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Let's Talk Speech! Volume 4 Issue 1

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A message from Dr. Barbara Schmidt

Dear Friends,

I would like to take this opportunity to thank all of you for your support as the Speech-Language Pathology Department continues to grow. The department would not be able to expand and flourish without the encouragement of the administrators, faculty, students, alumni and our affiliates and friends.

This newsletter will keep you informed regarding our new faculty, our new SLP scholarship initiative, our first class of master's students, as well as the efforts and activities of the Molloy College Chapter of the National Student Speech, Language and Hearing Association (NSSLHA).

The Rising Star Scholarship was established in 2011 as a means of recognizing the accomplishments of an undergraduate speech-language pathology student. The Newsletter points out how successful our efforts have been in funding this scholarship.

Our first class of master's students entered in the Fall of 2011. They are a group of exceptional women who we believe will thrive in the profession.

I am very proud of the Molloy Chapter of NSSLHA. The students have been working tirelessly, and it is only Fall! They have managed to raise over \$4,000.00 toward the Rising Star Scholarship and they are currently preparing to send six students to the annual American Speech, Language and Hearing Association Convention in California.

Take a look at the Newsletter and learn more about all of these exciting things!

Most sincerely,

Barbara T. Schmidt, Ph.D., Associate Dean

First Graduate Class in Speech-Language Pathology

Fall 2011 marks the beginning of a new era in Speech-Language Pathology at Molloy College. Seven graduate students were admitted into the M.S. degree program. These 7 students come from a variety of different schools, where each of them excelled.

The program is designed to remain small and provide students with an optimal experience in theory and practice. Students are en-

couraged to be active participants in their own education. Lecture and practical application are expected to be intertwined during a variety of experiences.

We are confident that this class of students will become commendable clinicians prepared to take leadership roles in the profession.



Graduate students Brenda Stone, Danielle Mosca, Elizabeth Bernhardt, Nicole Dobranski, Kristi Waldvogel, Jacquilyn Polara and Dianna Geneva

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Graduate Scholarship Initiated

Mrs. Phyllis Infante, beloved wife of the late Severio Infante, has graciously initiated a graduate scholarship in the name of her husband, **Severio Infante Memorial Scholarship**. Mrs. Infante is the mother of alum Roseanne Infante, who is currently enrolled in the masters program in Speech-Language Pathology at Adelphi University. In establishing this scholarship, Mrs. Infante wishes to provide recognition to a deserving graduate student in the Speech-Language Pathology program.

Cocktail Party Helps to Fund **Rising Star Scholarship**

The **Rising Star Scholarship** was established for the Speech-Language Pathology Department by Barbara and Martin Schmidt. This scholarship is intended to provide recognition to a junior student each year who excels in the study of human communication and disorders of communication.

On October 6, 2011 the department hosted a cocktail party to raise additional funds for the scholarship. Students, faculty, alums and friends joined together in celebration. Every detail of the party was most gratefully monitored by **Gisela Hernandez**, our administrative assistant.

The members of **NSSLHA** organ-



ized raffles for the event. They did an **OUTSTANDING** job in gathering contributions for the raffles and selling tickets. As a result of their efforts the Molloy college NSSLHA Chapter contributed

over \$4,000.00 to the scholarship fund. A special thank you to Nicole Alonzo, Lisamarie Ricigliano, Sara Keuchler and Kaitlin Caiola for all their hard work!

Fund raising efforts will be ongoing in the hopes that the fund will grow and therefore be able to provide a token of recognition to a deserving student for many years to come. We hope to see you at our next event!

Send donations to:

Rising Star Scholarship
Speech-Language Pathology Department
1000 Hempstead Avenue
P.O. Box 5002, W107
Rockville Centre, NY 11571-5002

News and Events

Molloy College hosted the October meeting of the **Metropolitan New York Council of University Clinic Directors in Communication Sciences and Disorders**. Directors meet regularly to discuss issues pertinent to students in the field of Speech-Language Pathology. The Council is comprised of member schools from the New York metropolitan area.



Faculty, staff and students of the Speech-Language Pathology Department joined forces to raise money for **Autism Speaks**. The "speech team" all walked for the cause and Susan Alimonti, Director of Molloy College Speech, Language and Hearing Center manned a table distributing information regarding our services.



Spotlight on a senior: **Nikki Dietz**



Nikki Dietz, a senior in the Program, has been a student at Molloy College for three years. She transferred to Molloy from Nassau Community College. She always knew that she was interested in working with children, but became interested in Speech-Language Pathology while working at a day care center, where she observed some of the children receiving speech intervention.

Nikki is doing her clinical practicum and enjoys the hands-on experience. In her free time, *which is not much*, she enjoys reading and hanging out with her friends.

Teaching Certification for Speech Pathologists

By Susan Alimonti, M.A., CCC-SLP

The faculty and staff in the Speech-Language Pathology Department are frequently approached by students with questions regarding the certifications and licenses required for an SLP to work in different settings in New York State. Of particular interest is the teaching certification required for work related to school districts.

In New York State, all public school teachers are required to have a valid teaching certification. For speech pathologists, this means the following: If you will be employed or contracted to work with a child whose services will be funded or directed through a school district (this includes services provided through the CPSE/Committee on Pre-school Special Education) you must have a current New York State teaching certificate. For SLPs this is now the **Teacher of Students with Speech and Language Disabilities (TSSLD)**. This required teaching certification is in addition to the American Speech-Language and Hearing Association (ASHA) certification and New York State Speech Pathology licensure required for work as a **speech pathologist in all settings**.

