

Applicants will normally have achieved a First or Second class honours undergraduate degree (or equivalent) or a Master's degree (or equivalent). They must also satisfy all entry requirements of the University.

Structure of the PhD Programme

Doctoral students will work with their research mentor towards development of a thesis topic and the preparation of a formal thesis proposal. The thesis proposal must be approved by the Dean of Postgraduate Studies within six months of enrolment. Once the proposal has been approved, both the candidate and the topic are registered by the Postgraduate Office, which also formally appoints supervisors. Supervision usually involves a senior supervisor and one or more associate supervisors.

During the second six months of enrolment, the student will continue to develop the proposal. At 12 months post enrolment the student will undergo a confirmation process, which includes submission of an expanded proposal and an oral presentation.

There is no formal coursework required by the University. However, supervisors may require their students to enrol in coursework as a condition of continuing in the programme (e.g., in cases where students lack formal coursework in statistics, research methods or other background subjects). PhD students are expected to be active participants in the activities of the chosen area of research. In particular, they are required to give seminars

on their research work (normally one during the early phases and one towards the end) and attend Departmental research seminars. The Department is concerned with the professional development of PhD students and endeavours to make teaching, lecturing and outreach opportunities available where possible.

The PhD degree involves a minimum of two years of full-time research. There is a maximum time limit of four years but the normal period is three to four years from the date of registration for full-time students. A part-time candidate has seven years. The thesis is read by two examiners, one of whom conducts an oral examination of the candidate with respect to the subject matter of the thesis and the general field of study to which it belongs.

Fees

International PhD students incur the same fees as New Zealand domestic students.

PhD Progress Reports

Once the proposal has been formally accepted, progress reports are required by the University after six months, on the anniversary of the original enrolment and every twelve months thereafter.

The student should provide:

- a summary of progress since the last report;
- an outline of the proposed programme for the next six months;
- an outline of any difficulties experienced in respect of supervision, resources or otherwise.

This is normally combined with a report from the supervisor on the student's progress, along with candidate's comments, and both are submitted via the Head of Department to the Dean of Postgraduate Studies. Non-compliance with the reporting regime could lead to a range of sanctions including termination of enrolment.

The Examination Process

Normally, two individuals from outside of the University are invited to examine the thesis and the candidate, one from within New Zealand and one from overseas. Sometimes, both examiners will be from overseas if it is difficult to find someone in New Zealand. The supervisors recommend two external examiners to the Head of Department. The Head then forwards a recommendation to the Dean of Postgraduate Studies for approval. It is normal practice that the candidate is informed of whom the examiners might be before they are formally appointed. The senior supervisor also completes a form outlining the role he/she has played in supervising the thesis.

When the examiners' reports are returned to the Postgraduate Office, an oral examination is scheduled and is normally conducted by one of the two examiners, with questions also supplied by the non-attending examiner.

The examination is normally chaired by a senior academic who is not an examiner. The examinee is allowed up to two persons present at the examination as observers. A recommendation is made following University guidelines, and outlined in the Final Joint Report of PhD Examiners Following the Oral Examination.

Contacts

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MSC Information

The Master of Science in Speech and Language Sciences degree is a one-year, full-time postgraduate research programme that provides students with specialization in a topic area of their choice. In addition to the completion of a thesis, students have the option of advanced study in clinical theory and supervision or coursework in research design and statistics. A two-year part-time distance learning option is also available for students who, because of work or family obligations, are not able to commit to postgraduate study on a full-time basis or who are not able to relocate to the Canterbury region. Participation in this part-time programme requires prior approval by the Head of Department and the Dean of Science.

The Curriculum

Two pathways through the MSc are available:

Pathway 1

Research Methods (CMDS 604)
Semester 1, 0.125 EFTS

MSc Thesis (CMDS 696)
Semesters 1 & 2, 0.875 EFTS

Pathway 2

Advanced Clinical Practicum, Supervision and Administration (CMDS 605)
Semesters 1 & 2, 0.125 EFTS

MSc Thesis (CMDS 695)
Semesters 1 & 2, 0.875 EFTS

Prospective students are encouraged to explore each pathway and discuss their research ideas with a member of staff in their particular area of interest (e.g. clinical supervision, dysphagia, child language, speech motor disorders, voice, fluency, speech science) before applying.

Admission Requirements

Applicants must hold a four-year undergraduate degree, or a three-year undergraduate degree with the first year of a two-year MSc completed. Admission to this MSc programme is limited. Student selection is based on academic merit and relevant assessments to determine suitability for advanced study in speech and language sciences. As this programme is focused on the student's development of research skills, applicants to the MSc programme are encouraged to identify a particular topic of interest and must discuss their ideas with the relevant members of staff described above.

