

Molloy University

DigitalCommons@Molloy

Communication Sciences and Disorders
Newsletter

Communication Sciences and Disorders

Spring 2013

Let's Talk Speech! Volume 6 Issue 2

Barbara T. Schmidt Ph.D.

Molloy College, bschmidt@molloy.edu

Follow this and additional works at: https://digitalcommons.molloy.edu/csd_news



Part of the [Speech Pathology and Audiology Commons](#)

[DigitalCommons@Molloy Feedback](#)

Recommended Citation

Schmidt, Barbara T. Ph.D., "Let's Talk Speech! Volume 6 Issue 2" (2013). *Communication Sciences and Disorders Newsletter*. 4.

https://digitalcommons.molloy.edu/csd_news/4

This Newsletter is brought to you for free and open access by the Communication Sciences and Disorders at DigitalCommons@Molloy. It has been accepted for inclusion in Communication Sciences and Disorders Newsletter by an authorized administrator of DigitalCommons@Molloy. For permissions, please contact the author(s) at the email addresses listed above. If there are no email addresses listed or for more information, please contact tochter@molloy.edu.

LET'S TALK SPEECH!

MOLLOY COLLEGE—SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

A MESSAGE FROM DR. BARBARA SCHMIDT



The spring 2013 semester has indeed been a memorable one. This newsletter keeps you informed of the activities that have transpired this semester. As you read, I think you will get a sense of how our department has grown and how many things we have to celebrate. And celebrate we do!

First, this semester marks the graduation of our first class of master's degree students in Speech-Language Pathology. The class of 7 students completed their 56 credit degree in 2 years. The clinical educators, faculty and staff all watched them eagerly, struggled with them and rejoiced in their success. I think that I speak for everyone when I say that it was a joy having them be part of the department and we will miss them! We look forward to hearing of their professional accomplishments in the future.

In addition to the graduation of the masters students, I am proud to report that I attended the The Graduate Center, CUNY Research Conference in March 2013, where 4 of our seniors presented their senior seminar projects at the poster session. The Graduate Center offers a highly respected Ph.D. Program in Speech, Language and Hearing Science. Our students, though only undergraduate students, were poised, knowledgeable and articulate. This was no small feat, considering that the majority of the other presenters were masters and doctoral students from the New York metropolitan area.

It is also a great pleasure to report that we have acquired more instrumentation for the Molloy College Speech, Language and Hearing Center. Our state-of-the art Speech Center is pleased to have technology available for instruction and clinical purposes. The constant support of Molloy College in acquiring new equipment annually has enabled us to offer an unparalleled, dynamic, learning situation.

Please enjoy reading the newsletter and don't hesitate to contact us with your news, comments or suggestions.

CONGRATULATIONS!



To our inaugural master's class: Brenda Stone, Danielle Mosca, Elizabeth Bernhardt, Nicole Dobranski, Kristi Waldvogel, Jacquilyn Polara and Dianna Geneva

To the New NSSLHA Executive Board members:

President—Lauren Kiraly
Vice President—Gabriella Arcabascio
Secretary—Jaclyn Gigante
Treasurer—Jen Martin
Historian—Julie Pretter
Executive Assistant—Sarah Quinn



NEWS AND EVENTS



Four Molloy College Speech-Language Pathology undergraduate students presented their research at **Research Day** at the Graduate Center, City University of New

York on March 15th, 2013. Their research, guided by Dr. Hia Datta, is part of their work in senior seminar. The students, Sonia Singh, Jessica Eberhardt, Melissa Weiss and Andina Magliocchi each designed and implemented a study. They will be graduating in May 2013. The presentations were: Sonia Singh, *Idiom Processing Differences in Younger and Older Spanish-English Bilingual*

Adults; Jessica Eberhardt, *Phonological Awareness and Bilingualism: Is there a Spanish-English Advantage in Elementary School Years?*; Melissa Weiss, *Pre-linguistic Communication in Infants*; Andina Magliocchi, *Processing Time, Increased Speech Rate, and Accent in the Production of Foreign-Accented Speech.*

NEWS AND EVENTS-CONTINUATION



• Molloy College was recognized by **Autism Speaks** with the **College of Excellence Award for 2012**. This recognition is a tribute to the effort exerted by all the team members of Molloy College. Special recognition goes to our leader, **Susan Alimonti**, Speech Center Director. The students, staff and faculty of the Speech-Language Pathology Program have been participating in the Autism Walk since the 1990's. However, for the past several years **Susan Alimonti**, has been our team leader, organizing students and activities for the children who are present at the walk. Congratulations everyone!

