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Spring 2016

## Let's Talk Speech! Volume 9 Issue 1

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**SPECIAL  
POINTS OF  
INTEREST:**

- **New Offices**
- **SLP Alum Speaks**
- **Community Outreach**
- **Student Success**

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## A message from Dr. Schmidt

The Communication Sciences and Disorders Department has been experiencing fairly steady growth. I am proud of our faculty, who strive to graduate individuals who are aptly prepared to meet the challenges of professional life as a speech language pathologist. Overall, upon graduation our students report being well prepared and pleased with their success. As you take a look at this edition of Let's Talk Speech I encourage you to think about all the hard working individuals who come together to make our department a vibrant place to learn. Reflect on your experiences and consider all the aspects of your life that have shaped you into who you are today and who you will become in the future.. My experiences with all of you have shaped me to some degree and I would like to take this opportunity to say THANK YOU!

## New Location and New Name

Change is nothing new to the members of the department. However, no one could anticipate how change would be forced upon us. In February of 2016 several offices in the department were flooded when a sprinkler head erupted on the second floor of the Wilbur Arts Building. This flood forced an immediate move to new space in the Casey Building. While it made life a little complicated for several members of the department for several months, everyone made the best of it!

If you come to the second floor of Casey you will see a new face on the space. You will also notice that the department, formerly referred to as Speech Language Pathology is now identified as Communication Sciences and Disorders (CSD). The members of the department agreed unanimously that CSD more appropriately identifies the discipline. Everyone is thrilled with the new space and the new name! Stop in and visit and you will immediately agree!





*“The best way to find yourself is to lose yourself in the service of others...”*  
**Gandhi**

## SLP Alum Chosen To Be Honors Convocation Speaker

Garvin P. Romane, speech language pathologist, was the invited speaker for the 2016 Honors Convocation. He completed his undergraduate studies at Molloy in 2003. While at Molloy, Garvin was a distinguished student and active member of the National Student Speech Language and Hearing Association. He is a New York State licensed Speech-Language Pathologist who holds a Master's degree from New York University in Speech Language Pathology and a Master of Science in Education from Fordham

University. Garvin is currently in the Language, Literacy, Learning doctoral program at Fordham University. He holds the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and certification from New York State as a School District and Building Leader (SDL & SBL), as well as Teacher of the Speech and Hearing Handicapped (TSHH). Head of the speech program for the Brentwood Union Free School District, additionally, he is the Chief Executive Officer of NEXT Level NYC

Tutors, a speech/supplemental educational consulting practice that specializes in speech and language therapy and academic coaching. He provided students with some insight into the excitement that surrounds a professional career and the need to remain motivated and open to change. We were proud to welcome Garvin back to Molloy College for this event.

## Dysphagia Pot Luck Luncheon

Dr. Diane Saulle, faculty member in the CSD Department, organized a Dysphagia Pot Luck Luncheon. This event, a collaborative effort between the CSD Department and the National Student Speech Language and Hearing Association, provided a unique learning opportunity for stu-

dents, faculty, and staff. Community members and department members were invited to this event, which was intended to build sensitivity and awareness regarding dysphagia.

Dysphagia, diagnosed and treated by the SLP, is a disorder of swallowing. It is estimated that 25%-45%

of typically developing children demonstrate feeding and swallowing problems (Arvedson, 2008; Bernard-Bonnin, 2006; Brackett, Arvedson, & Manno, 2006) and adults with a variety of disorders (e.g. Parkinson's Disease, cerebrovascular accidents, MS, cancer) have dysphagia as a co-occurring condition.

## CSD Department Gets Creative

Faculty and students from the CSD Department explored their creative side with an evening of painting. The evening provided everyone with a great opportunity to “let go” of their work and begin the semester with a community event. **Professor Susan Alimonti** organized the evening. Thank you to everyone for their participation in the fun!