Contacts

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Research supervisors in Audiology

Rehabilitation audiology

For most people with a hearing loss, diagnosis is just the starting point. Hearing impairment has a significant impact on many aspects of a person's life: their communication and social skills, family relationships, performance at work or school, and self-esteem. Not only does hearing impairment affect the quality of life of the person with the impairment, but also that of their communication partners. Clients and their families need support, counselling and assistance through rehabilitative audiology and counselling programmes.

Speech perception and auditory processing

Dr Greg O'Beirne is conducting research aimed at both improving our understanding of the nature of auditory processing deficits in school-aged children and the elderly, and at developing tools for diagnosing and managing these difficulties. Current projects include the development of software for adaptive testing in clinical settings, and the creation and recording of new speech test materials designed for speakers of New Zealand English and Māori.

Auditory physiology

In collaboration with local otolaryngologists', research is underway, investigating techniques for improving the intraoperative monitoring of hearing function, and pharmacological interventions aimed at preventing inner-ear damage during surgery or chemotherapy.



Dr. Rebecca Kelly

Dr. Rebecca Kelly is a clinically certified rehabilitation audiologist. Her research interests include assessment and management of the effects of hearing problems on adults. She uses both qualitative and quantitative methods to explore how adults make the decision to consult for services and how they adjust to living with hearing problems. Current research projects include validation of a screening test for hearing problems and qualitative studies aimed at understanding how couples live with hearing problems.

www.cmds.canterbury.ac.nz/people/kelly.shtml



Associate Professor Greg O'Beirne

Dr. Greg O'Beirne is an auditory physiologist and a clinical audiologist. He maintains active research programmes in both of these areas. Current projects include techniques for the intraoperative monitoring of hearing function, pharmacological interventions aimed at preventing inner-ear damage during surgery or chemotherapy, and the development of software for the assessment of speech perception and auditory processing skills in children and the elderly.

www.cmds.canterbury.ac.nz/people/obeirne.shtml



Dr. Kim Wise

Dr. Kim Wise is a clinical audiologist, specialising in tinnitus assessment and management. She completed a Master of Audiology degree as well as her PhD, at the University of Auckland. Her doctoral research pertained to novel treatment considerations for tinnitus—the sensation of sound emanating from the ears or head, but lacking a driving external sound source. Her research has incorporated auditory selective attention and perceptual training approaches, as potential tinnitus management options. Current projects include investigating auditory gating in individuals with tinnitus, to conclude if auditory sensory gating could potentially serve as an index for certain subgroups of tinnitus perception. The application of training aimed at memory and attention—areas shown to be vulnerable for older adults—is also of interest, towards determining if hearing aid fitting outcomes and/or cognitive decline might be supported or improved. Kim is presently working on the application of perceptual training programmes to examine their potential merit in the improvement of Auditory Processing Disorder (APD).

Research supervisors in Speech and Language Sciences

Acquired speech and language disorders

Research into acquired disorders of speech and language is well represented at the University of Canterbury. Our research profile encompasses research across disorder areas. With a strong emphasis on speech perception and quality of life, researchers in this group have extensive collaborative links with others in the department and beyond. Our final goal: improving patient outcomes following acute and chronic illness and injury.

Speech, Voice, and Fluency Disorders and Sciences

Speech science involves studies of the anatomy and physiology of speech or voice production and the acoustics and perception of speech or voice output. Past and ongoing research projects conducted in our speech and voice laboratories span paediatric to geriatric population, and individuals with voice disorders, neurological disorders, fluency disorders, hearing impairment, and foreign accent. Our methods include the evaluation of speech quality in synthesized or transmitted signals including aerodynamic, electroglottographic, laryngeal and jaw movement imaging, and perceptual analysis of data obtained from normal speakers. These investigations are mostly concerned with problem detection and assessment and enhancement of speech and voice.



Dr. Tami Howe

Dr. Howe uses the World Health Organization's International Classification of Functioning, Disability, and Health as a framework for her research programme. Her research explores how people with aphasia and their families live with the communication disorder, particularly focusing on the areas of social participation and accessibility.

www.cmds.canterbury.ac.nz/people/howe.shtml



Associate Professor Megan McAuliffe

Associate Professor McAuliffe leads the University of Canterbury Speech Production-Perception Lab, affiliated with the New Zealand Institute of Language, Brain, and Behaviour. The laboratory conducts research of scientific and theoretical significance with clear application to the clinical practice of speech-language therapy in neurological disorders. Current research themes related to both ageing and acquired dysarthria include: factors influencing listener comprehension, mechanisms of perceptual learning, and the flexibility of the sensorimotor system. The lab has strong international research links.

www.cmds.canterbury.ac.nz/people/mcauliffe.shtml



Dr. Catherine Theys

Dr. Theys' research aims to gain a comprehensive understanding of normal speech production and speech production disorders by combining behavioral and neuroimaging approaches. The research focuses on the detailed mapping of the neural speech network by studying normal speech production and speech production disorders. Current projects focus on neurogenic stuttering, developmental stuttering and acquired dysarthria.