• On January 30th, **Prof. Leslie Grubler** was invited by the NYS Joint Legislative Budget Committee on Health to present on Governor Cuomo's 2013-2014 Early Intervention Budget Proposals.

March of 2013 was named Early Intervention Month in NYS due to resolutions initiated by Leslie Grubler and introduced into the NYS Assembly by Assemblyman David Weprin and the NYS Senate by Senator Kevin Parker.

Prof. Grubler was nominated for ASHA's New York State Advisory Council. Election is in April and May of 2013. We wish Prof. Grubler good luck!

• **Dr. Sheila H. Bernstein** presented a poster at the 53rd Convention of the New York State Speech-Language-Hearing Association, April 18th, 2013. The poster, *Survey of SLPs' Knowledge, Attitudes and Use of Animal Assisted Therapy*, represented her current research.

• We are pleased to announce that several new Clinical Educators joined the Speech-Language Pathology Department for the spring 2013 semester. Please join me in welcoming **Paulette Haran-McLaughlin**, **Kerin Kowalski**, and **Jamie Gold Morgan**. We are very fortunate to have these three individuals join our department. Students will benefit from their years of experience and their varied professional styles.

• **Dr. Hope E. Baylow**, CCC-SLP, BRS continues to pursue her research interests in the area of dysphagia studying the *Association Between the Electroglossographic Waveform and the Temporal Aspects of the Pharyngeal Swallow*. During the Spring 2013 semester she worked with Christine Ciorciari, graduate assistant and LisaMarie Ricigliano, undergraduate senior and NSSLHA and Molloy College Student Government president in collecting data using electroglottography. The purpose of this study is to determine the association between vocal fold contact duration during swallowing of different viscosities and laryngeal movement represented by the EGG waveform. Currently, data analysis is ongoing.

• **Dr. Rebekah Buccheri** successfully defended her dissertation in April 2013. The dissertation titled, *Effects of Speaking*

Mode (Clear, Habitual, Slow Speech) on Vowels and Intelligibility of Individuals with Parkinson's Disease provides insight into possible treatment techniques that are available to assist this patient population in achieving their communicative goals. Congratulations Dr. Buccheri!

• **Susan Alimonti**, Speech Center Director, with the assistance of graduate assistant Christine Ciorciari, wrote a proposal for the purchase of ultrasound equipment for the department. Speech pathologists have implemented diagnostic ultrasound as a tool for biofeedback with oral deaf speakers, as well as clients with dysarthria, cleft palate, cerebral palsy and articulation disorders (Bressman, Heng & Irish, 2005). Obtaining a diagnostic ultrasound machine is integral for keeping current with technological advances in application of science to clinical practice. It is proposed that this equipment will be used for research as well as clinical purposes.

• **Dr. Barbara Schmidt** attended the annual meeting of the Council of Academic Programs in Communication Sciences and Disorders, which was held in Phoenix, Arizona. The meeting, which is attended by Program Directors, Chairs and Clinic Directors nationwide, is the annual opportunity for discussion among academic programs. The shortage of Ph.D. students and qualified candidates to assume academic positions was one of the many concerns voiced at the meeting.

IRELAND 2013

Twenty Molloy College students were accompanied to Ireland by Dr. Barbara Schmidt and Dr. Nancy McGarr. The students, largely Speech-Language Pathology majors, left New York on a brisk January afternoon ready for adventure! We had adventure, and there was much talk of "sheep"... just ask Dr. McGarr.

The trip was organized by the International Education Office at Molloy College. Traveling to Galway, Cork and Dublin, the group combined touring, relaxing (not so much) and learning. They toured castles, cathedrals and had the opportunity to attend a traditional Irish music event at The Arlington in Dublin.

One of the highlights of the trip was a full day

visit to the University College of Cork (UCC), where Molloy students were graciously welcomed by UCC SLP students and faculty. The UCC faculty spent the day presenting information regarding their research and demonstrating a variety of research techniques to the Molloy students. Dr. Fiona Gibbons, the Dean of the Program, explained the curriculum that Irish students study in order to become practicing clinicians. During lunch Molloy undergraduates students were able to spend time with UCC students.