# Jamaica

Students and faculty once again traveled to Kingston Jamaica, WI on the biannual mission trip. During the October trip approximately 300 individuals were screened for speech, language and hearing deficits. The graduate students who attended in October, Nicole Iucalano, Cassidy Duggan, Samantha Esposito, Kelly

Taylor and Alex Kalafatis were challenged in providing services under varied conditions. They met the challenge with great success.

Unfortunately, in spring 2016 the Zika virus forced the faculty, Dr. Barbara Schmidt and Professor Susan Alimonti, to make the trip without graduate students. With the uncertainty of

the virus, it was decided to make the safest possible decision and forego student travel. This left the faculty to provide services to approximately 250 individuals. In addition to screening, the faculty also provided lectures to parents and teachers in several different sites. The lectures were well received and it is hopeful they will lead to long term partnerships that enhance care.





# Community Outreach

For the second consecutive year, the Communication Sciences and Disorders Department participated in the Vision-Speech-Hearing Awareness Day hosted by Kornreich Technology Center at the Viscardi Center. Graduate students **Nicole Iuculano** and **Jennifer Kuczyk** both gave interesting presentations regarding normal aging and its effect on swallowing and voice, as well as language and cognition. Additionally, **Dr. Michael Higgins** spoke about hearing impairments in the aging population. **Dr. Diane Saulle** and **Prof. Joanne Ascher** spoke to the participants and answered questions regarding speech, language, hearing, and swallowing deficits. Participants also received complimentary hearing screenings. We are looking forward to this year's Vision-Speech-Hearing Awareness Day when three graduate students will be giving presentations.

## Speech Center News

The Molloy College Speech, Language and Hearing Center continues to be active in the surrounding communities. As of this writing, the center has provided complimentary speech-language screenings to 240 preschoolers at local Head Start programs and preschools. Additionally, for the second consecutive year, graduate students have participated in administering twice yearly language testing to approximately 60 preschoolers at a local school district's universal pre-kindergarten program. Lastly, the speech center is very excited to announce a collaboration with the Theatre Arts Department/CAP 21 pro-

gram. As of this writing, 52 freshmen and sophomore students have received complimentary voice and articulation screenings. Students in both the Communication Sciences and Disorders Department and the Theatre Arts Department enjoyed working with each other, utilizing instrumentation such as Visipitch, ultrasound and endoscopy.

### Do you know?

What dysphasia is?

How many cranial nerves there are?

How working memory influences reading?

What ASHA is an abbreviation for?



## Faculty and **Students**

### Have Been Busy Spreading the News of Their Research

Here is a sample:

Shafer, V., T. Rinker, T., M., Vidal, N., Hestvik, A., **Datta H.** & Yu, Y. (2015, September). Neural indices of speech perception in bilingual children. Paper presented at the 7th Mismatch Negativity Conference, Leipzig, Germany.

**Alimonti, S.A., Datta, H., & Schmidt, B.** (2015, November). Cultural Diversity: Integrating Coursework and Clinical Experiences in a Graduate SLP Program. Paper presented at the Annual Convention for Speech Language Hearing Association, Denver, CO.

**Alimonti S.A., & Datta, H., Quinn, S., & Meehan, S.** (2016, February). Addressing Language Skills in School Age Children in Group and Individual Therapy Settings. Paper presented at the Faculty Research Day, Rockville Centre, NY.

Yoncheva, Y., **Datta, H., & Schmidt, B.** (2016, March). Listen! Students' attentional focus shapes language expertise in the brain. Paper presented at the 43rd Annual Conference on Dyslexia and Related Learning Disabilities, New York, NY.

**Datta, H.** (2016, March). Bilingual language development & disorders. Paper presented at the Child Language Disorders Conference, Mysore, India. (via Skype)

**Alimonti, S., Datta, H., & Schmidt, B.** (2016, April). Speech-language pathology in the public schools: bridging theory and practice in 2016. Invited paper presented for Speech-Language-Hearing professionals at Brentwood School District, Brentwood, NY.