www.cmds.canterbury.ac.nz/people/catherine_theys.shtml



Professor Michael Robb

Professor Robb uses methods in experimental phonetics to conduct research on speech motor control across the lifespan, including in adults with neurological disorders, and speech acquisition in children, including acoustic analysis of infant crying. Current research also includes neuro-linguistic characteristics of stuttering.

www.cmds.canterbury.ac.nz/people/robb.shtml

Speech and language development and disorders

Why is it that some children develop speech and language faster than others? What are the keys to language learning? Why do some children develop language at a much slower rate than their peers, or develop impaired language systems? Speech and language development is influenced by a range of genetic, neurobiological, cognitive, social and environmental factors. These factors in turn may impact on the course of typical

development, resulting in delayed or impaired language development. This research team explores factors that impinge on development in typically developing children and children with speech/language impairment. This encompasses a focus on individual differences across children and cross-linguistic differences across populations. The child language research team has supervised students or conducted research in English, Cantonese,

Maltese, German, Dutch, Danish, French, Māori, Putongua, Malay, Icelandic, Farsi and Greek and welcomes the opportunity to further our understanding of language development in children speaking languages other than English.

For more information about our current research, please visit the Child Language Centre website www.cmds.canterbury.ac.nz/clc



Professor Thomas Klee

Professor Klee's current research is aimed at finding early predictors of speech and language difficulties in childhood, so that children at risk can be reliably identified and effectively treated as early in life as possible. He is also interested in improving clinical assessment and in helping students and professionals develop their skills in evidence-based practice.

Professor Klee is Co-Director of the Child Language Centre.

www.cmds.canterbury.ac.nz/people/klee.shtml



Dr. Catherine Moran

Associate Professor Moran's research investigates the role of interaction in language development and language disorders in middle/upper childhood and adolescents with a particular emphasis on communication following traumatic brain injury.

www.cmds.canterbury.ac.nz/people/moran.shtml



Professor Stephanie Stokes

Professor Stokes's research explores the relationships among cognitive abilities, psycholinguistic processing and language development in young children. Her work explores statistical regularities in emerging lexicons, early identification of language impairment in children and the emergence of language impairment in the preschool period.

Professor Stokes is Co-Director of the Child Language Centre.

www.cmds.canterbury.ac.nz/people/stokes.shtml



Dr. Jayne Newbury

Dr Newbury's research focuses on early indicators of language impairment in late talking and typically developing toddlers. Specifically her research has focused on the role of working memory and executive functions in early language acquisition for children aged between two to four years.

www.cmds.canterbury.ac.nz/people/newbury.shtml

Research supervision in Dysphagia

Swallowing Rehabilitation Research Laboratory

The University of Canterbury Swallowing Rehabilitation Research Laboratory is arguably the most sophisticated and well-appointed laboratory of its kind in the

Southern hemisphere in terms of instrumentation and expertise. Our research profile focuses heavily on development of neurorehabilitation approaches and delineation of rehabilitative effects on neural, muscular and behavioural function. These treatment approaches include neuromuscular exercise programmes, skill based training, sensory stimulation and neuromuscular electrical stimulation, among others. In short, we want to answer the question: When it is broken, how do we fix it? More specifically, when we fix it, what are we changing: muscle, nerve, brain or behaviour? Additionally, a clinical research programme, completed in close collaboration with national district health board clinicians, investigates methods for improving specificity in clinical and diagnostic assessment. Dr Maggie-Lee Huckabee overseas the swallowing research programme, and is soon to be joined by Dr Phoebe Macrae, recently returned to Canterbury

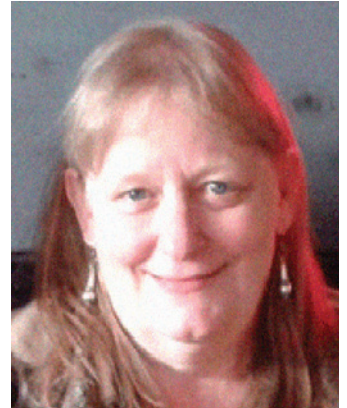
from a post doctoral fellowship at Johns Hopkins University in the USA.

The laboratory houses a broad range of instrumentation for evaluating swallowing biomechanics, including in-house videofluoroscopy, electromyography, pharyngeal manometry, endoscopy / FEEST, oral manometry, spirometry and respiratory airflow, musculoskeletal ultrasound and multiple biofeedback modalities with custom designed software for swallowing skill training. Additionally, a Motor evoked potentials laboratory with transcranial magnetic stimulation and availability of a Siemens 3Tscanner allow for measurement of neural effects of swallowing intervention. Close collaboration with colleagues from biomedical engineering provide a particular emphasis on development of bioengineering applications for rehabilitation. Prof Richard Jones joins Dr Huckabee in research supervision of both speech pathology students and engineering students. The expertise of personnel and sophistication of instrumentation in the laboratory represents a valuable resource for individuals with swallowing impairment in the Canterbury region and beyond through the

EATS Clinic. Students at all levels of study can participate in very specific, effective and innovative diagnostic and rehabilitative procedures that are driven by the latest research and the physiologic needs of the patients.