The trip provided a wonderful opportunity to learn and gain a rich knowledge of a different culture. Dr. Schmidt is looking

forward to organizing the next trip. Are you interested?



CONFESSIONS OF A SPEECH-LANGUAGE PATHOLOGIST

By: Lori Brannigan-Wisniewski ('96)

I have always found interesting how individuals develop their values, beliefs and ethics in life. I believe it begins from the time we are born. Our first teachers are our parents and caregivers. We study them and learn from what they do, rather than what they say. As we grow, other influences come into play, friends, teachers, and the media. These become major influences in our lives, and continue to have an impact on us to this day. Some are positive and some are negative. These beliefs are what guide us through our life in making all our decisions, thoughts, and judgments. After all, we have free will.

As we become more and more independent, our families hope we take our high moral standards with us to college and beyond. My family always hoped that I would be surrounded by those who had the same ethical beliefs as they did. It is not always easy. Situations arise where you think you may have to compromise on your morals. I grew up in a family centered neighborhood in the suburbs. I went to Catholic elementary school, and then attended public high school. That was quite a change in my life. I did not have to think on my own in the small private elementary school I attended. Things were not acceptable. Therefore, you did not have to question what was right; you did what you were told. But as a teenager, in a public school setting, I discovered free will. It seemed that no one was watching over me in the manner I had become accustomed to in my early years. I am sure that I made some poor decisions, yet I always did know the difference of right and wrong. I did have strong moral fiber, and I relied on it.

I came to Molloy as an adult full time student. This was going to be a second career. The open house I attended was in the communications department. I inquired about a bachelor's degree in Speech-Language Pathology/Audiology. I was interested in transferring my credits to Molloy, and then looking for work in a school district once I earned my degree. Dr. Schmidt advised me that I would need to obtain a master's degree also if I intended to work in the field. She explained all the requirements as honestly as possible. I am sure she sensed my disappointment, yet she never tried to sell me on the idea, she just presented it objectively. After all, I felt behind the curve, because I was already 34 years old. Other schools had misled me about employment immediately after I graduated. To say the least, I ended up attending Molloy, earning my degree, and moving on to my master's program.

Little did I know at the time how important that initial conversation would become. During my tenure at Molloy, I not only learned the fundamentals to prepare me for graduate school but I also witnessed, first hand, what true ethical behavior means. I was not lectured on what was wrong and what was right. Ideas were presented to me as objectively as possible. I was, however, heavily influenced on the way each and every one of my professors conducted themselves. I am sure it would have been easier on the professors to give a mid-term and a final without any papers. This would free them up from reading the endless papers. Yet, It was my

understanding, that I could not take a class without having a paper due. These papers taught me more that the information contained within them. They taught me to rely on myself, to push myself, and that I could do it. My hard work always resulted in the best paper I could produce. Even today, I am required to write many progress reports for my clients. I am always complimented on my skills and honesty with which I address my client's needs.

I have a wonderful career and I am in a position where I am on my own. I am a self-starter and I work independently. There are many shortcuts I could take, which would increase my profit and reduce my workload, but I believe they are not the ethical or moral choice, so I do not do it. I truly believe that a personal and professional foundation is built on honesty and integrity. These values are my comfort zone. I have friends who tell me "no one will know". Then I think, I will know, and what I think is important.

Lori graduated from Molloy College in 1996 and earned a MS in Speech-Language Pathology at Adelphi University in 1998. Following graduation she began working in early intervention and formed her own business in 2000 (Talk to Me, LLC). In addition to working as a speech-language pathologist, she is an adjunct Assistant Professor at Farmingdale State College.

JOAN FOX AWARD



Congratulations to second year graduate student **Danielle Mosca**, who was selected to receive the **Joan Fox Award** from the Long Island Speech-Language-Hearing Association (LISHA). Danielle, a

graduate in May 2011, will be receiving her MS degree at the 2013 commencement. She has excelled in her coursework, as well as demonstrating mastery of skills during clinical activities. While a graduate student Danielle has worked as a graduate assistant in the Speech-Language Pathology Department, resulting in a recent submission of a poster proposal for the fall

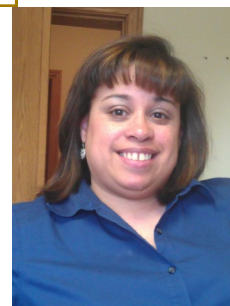
2013 ASHA convention as a coauthor with Dr. Schmidt. The award will be presented by Dr. Schmidt at the May 22, 2013 LISHA awards in recognition for her exemplary work in the discipline.