**Plotkin, L., Datta, H., Higgins, M., & Meehan, S.** (2016, April). The Effect of Caffeine on Memory and Attention. Poster presented at the Student Research Day Conference, New York, NY.

**Gorman, O., Datta, H., Higgins, M., & Meehan, S.** (2016, April). Relationship between parental knowledge of language development, their socioeconomic status and language development. Poster presented at the Student Research Day Conference, New York, NY.

**Simione, D., Datta, H., Higgins, M., & Meehan, S.** (2016, April). Effects of iPad Use on Receptive Vocabulary. Poster presented at the Student Research Day Conference, New York, NY.

**Martin, J., Datta, H., Higgins, M., & Meehan, S.** (2016, April). The Effect of Physical Activity and Simultaneous Word Learning on Cognition in College-Aged Individuals. Poster presented at the Student Research Day Conference, New York, NY.

**Meehan, S., Datta, H., Higgins, M., & DiGrazia, S.** (2016, April). A Study of Cognitive and Processing Speed Decline. Poster presented at the Student Research Day Conference, New York, NY.

**Datta, H.,** Hestvik, A., & Shafer, V. (2016, April). Differences in T-complex measures of vowel sounds in bilingual and monolingual school-aged children. Poster presented at the 23rd Annual Meeting of the Cognitive Neuroscience Society, New York, NY.

**Quinn, S., Meehan, S., Alimonti, S., & Datta, H.,** (2016, April). Intervention for language use goals vs. form and content goals. Poster presented at the Annual convention of New York State Speech Language Hearing Association, Saratoga, NY.

**Datta, H.** (2016, April). Multiculturalism and Aphasia. Guest lecture at Gallaudet University, Washington D.C. Via Skype.

**Saulle, D.** (2016 April) The Relationship of Tongue Strength to Speech Rate, Intelligibility & Acoustic Measures in Individuals with Hypokinetic Dysarthria Secondary to Parkinson's Disease NYSSLHA

**Higgins, M.** & Martin, B. ( 2016, April)

*The Audiometric Profile Of Young Adults Who Report Difficulty With Speech Perception In Noise.* Poster presented at NYSSLHA Annual Convention

# Clinical Competency Isn't Just "Knowing Things"

My name is **Arielle Mayer**, and I am a second year graduate student. My ultimate professional goal is to be able to work as a bilingual speech language pathologist. My first experience learning Spanish was in middle school, and I continued with it through college eventually obtaining a **second major** in **Spanish Language Literature and Culture here at Molloy College**. My Spanish experience has been primarily academic, so I wanted to gain more experience speaking the language in the clinical setting. With the support of our Speech Department, I was fortunate enough to be able to establish and complete a five week-long externship in **Puerto Rico**. During this externship, I worked with adults in several settings including acute care, inpatient rehab, and a private practice.


As many of you know, Puerto Rico's relationship with the United States is complicated. Although it is considered a commonwealth and therefore part of the U.S., many Puerto Ricans identify more with the Latin culture than with that of the mainland US. As a result, there were many cultural differences that I was exposed to throughout my externship.

One of the first things that my supervisor Alberto told me was that in Puerto Rico, professionals must incorporate "TLC" (tender loving care) into their treatment approaches. I was informed that in order for our patients to make progress in therapy, it is imperative that they feel cared for. These individuals want to tell you about their lives and make conversation about yours. They often greet you with a hug and a kiss hello, and physical contact during a session is nothing to think twice about. Sessions with patients often began with a more formal request. It wasn't the "Hi, I'm Arielle and it's time for speech" that I grew accustomed to here in NY. It was more of a, "Good morning, and how are you feeling today? Could I trouble you for a bit of your time?" Admittedly the first several times I saw Alberto greet a patient this way, I was shocked because I kept thinking "what is he going to do if the patient says no?!"