Very recently, the lab has become the foundation laboratory for the newly developed University of Canterbury Rose Centre for Stroke Recovery and Research at St George's Medical Centre. This focus of the Rose Centre is to provide multidisciplinary, integrated clinics and research programmes across areas of rehabilitation medicine.

The centre is equipped with, and is involved in development of, the latest biomedical and neural technologies for understanding and visualising swallowing processes. These technologies, when applied to rehabilitation, enable the capacity for change in swallowing and other neuromuscular function. At this facility, patients recovering from stroke and other neurological disorders have the opportunity to benefit from - and contribute to - the latest research on the diagnosis and treatment of swallowing disorders. Patients have the opportunity to volunteer to participate in world-leading research, and thereby contribute to ongoing improved understanding of dysphagia and its treatment.

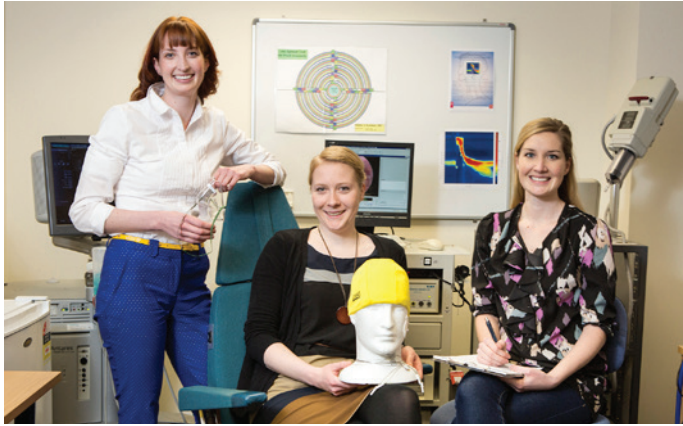


Dr. Maggie-Lee Huckabee



**Adjunct Professor
Richard Jones**

Current PhD and MSc students



The University of Canterbury Swallowing Rehabilitation Research Laboratory is widely recognised as the most sophisticated laboratory of its kind in the southern hemisphere in terms of instrumentation and expertise. It's no wonder that students from all over the world decide to study swallowing disorders at UC. A key component of the Swallowing Rehabilitation Research lab is collaboration not only between students and mentors, but between the students themselves.

Sarah Davies, Kristin Lamvik, and Kerstin Erfmann are all postgraduate students working towards their Ph.D. degrees. Though they share a common research interest, their separate research projects are quite diverse.

Sarah is a Speech-Language Pathologist originally from Christchurch. Having enjoyed her undergraduate experience at UC, Sarah was fortunate in finding a supervisor from UC who is a specialist in the area of speech-language pathology that interests her most. "In many ways, swallowing disorders is still a very 'young' field of research", says Sarah. "There is still so much that we have yet to learn about the brain, how it controls swallowing, and how it recovers after injury. With advances in medicine and increased life-expectancy, we are

seeing more and more people living with swallowing disorders who desperately need researchers to find answers to some of these questions. My supervisor is an expert in this field and her passion and motivation are infectious."

While completing her Ph.D., Sarah has been able to gain hands-on experience working with patients at both the EATS Clinic and Christchurch Hospital's Acute Stroke Unit, as well as expand her academic experience by participating in laboratory groups and attending international conferences. After completing her Ph.D., Sarah hopes to secure a post-doctoral position overseas to gain experience outside of New Zealand, before returning to transfer the knowledge she has gained to clinicians who work with swallowing disorders.

Kristin is a Speech-Language Pathologist originally from the United States. With a post-graduate degree in Medical Speech Language Pathology at the University of Washington, Kristin understands the importance her research has on people's health. "In addition to basic human functions such as hydration and nutrition, eating and drinking play a great role in our day to day lives and relationships," she says. "Eating is an integral part of how we connect with our friends and family. Losing the ability to

safely and effectively swallow does not only have substantial health risks, but can be socially isolating and have a profound impact on a person's quality of life." The effect that swallowing disorders can have on health and well-being is what leads Kristin to pursue further study at UC. "I enjoy studying at Canterbury because the Department of Communication Disorders encourages a lot of collaboration between students. For example, our swallowing lab has a laboratory meeting every Friday where we update on progress, talk about current articles or topics of interest, and generally learn together."

Kristin's PhD research has led her to work with a number of organisations, both locally and overseas. Her study is an international collaborative effort, and she recently had the opportunity to travel to Singapore to work with clinical researchers collecting data at Singapore General Hospital. "I feel as though I'm truly taking steps toward become a well-rounded future academic, learning how to improve upon and balance time management between patients, research projects and presentations. I have developed a focused passion for the area of dysphagia, and feel great pride contributing to the evidence base from which clinicians can make sound evaluation and treatment decisions."