FOCUS ON FACULTY

Professor Veronica Jimenez joined the Speech-Language Pathology Department as an adjunct faculty member in 2004. She earned a BA degree at Pace University and an MS degree at LIU, Brooklyn, both in Speech-Language Pathology. Professor Jimenez is a bilingual clinician who has worked in a variety of

settings including preschool. She is currently employed by the Hempstead Union Free Public School District where she chairs the CPSE. Additionally Professor Jimenez is currently studying for her Ph.D. She understands the value of comprehensive educational program and sets the highest standards for all of

her students. She has made numerous presentations at academic and professional meetings on issues relevant to working with diverse populations.



CLINICAL EDUCATOR IN THE LIMELIGHT



Professor Paulette Haran-McLaughlin began working in the Molloy College Speech, Language and Hearing Center as a Clinical Educator during the spring 2013

semester. She earned her BA degree at Molloy College and MS degree at Adelphi University. Professor Haran-McLaughlin has worked at New Hyde Park Memorial High School since 1998 where she evaluates and treats adolescent students. Previously, she worked at several places including West Hempstead Public Schools and Association for the Help of the Retarded.

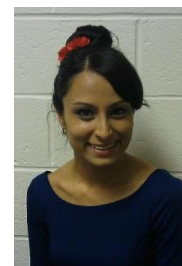
Paulette is a skilled clinician who is already well known to student clinicians as a caring creative clinician who gives freely of her time and knowledge. It is great to have her here at Molloy College.

SPOTLIGHT ON A SENIOR: SONIA SINGH

Sonia Singh enrolled at Molloy College as a freshman in the Education Department. She was interested in early childhood education, but after doing some observation and volunteer work in a school with a child with a severe communication disorder, she realized that speech language pathology was an inspiring profession. Sonia declared the SLP major following her sophomore

year. She understands that students who study in this field tend to have enormous academic responsibilities, but understands the value of learning from each experience, both the good and the bad. She indicates that she strives for perfection, but has learned that her failures teach her much more. Sonia enjoys traveling and is looking forward to attending the MS program in SLP at

Molloy College in the fall.



CONGRATULATIONS!

Congratulations to all our graduating seniors. The following students have reported being accepted into the graduate programs indicated:

Jessica Eberhardt, Molloy College, Queens College, Adelphi University, Hofstra University and New York University (attending)

Allison Koslowski, Molloy College, New York Medical College Valhalla (attending)

Kate Magee, Molloy College, Brooklyn College (attending)

Lisamarie Ricigliano, Molloy College (attending)

Sonia Singh, Adelphi University, Molloy College (attending)

Congratulations to our **2013 graduates of the M.S. Speech-Language Pathology degree program**. 100% of them passed the PRAXIS, which is the national certification exam required by the American Speech-Language and Hearing Association.



USING TIME WISELY...

By: Jacquilyn Polara

Recently, life has been chaotic for the first graduating Speech–Language Pathology Master’s degree class. Graduation is quickly approaching and the comprehensive exams as well as the Praxis exam are finally finished. While preparing for the exams, interning in New York City three days per week, going to class regularly, working a part-time job, and attempting to maintain a social life, I quickly found out that there is not enough time in the day to get everything done, and make everyone happy. So how did I manage my time?

Peter Drucker once said, “Until we can manage time, we can manage nothing else”. How does one manage their time in order to be able to manage everything else? For me, it is all about putting anything important first. Specifically for this semester of school, I tried to complete assignments in advance, since I knew that once I began to study for tests, I would rapidly become crazed and want to devote my time to studying. During previous semesters, myself and my classmates would go grab food in between our classes; however, this semester, we have all basically been taking advantage of every available second to study.