What about our schedule?!" (Speaking of schedules...I also learned that therapy materials (such as schedules) that are sometimes perfect for a patients here in the mainland U.S. are not exactly applicable for patients in Puerto Rico. It isn't really that appropriate to expect a cognitive patient to recall that, "step one of getting an oil change is making an appointment" when appointments for daily activities are far from the cultural norm.)

I think the "TLC" approach to therapy was especially evident when working with children. Alberto had mentioned that when working with children, there is often a maternal relationship between SLP's and clients. At the private practice, I observed another SLP's session with a toddler. She greeted the child with a big hug and a kiss hello, and their interactions throughout the session were similar to how I would act around a family member. In fact one of the games that they were playing actually encouraged physical contact. The child responded very well to her loving approach. It was refreshing to see that their culture isn't as tainted as ours by the prospect of a potential lawsuit—professionals do not generally have to worry about whether or not their actions will be overanalyzed as "inappropriate." In fact, I was speaking about this experience with an occupational therapist I met a. She told me that when she works with her pediatric clients she treats them like her own children. ( continued on page 7)



(continued from page 6)

When I informed her that here in NY we still maintain a sort of “professional boundary” with our pediatric clients she actually laughed.

According to ASHA, “cultural competence involves understanding and appropriately responding to the unique combination of cultural variables” brought to interactions between the professional and client. I certainly developed a greater understanding of the cultural variables during my time in Puerto Rico. The most apparently different “cultural variable” was the need for TLC.

Of course here in NY, I always tried to be compassionate and treat my clients with kindness. However when working with clients in Puerto Rico, I realized that clients are treated with a level of care that most of us would reserve for close family members. I feel that the boundaries we build in order to create a “professional” relationship with our clients likely grew out of the fact that we are part of a more litigious society. I am not saying that I do or I don’t agree with the aforementioned boundaries, because I realize that they were established to protect the rights of our patients/clients. However I will say that it was more gratifying to work with patients in Puerto Rico using a more loving approach. It was much easier to be “hands on” with my clients and utilize more invasive treatment techniques. As I grew more comfortable and confident with speaking Spanish, some of my patients even made comments about my progress—“she is learning so much!” It was enjoyable to see that because of the TLC relationship, they realized that they were helping me just as much as I was helping them.

Here in New York, there is currently a large Puerto Rican population. In the event that my fellow students work with Puerto Rican clients, I would suggest that they make their approach as loving as possible. I would also say be prepared for physical contact, because that is the norm in many Latin cultures. Don’t immediately write something off as “inappropriate,” try to think if it is possible that their invasion of your physical space is a result of their culture. I consider myself to be a bit of a cold person with respect to public displays of affection... I am not overly affectionate and (as a lot of the girls in my cohort know) I’m not the person that you are going to approach when you are looking for a hug. After my time in Puerto Rico, I grew accustomed to having a patient’s arm around my waist, or hand on my leg, or being affectionately hit when joking around—and I have to say it’s contagious. The more you see how your patients respond better to feeling like you are family, the more you want to treat them as such. I am actually concerned because I am probably going to have some sort of transition period with trying to keep my hands to myself during future sessions.

I feel very fortunate to have had the opportunity to spend time in Puerto Rico and learn so much about the language, culture, and of course speech pathology. This was the best professional experience that I have had so far. At the beginning I felt intimidated, out of place, and a bit overwhelmed, I was lucky to be living in a place where I was given a lot of TLC to help get me through it.

Developing cultural competence is a dynamic and complex process requiring ongoing self-assessment and continuous expansion of one's cultural knowledge. It evolves over time, beginning with an understanding of one's own culture, continuing through interactions with individuals from various cultures, and extending through one's own expansion of knowledge. ASHA 2016

**Read more on cultural competence at:**

<http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935230&section=Overview>



## Clinical Educator

Welcome to **Kara (Truzzalino) Siciliano**, who joined the Speech Center this year as a Clinical Educator. Kara, an alum of Molloy College ('07), earned her M.S. degree at Adelphi University. Kara has been employed at the School for Language and Communication Development since 2009 and has worked with preschool and school-aged children. An exemplary student, Kara is committed to assisting students in realizing their professional goals.