Kerstin is a Speech-Language Pathologist from Germany. She has completed a Master of Science degree in Speech and Language Pathology with a focus on research and teaching at RWTH Aachen University in Germany. "I enjoyed working with patients of all ages during my postgraduate studies. However, the most interesting field for me always was the evaluation and management of people with swallowing disorders", says Kerstin.

After meeting Dr Maggie-Lee Huckabee at a dysphagia conference in Germany, Kerstin was encouraged to move halfway around the world to undertake a Ph.D. in swallowing rehabilitation at the UC Swallowing Rehabilitation Research Laboratory. "I was fascinated by the stunning research work Dr Huckabee and her colleagues are doing and how passionately she spoke about it. After meeting Dr Huckabee, I knew that this was exactly what I wanted to do with my life. I also wanted to improve my research skills and challenge myself to study in a foreign language."

On any given day at the Swallowing Lab, you will likely find Sarah, Kristin and Kerstin exploring different ideas for patient treatment, discussing a new statistical concept together, or learning how to use a specialist piece of diagnostic and treatment equipment. Outside the lab, the collegial relationship continues at Christchurch's expanding café and restaurant scene.

Sarah, Kristin, and Kerstin all strongly agree that the collaborative environment at UC has improved their post-graduate experience. "The friendships I have made at UC have really helped me to settle in to life in New Zealand. Doing a Ph.D. in such a beautiful country is an added bonus!" says Kerstin. "We each have our individual strengths and experiences," adds Sarah. "But our motivation is the same: to gain a deeper understanding of dysphagia and, ultimately, improve people's lives".

Sarah, Kristin and Kerstin
Studying toward PhDs in the Swallowing Rehabilitation Research Laboratory



The Child Language Centre (CLC) is part of the Department of Communication Disorders at the University of Canterbury in Christchurch, New Zealand. Its postgraduate students come from all over the world to work on a variety of topics in child language development and disorders.

Daniela is a Speech-Language Pathologist (SLP) from Switzerland. She completed an MSc at University College London, specialising in developmental pragmatics. The effect that children's communicative and pragmatic language skills have on social development and well-being is what motivated Daniela to pursue further study at UC. "I enjoy studying at Canterbury because the Department, and especially the team at the CLC, offer great support in developing further research skills. I'm able to pursue my ideas and interests while being supported and led by great supervisors." Daniela's PhD project investigates whether children with and without early language delay differ in their communication abilities and whether those differences are associated with social competence later in childhood.

Desma is an SLP and Audiologist from India. After completing her undergraduate degree, she was keen to pursue a Master's degree overseas. She finds the supervisors at the CLC very supportive

and encouraging. "Language development is an interesting process and every piece of research has something new to add. I find it remarkable how various factors affect language performance and would like to find ways to incorporate research into clinical practice". Desma is currently studying sub-lexical correlates of nonword production in pre-schoolers.

Asifa joined UC for doctoral studies after completing an MA in linguistics and language teaching. She is investigating morphosyntactic development of typically and atypically developing Bangla-speaking children. Like many languages of South Asia, children's development of Bangla has not been researched much, so her study creates opportunities for further investigations in Bangla. Asifa noted that "the CLC offers a great mix of people from a variety of cultural and research backgrounds, making it a vibrant place to work. While conducting a study in a novel context, many research obstacles were common. However, the project has thrived because of the support and guidance of supervisors and fellow research students. My three years at the CLC have been enlightening and exciting and I feel blessed to know that I will have loving memories of this place when I return home."

Sharimila is an SLP from Malaysia who completed her undergraduate degree in speech-language therapy in the UK. After working 13 years, Sharimila decided to pursue a PhD. Her research examines parent-child interaction across cultural groups, exploring belief systems and interaction practices to determine "whether it is appropriate to use a Western, evidenced-based model of interaction with families from other cultural backgrounds". Sharimila adds, "Believe it or not, the CLC has 10 staff and students, each from different countries on four continents. The cultural richness, outstanding academic calibre of departmental staff and excellent supervision make UC an exciting place to be. New Zealand may be at the end of the earth but UC has attracted people from all over the world. It is a great place to study and chill out at many places in beautiful New Zealand. And, Antarctica is just around the corner!"

After graduating with a Bachelor's degree in Speech and Language Therapy, Doreen (Germany) wanted to pursue her interests in psycholinguistics and neuroscience. As an SLP she is particularly interested in questions about children's abilities to learn language and why some children have difficulties developing vocabulary. The Department provides her with the opportunity to shed more light on this issue, and supports her with two experts, one in child language and the other in electroencephalography (EEG). Because of that, and the fact that state-of-the-art equipment is available at the CLC, she is able to investigate underlying brain processing mechanisms with the ultimate goal of detecting potential impairments. The PhD at the UC constitutes a link between theoretical and practical knowledge, improving her independent research skills and

offering her the opportunity to contribute new scientific evidence.