While obtaining my undergraduate degree, I had a different mindset. I made sure that all of my assignments were completed on time for classes while maintaining part time jobs; however, I also made sure that I had time to myself. Family and friends felt as though they didn’t see me while I obtained my bachelor’s degree, but during my master’s work I have been consumed with studying and use my free time to do things that calm me down, leaving little time for other activities. Now that the tests are over, and we are all preparing for graduation and entering the real world, I have time to myself; however, when I am sitting doing absolutely nothing, I

think about all of the things that I should be doing, and start to go crazy. I just have to remind myself that everything will get done and it is okay to sit down, breathe and take everything in. Throughout all of the craziness, I made sure that I would provide myself with a little down time to deal with the stress. For myself, I get a manicure weekly and go for a run to clear my head. Treating myself to this weekly helps me to refocus and concentrate on what needs to get done.

The thing about time management is that it doesn’t account for the bumps in the road that may result in pushing back something that was once important (e.g. having a family member in the hospital). Mid-semester, my mother was hospitalized for a heart condition, right in the midst of studying, completing assignments and commuting to NYC. In my life family comes first, so I put everything else on the back burner until I knew that my mother was okay. This resulted in me having to miss some classes and having to do extra assignments on top of everything else. One thing that was most helpful in organizing myself was keeping a color coded schedule. For example, I had an excel spread sheet with the days of the weeks, times of day, and the different things that I had to do. Each thing that I had to do would be in a different color. Work would be yellow, school would be pink, and the gym was purple, and so on. The entire paper was different colors, but it helped me to know when and where I had to be. This also reminded me that I needed to make time for myself, and staying on

track in completing tasks would allow me time for myself. The key to time management is finding what works for you!

Here are some tips to help manage time better, especially while in graduate school:

- Using a planner or schedule so you know when assignments are due.
- Keeping each class in a separate binder with organized notes, so when it is time to study for important tests, the materials are right at your fingertips.
- Leaving enough time between when you want to finish an assignment and when the assignment is due to account for bumps in the road.
- Use every extra minute as time to get something done, don’t allow for idle time.
- Make time for yourself. If doesn’t have to be a lot of time, it just has to be time to prevent you from stressing over something that you don’t have control over.
- When it’s time to go to bed, try and turn off your brain to get some rest. REST is important to help stay focused!
- Remember to do things you enjoy, because you never know when you will get another chance.



Molloy College Speech, Language and Hearing Center News

Technology is an important component in the evaluation and treatment services provided at the Molloy College Speech, Language and Hearing Center. The Speech Center is fortunate to have a variety of innovative, state-of-the-art technology available for both clinical and research purposes. As examples, an IPAD and computers are available to student clinicians for evaluation or treatment. Additionally, a CSL (computerized speech lab), Visi pitch, nasometer and EGG (electroglottograph) are available for use.

Each of the aforementioned instruments and programs can be used for a variety of purposes. For example, the CSL is used with voice clients to take measures such as habitual pitch, maximum pitch range and maximum phonation time. Additionally, measures of jitter, shimmer and noise to harmonics ratio can be determined. In addition to the clinical use of equipment

with our voice clients, the CSL can also be used to provide biofeedback for clients with persistent speech errors. There is some recent research validating its use for this purpose and we are very excited to have our students begin using the CSL to facilitate acquisition of sounds such as /r/ with clients.

Our student clinicians are also encouraged to utilize the existing equipment in combination with free software such as PRAAT and other downloadable programs and applications.

Molloy College undergraduate and graduate students are expected to have knowledge of the clinical application of technology. It is expected that service delivery models of the future will rely heavily on technology and understanding of clinical technology

should begin as early as possible. The Molloy College Speech, Language and Hearing Center proudly makes technology available to students.



Speech-Language and Hearing Screenings

The Molloy College Speech, Language and Hearing Center are pleased to announce that will again be opening their doors to the public for speech-language and hearing screenings this May in celebration of **Better Hearing and Speech Month**.

Screenings will be available:

Tuesday May 28, 2013 from 9:00 AM to 1:00 PM

Wednesday May 29, 2013 from 3:00 PM to 6:30 PM

Appointments are preferred but walk-ins are welcome!



Tips to Save your Hearing

Nearly 10 million Americans have hearing loss as a result of excess noise exposure, numbers which could increase with the popularity of personal stereo systems (ASHA.org, 2006).