### Average Accepted Student Profile

2016	3.54 GPA	146 GRE V	145 GRE Q	4 Writing
2015	3.59 GPA	146 GRE V	145 GRE Q	4 Writing
2014	3.64 GPA	151 GRE V	150 GRE Q	4 Writing

### Employment Data

Period	Number of Graduates	Number Employed	Employment Rate
2014-2015	20	20	100%
2013-2014	18	18	100%
2012-2013	7	7	100%

**Success is not final,  
failure is not fatal: it  
is the courage to  
continue that  
counts.**  
**Winston Churchill**

## Joan Fox Recipient

Congratulations to second year graduate student Sami Saad, who was selected to receive the Joan Fox Award from the Long Island Speech-Language Hearing Association (LISHA). Sami, a Molloy graduate in May 2014, received her M.S. degree at the 2016 commencement. A hard working, serious student, Sami is well known to undergraduate and graduate students. She is respected by faculty and students for her motivation, enthusiasm and determination. We wish Sami all the best for an exciting career as an SLP.





## Academic Honors

Lisa Nappi, M.S.

## Honorable Mention

Nicole Iuculano, M.S.



## Congratulations to the M.S. Class of 2016



# Communication Sciences and Disorders Department

## Casey Building

### Office Locations

201	Hia Datta, Ph.D.
201A	Communication Sciences and Disorders
202	Nancy S. McGarr, Ph.D.
202	Elisabet Gardner
203	Barbara T. Schmidt, Ph.D.
204	Communication Sciences and Disorders Lab
205	Sandy White, Ph.D.
207 A	Professor Susan Alimonti
207 B	Michael Higgins, Au.D.
211 A	Diane Saulle, Ph.D.
211	Rebekah Buccheri, Ph.D.



## SLP Scholarship Fundraiser Party



Each year the Communication Sciences and Disorders Department hosts a fundraiser party for the Rising Star Speech Language Pathology Scholarship. Faculty, students, alum, and friends of the department are invited to attend.

The party provides an opportunity for the department to get together and

share some fun while raising money for this worthy cause. The National Speech Language and Hearing Association recruit raffle prizes from local businesses for the party. If you were not able to attend the fall 2015 party we hope to see you at the fall 2016 party! Fun, food and raffles!

**Next  
Rising Star Party**

**November 2016**

**We look forward to  
seeing you there**



*“If you want to  
live a happy  
life, tie it to a  
goal, not to  
people or  
things.”*

— Albert

Einstein

## Honor Awarded AGAIN!

Molloy College walks for autism and AGAIN is recognized as the College of Excellence. This is the **4th consecutive year** that Autism Speaks recognizes our team, under the leadership of **Professor Susan Alimonti**, for raising the largest amount of money in donations of any local college. Hope to see you at the fall 2016 walk.





*Publisher*

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**Arielle Mayer**

## **Communication Sciences and Disorders**

### **Mission Statement**

The Mission of the Communication Sciences and Disorders (CSD) Department is to provide students with an understanding of human communication and disorders of communication. Our goal is to prepare graduates to engage in interdisciplinary collaboration, ethical practice, and take positions of leadership within the professional community.



**Thank you**

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We're on the web!

[Molloy.edu](http://Molloy.edu)

### *Frequently Asked Questions*

Q : Does Molloy offer graduate assistantships?

A: Yes. In CSD as well as other departments.

Q : Can I attend the M.S. program part time?

A: No. Unfortunately the program requires your full time and attention

Q: Will I complete an externship?

A: Yes. Everyone is required to complete 2 externships

Q: How long is the program?

A: Two years.

**Want to refer a client?**

**Speech , Language and  
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