After 16 years of practice in Singapore, Hamimah decided to pursue a PhD. She has always been interested in the precursors of persistent language impairment in very young children. "The choice of UC was a no-brainer for me. One could rave about NZ's natural beauty and rich culture but for me finding the right supervisors was the most important factor. I am blessed to have very experienced, dedicated and supportive supervisors ...with a great sense of humour. That's a bonus because I'm spending 3 years with them and there is little success where there is little laughter! Then there are other aspects of PhD life at the CLC such as seminars and conferences to attend, which I have found enriching and stimulating." Hamimah is currently investigating children's speech sound production and its relationship with later language outcomes. She hopes that results will provide useful information for making informed clinical decisions regarding the early identification of, and appropriate intervention for, children with early language delay.

Studying at the CLC is not only instructive but also enables each student to grow as a person given the research and cultural diversity within the centre. "Last but not least, the legendary postgrads' coffee breaks inspire us as much as the breath-taking scenery in Canterbury. It is the place to study and have fun at the same time."

Daniela, Desma, Asifa, Hamimah, Sharimila and Doreen

Studying towards postgraduate research degrees in the Child Language Centre



The University of Canterbury Speech Production-Perception Lab (UC Speech Lab) investigates different aspects of normal and disordered speech production and perception. Its goal is to develop more efficient and effective means of rehabilitation for both developmental (e.g., developmental stuttering) and acquired speech disorders (e.g., associated with Parkinson's disease, traumatic brain injury), as well as hearing difficulties associated with ageing. It is directed by Associate Professor Megan McAuliffe and Dr Catherine Theys.

Annalise Fletcher, Charlie Glover, Alex Weathersby and Karyn Batchelor are current postgraduate students and research assistants. They each have different academic backgrounds, but work collaboratively on the lab's larger funded projects.

Annalise is a speech-language pathologist who completed her clinical training at UC. She is now in the final year of her PhD. Annalise's research uses acoustic analysis techniques to explore how voice quality, speech rhythm, and vowel articulation change as a result of neurological injuries and disease. "Acoustic analysis has the potential to be a powerful clinical assessment tool", she explains. "My PhD examines how we can use this information to model speakers' responses to treatment strategies. I love studying here

because I've had the freedom to develop my own interests and design a research project that I'm very passionate about. At the same time, I've also had access to a great support network—both within our department and the wider university."

While completing her PhD, Annalise has benefited from the UC Speech Lab's strong international connections. "I have a wonderful team of PhD supervisors based at different universities", says Annalise. "During my studies, I've visited speech labs in Florida and Arizona, and presented my work at international conferences. This has helped me understand how my project fits within a wider framework of research." The UC Speech Lab is also well supported by the local Christchurch community. "Our lab has a large database of speech samples that have been recorded locally from people with speech disorders—but we often require even larger groups of listeners," Annalise explains. "Fortunately, we have a lot of enthusiastic participants in Christchurch, and I love sharing my research with different community groups." She adds, "Studying here has given me a great opportunity to explore New Zealand speech patterns—they're pretty unique! The way different dialects affect our measurements of speech disorder is such an important, and rapidly expanding, area of research. I'm excited to be a part of it."

Charlie completed her undergraduate degree in Neuroscience at the University of Otago. "While studying neuroscience, I developed an interest in communication and, in particular, the importance of processing speech and sound," she says. This interest led Charlie to join the Master of Audiology program at UC, where she is currently in her second year. "I picked the University of Canterbury because their emphasis on clinical skills was important to me. It is wonderful to be surrounded by so many knowledgeable people who are so passionate about their area of expertise." This year Charlie began her thesis project, supervised by Associate Professor Greg O'Beirne (affiliate of the lab), which examines pre- and post-operative cochlear function in cochlear implant candidates, in addition to intra-operative monitoring of residual hearing during cochlear implant surgery. While completing her thesis studies, she works as a Research Assistant in the UC Speech Lab on the Marsden funded project grant "Understanding how listeners comprehend distorted speech". "In conjunction with my thesis studies, being a part of the UC Speech Lab has been a great experience," says Charlie. "It's really expanded my understanding of speech and communication."

Alex recently completed her undergraduate degree in Speech and Language Pathology at UC. "It wasn't until my fourth year clinical supervisor mentioned the clinic paper and research involved in the Masters programme that I considered further study" Alex explains. "I have always been interested in clinical supervision and understanding the area of fluency, particularly stuttering. The UC Master's programme has allowed me to explore both areas of interest. My thesis topic on disfluencies in the ageing population is intended to provide much-needed reference data and

gain a better understanding of fluency over the life span" she says. "I am grateful to have the support of my thesis supervisors Catherine and Megan, who are passionate and experienced in their fields of research."