“Noise-induced hearing loss is cumulative and permanent. However, in this case it is preventable by keeping the volume lowered (Pam Mason, ASHA’s Director of Audiology, ASHA.org, 2006)”.

Tips to save your hearing:

- Keep the volume down
- Avoid prolonged, continuous listening to the systems by taking frequent breaks
- Wear headphones that isolate the wanted music from background noise; headphones that fit over the ears are better than the ear buds that fit in

one’s ears because they block background noise (ASHA.org, 2006).



SPEECH-LANGUAGE PATHOLOGY DEPARTMENT

Molloy College
1000 Hempstead Ave.
Rockville Centre, NY 11570
Tel. 516.678.5000 Ext. 6868
bschmidt@molloy.edu
ghernandez@molloy.edu

We're on the Web!
molloy.edu

Publisher

Speech-Language
Pathology Depart-
ment

Editor-in-Chief

Barbara T. Schmidt

Managing Director

Gisela Hernandez

Contributors:

Susan Alimonti
Lori Brannigan-
Wisniewski
Jacquilyn Polara

CONTINUING EDUCATION NEWS

Molloy continues to plan and provide continuing education programs offered for ASHA CEUs. Additionally, we are pleased to host and/or provide programs cooperatively with other ASHA approved providers.

This spring, Tracey Delio, M.A., CCC-SLP and Jennifer Shapiro, M.S., CCC-SLP, presented "Practical Therapeutic Intervention for Children with Motor Speech Disorders". Originally scheduled to take place on November 2, 2012, this program was postponed due to Hurricane Sandy. Attendees patiently awaited the lecture and were not disappointed. Both licensed speech-language pathologists and Molloy students were provided with practical and effective intervention techniques and rationales. The presenters augmented their oral presentations with applicable personal experiences and video demonstrations.

On March 6th, Janet Lee, MA, CCC-SLP, provided an interactive and informative program focusing on the use of free and low-costing technology in both therapeutic and evaluation procedures. Each participant worked at his/her own lap top and downloaded, installed and utilized various programs with the help of Janet as needed. The small group setting allowed for one on one instruction which was appreciated by all attendees. The information obtained and skills learned will enable attendees to convert and analyze audio and video files facilitating intervention and assessment. The techniques discussed are useful in collecting and utilizing objective data supplementing perceptual measures, which is particularly necessary when submitting for reimbursement.

Molloy was once again recently pleased to host an "Introduction to PROMPT Technique" course at our Rockville Centre campus. This course, presented through the PROMPT institute, was attended by licensed speech-language pathologists as well as one of Molloy's own graduate students, Ms. Loubelle Rivera. Ms. Rivera was invited, along with her classmates, to complete a short research paper on the efficacy of motor based therapy techniques, in order to earn her seat in the course. Ms. Rivera is also required to present critically to her classmates on course content. Completion of the paper, subsequent attendance at the course and sharing knowledge gained with classmates are all consistent with the speech-language pathology program's goal to educate our students comprehensively, while having them independently research and utilize evidence based treatment practices. Having completed the course, Ms. Rivera is now able to utilize PROMPT techniques as appropriate, with her current and future clients.

- Fall 2013—Treating dysphagia in the pediatric population requires theoretical knowledge and application of appropriate techniques by individuals who specialize in this area. A course addressing pediatric feeding assessment and techniques is currently being planned for fall 2013.

Further information and registration will be available soon through Molloy College's Office of Continuing Education. Online registration will be available at www.molloy.edu/ce. Registrations can also be taken by phone at 516-678-5000, Ext. 6206.



SUMMER INTERVENTION PROGRAM

Scheduling is underway for our fifth "Summer Intervention Program" which will run for 10 weeks beginning **May 30, 2013** and end the week of **August 5, 2013**. During the summer and throughout the year, our individual and group treatment sessions offer a variety of therapeutic settings appropriate to our clients' specific needs. We are happy to provide you with information about any of our services and our expanding adult and

pediatric groups. **Groups with openings still available for this summer include our toddler and preschool language stimulation groups, our adult coffee and conversation groups, our school age pragmatics group and an articulation group for school age children.**

Please contact **The Molloy College**

Speech, Language and Hearing Center with any questions or suggestions regarding communicative function or any of the Speech Center's programs.

516-442-1211

slhc@molloy.edu

Please look for us on Facebook!