Karyn also completed her Bachelor's degree at UC, majoring in Linguistics and Classics. She is currently in her second year of the UC Master of Audiology programme. "While studying Linguistics, I began to think more about the role of speech and language in communication. This led me to pursue a degree in audiology" says Karyn. "This year I am writing my thesis about hearing aids as a possible means to arrest cognitive decline supervised by Dr Kim Wise, affiliate of the lab. I became part of UC Speech Lab through my role as a Research Assistant and am excited to be involved with this research group".

Annalise, Karyn, Charlie and Alex have all benefited from the opportunity to engage in a range of research projects within the Department of Communication Disorders. "Being a part of the UC Speech Lab is a wonderful opportunity, as it has allowed me to be involved in research that is related—but different—to my chosen field", explains Charlie. "An integral part of UC Speech Lab is mentors and students working together—it's a great way to learn new skills."

**Annalise, Charlie,
Alex and Karyn**
Members of the UC Speech Lab



After a postgraduate degree in linguistics and language teaching, when I was exploring avenues to pursue a PhD in child language acquisition, what fascinated me the most about UC was the supervisors' sincere and dedicated communication with me. During my three years at the Department of Communication Disorders as a doctoral student, I have experienced that the academic support is remarkable. The teachers and the supervisors are always keen to help and are concerned about their students' academic progress as well as general well-being. The faculty members are all distinguished professionals in their specialized domains and it is a great opportunity to get to work under these supervisors or to be taught by them.

It makes me very proud to know that the academic training gained here prepares one very well for a strong professional life and the formal degree received from here is internationally well-acknowledged.

As an international student in a place far away from home, I feel very supported and cared for in the UC environment. The University's student support services and the regular activities organised by the student association have always made me feel connected. During my initial days, I volunteered for one of the student societies and I thoroughly enjoyed that experience. There are plenty of other opportunities for a student to be involved and interact with the fellow students and have a holistic gain from his/her time at the UC. Also, with increasing number of international students, UC is very vibrant and it offers a valuable exposure that I will cherish throughout my life.

Asifa Sultana

**BA(Hons) in English (Literature),
University of Delhi, India**

**MA in English (Linguistics and
English Language Education),
The English and Foreign
Languages University, India**

**Supervisors: Prof. Stephanie
Stokes, Prof. Thomas Klee and
Prof. Paul Fletcher (University
College Cork)**



When I decided to pursue my PhD degree, I was not just looking for a place that could offer me a high quality of education, but also a place that could offer me an opportunity to have a good quality and enjoyable lifestyle. When I came to the University of Canterbury, I knew that I had made the right choice.

Apart from working on my research on developing a new Audiological method to measure cochlear function, I also spend my time enjoying the breath-taking scenery that New Zealand can offer. The warm welcome by the all the people in the department makes the experience of being away from home a bit easier for me. The expert guidance from my supervisors and all other lecturers has been the drive for me to reach the finishing line of my PhD journey. For the good support system and structured learning this university has offered and I am truly grateful to be here.

Sarah Rahmat

PhD

Past PhD and MSc students



My research experience in the MSc at Canterbury provided a solid grounding in behavioural research methodology, critical interpretation of the literature and hands-on research. We worked hard, and my research eventually culminated in the publication of four journal articles.

One of the highlights of my time at Canterbury was interacting with different international scholars who visited as part of the university's Erskine programme. These international experts offer a valuable perspective in their respective areas and are a wonderful complement to the resident faculty. My time at Canterbury jump-started my research career and more than prepared me for the rigours of doctoral study, and since finishing my doctorate I have enjoyed a successful scientific career.

Dr. Nathan V. Welham

Assistant Professor
Division of Otolaryngology-
Head and Neck Surgery,
University of Wisconsin,
Madison

Graduate of the Master in
Speech-Language Therapy,
University of Canterbury



Kate completed her undergraduate degree in Speech and Language at the University of Canterbury in 2006 and took the opportunity to return to complete a Masters of Speech and Language Therapy (MSLT) the following year. The Masters programme allowed Kate to further explore her interests in Cognitive-Communication Disorders following Traumatic Brain injury and Clinical Education. "I liked the idea of gaining further research skills while also further developing my clinical education skills so that I could supervise future students in the BSLP programme".

Upon completion of her Masters Kate has been employed by District Health Boards around New Zealand as well as Australia. She has recently returned to the University of Canterbury to take up a position of Clinical Educator within the Department of Communication Disorders. "The MSLT programme helped to spark my love of educating student speech and language therapists to help develop them into the clinicians of tomorrow".

Kate Cook

Bachelor of Speech and
Language Therapy
Master of Speech and Language
Therapy (Distinction)



The internationally recognised reputation of the University of Canterbury's Department of Communication Disorders encouraged me to move half way across the world to undertake my Master's research studies with a focus on swallowing rehabilitation. Upon completion of my MSLT, I embarked on a doctoral research career, also at Canterbury. This was a rewarding experience, which laid the foundations for my current research interests in the field of human neurophysiology and dysphagia. Studying at Canterbury offered a variety of valuable opportunities, including international collaborations, student mentoring, peer-reviewed publications and research at the cutting edge of science. The strong support I received at Canterbury equipped me with the tools necessary for independent research and teaching and led to the successful application for an NHMRC Postdoctoral Research Fellowship (University of Adelaide, Australia) and a subsequent academic position in Speech Pathology at Flinders University (Adelaide, Australia).

Sebastian Doeltgen

MSLT (dist.), PhD
Lecturer, Department of Speech
Pathology and Audiology,
Flinders University



I completed my doctoral studies in the Department of Communication Disorders at the University of Canterbury. The expertise of my supervisor meant that I was part of a large and enthusiastic group of students. Our group was also housed at the New Zealand Brain Research Institute, which provided a multidisciplinary environment within which to develop academically. The skills I obtained during this time enabled me to obtain funding from the Neurological Foundation of New Zealand to embark on a postdoctoral fellowship in the Johns Hopkins University School of Medicine. My doctoral experience provided me with a wealth of opportunities that stood me in good stead for managing the intricacies of developing and executing a research programme, presenting my work in professional forums, supervising students, and engaging in clinical contexts. I have returned to continue my research and teaching in the supportive and stimulating environment of the Department of Communication Disorders.

Phoebe Macrae

PhD



I am currently working as an Assistant Professor in the Department of Communication Sciences and Disorders at Oklahoma State University. I typically teach an undergraduate as well as a postgraduate course every semester. My research involves investigating how speech is affected in individuals with brain-based disorders, as well as designing evidence-based treatment protocols that could improve these brain-based speech deficits. In addition, I am also interested in investigating different pedagogical approaches that could boost student learning in higher education.

When I look back, I definitely cherish the time I spent at the UC. I had an excellent supervisory team (Prof. Michael Robb, Prof. Richard Jones, and Dr Maggie Lee Huckabee), who mentored me very well from the start to the completion of my PhD. The knowledge and skills I gained during my studies at the UC have been very useful to me to pursue independent research. I can say that a PhD degree from the Department of Communication Disorders at the UC is well sought after, and is definitely a very valuable asset.

Dr Ramesh Kaipa
Assistant Professor



I loved completing my PhD research at the University of Canterbury. My thesis project was part of a larger study funded by a Marsden grant entitled “Learning to Talk”. It was a fantastic opportunity to gain “hands on” experience with all aspects of a large scale longitudinal research project. Supervision quality was outstanding, with an emphasis on training me in academic rigor and critical thinking. I also gained lecturing experience, which was invaluable for preparing me for an academic career. I was given plenty of opportunities, including co-authoring a journal article with my supervisors and presenting at my first international conference. The facilities could not have been better. I am now employed at the University of Canterbury as a lecturer in paediatric speech and language disorders. Currently I am working on publishing a series of articles from my doctoral research and am enjoying introducing first year students to the fascinating profession of speech language pathology. I am anticipating a bright academic future here at the University of Canterbury

Jayne Newbury
PhD



Dona works as a Post-doctoral Research Fellow at Ear Science Institute Australia and also as an Adjunct Research Fellow at The University of Western Australia. She was the first student to receive her PhD in Audiology from the Department of Communication Disorders at the University of Canterbury, Christchurch, New Zealand in 2012. As a part of her doctoral studies, she developed a computerised pitch perception training program for the hearing impaired which was then pilot tested with both paediatric and adult populations. .

Dona is very grateful for the support she received from her thesis supervisors at the University of Canterbury. Even after graduating from the University of Canterbury she keeps in touch with her supervisors and seeks their advice on her current research studies. Dona cherishes her memories at Canterbury. Dona says that she found everyone at Canterbury to be extremely friendly and supportive and she met some of the most amazing people and formed lifelong friendships while studying at Canterbury.

Dona Jayakody
Dona MP Jayakody, PhD, MAud & SLP, B Aud & SLP



Attracted by the research interests and calibre of the faculty at Canterbury University, Stephanie returned to the Department of Communication Disorders in 2008 to undertake her Ph.D. in the Speech Production -Perception Lab with Dr. McAuliffe.

“I am forever grateful for the experiences afforded to me during those Ph.D. years—exposure to the newest research developments in the field, a collaborative learning environment, supportive faculty, presenting at national and international conferences, and the opportunity to lecture and supervise of students. These experiences equipped me with the skills needed to go on and, independently, develop a productive and fulfilling research career.”

After completing her PhD, Stephanie went on to a post-doctoral fellow at Arizona State University, and is now an Assistant Professor at Utah State University. She credits much of her academic success to the strong foundations laid down during her time at Canterbury University

Stephanie Borrie
PhD

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