Obtaining your TSSLD is actually



not a difficult process although it may be considered time consuming. Essentially, the required coursework is related to child development and educational theory. For most individuals who have completed speech pathology coursework, many of the coursework requirements have already been met. In addition to coursework there are requirements to complete “student teaching”, a course pertaining to Autism, child abuse and domestic violence workshops and fingerprinting. With the exception of student teaching, these requirements can also be completed with relative ease through the Division of Continuing Education.

A complete list of the necessary coursework and the acceptable “pathways” for obtaining certification are available online through the New York State Department of Education. However, this website is sometimes overwhelming to students. My recommendation is to look at the website and “pathways,” proceed by completing the requirements you are sure you will need such as the workshops, and when you are ready, sometime during your graduate program, file an application for certification with the New York State. When you file this through the TEACH website, the state will evaluate your completed requirements and tell you what you are missing. This is the part that can be time consuming. My recommendation to expedite the process would be not to apply/file as an individual but rather when given the option, to indicate that you would like BOCES to submit the application for you. This should facilitate the process.

If you have any questions, please contact me, Susan Alimonti at the Speech Center, 516-442-1211, and I will be happy to help you.

Continuing Education

As an ASHA approved provider of continuing education programming, Molloy College continues to provide pertinent programs to speech-language pathologists and professionals in related disciplines.

On September 14, 2011, Dr. Hope Baylow presented “*Clinical Management of the Tracheostomized Patient*” in Molloy’s brand new Public Square building. Professionals and students gained valuable and practical knowledge while earning ASHA CEUs.

On Thursday, November 10, 2011 from 7:00-8:30 PM, Molloy hosted a PROMPT study group. Jennifer Shapiro, M.S. CCC-SLP and Tracey Delio, M.A., CCC-SLP, certified PROMPT instructors

led the group in a review of PROMPT theory and methodology. Participants were encouraged to bring clients’ video samples for the instructors and course participants to study. Cost for the group was \$20, payable at the door.

Molloy will host a Level 1, Introduction to PROMPT workshop at our Suffolk Center in Farmingdale, February 10-12, 2012. Please contact the PROMPT institute for registration information.

On Friday, March 23, 2011, Dr. Cindy Arroyo will present “New Directions in AAC.” Dr. Arroyo, a professor, presenter and clinician with expertise in AAC, will provide attendees with information on and demonstrations of a variety of augmentative and alternative com-

munication options, including but not limited, to applications for the iPad and iTouch. Participants will be eligible to receive ASHA CEUs. Please contact the Division of Continuing Education for registration information.

Molloy will host a Level 2, PROMPT Bridging workshop at our Rockville Centre campus June 8-10, 2012. Please contact the PROMPT Institute for registration information.



Speech Center News

Student clinicians and clinical educators have all been busy providing services to a wide range of clients at the Molloy College Speech, Language and Hearing Center. In addition to offering appointments morning through evening during the week, the Center began offering Saturday morning hours and bilingual services as well. We are pleased to announce that while expanding our services, we welcomed three new clinical educators to meet our growing needs. Joanne Ascher, M.S., Jessebell Reyes-Cocuzzo, M.S., and Elizabeth Sorrentino, M.S., were welcomed by our returning clinical educators, Dr. Hope Baylow, Jessica Hsaine, M.A. and Fran Morr, M.A. Our students are fortunate to have such a knowledgeable group of clinical educators.

Our undergraduate and graduate students have been busy traveling off-site and serving the community. They have

provided speech-language screenings to all new entrants and offered a Language Enhancement Group in Nassau County's local Head Start programs. Several mornings weekly, students travel to Head Start and administer screenings under the supervision of Susan Alimonti, M.A., CCC-SLP. Thus far, nearly 100 children have been screened this fall.

On site at the Speech Center, students and clinical educators are working hard to evaluate and treat a growing number of both pediatric and adult clients with various diagnoses including voice disorders, motor speech disorders, and aphasia. Recently, our student clinicians enjoyed addressing their pediatric clients' speech and language goals within Halloween themed activities. A great time was had by all!

Complimentary speech-language and hearing screenings were offered to both adults and children in the community on

November 11th and 12th.

Please contact us via the Molloy website, at slhc@molloy.edu or 516-442-1211, or "like" us on Facebook for additional information.



All Graduate Students...A Contest for you!

Winner: Attends the "Level 1: Introduction to PROMPT Technique", hosted by Molloy February 2012

How to enter the contest:

Write a short research paper on the efficacy of motor based therapy techniques.

Rules and guidelines are as follow:

1. All interested students will read research on the efficacy of motor based therapies such as, but not limited to, PROMPT.
2. Entries will consist of a literature review on the efficacy of motor based therapy, including a critical analysis of the data presented in the research papers (3-5 pages in length and in APA format.)
3. Bibliography must include a minimum of five scholarly, peer reviewed papers.
4. Papers will be submitted anonymously using an identifying number assigned by the Speech Center Director.



5. Submit electronically by midnight, Monday, January 9, 2012 to salimonti@molloy.edu
6. Papers will be reviewed by practicing speech-language pathologists, unfamiliar with the students' individual writing styles.
7. The reviewers will choose a winner and inform the Speech Center Director of the winner's number.
8. The Speech Center Director will match the number to the name, and the winner will be notified by Friday, January 20, 2012.

We wish everyone good luck!

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Getting into Graduate School? By Kristi Waldvogel

Getting into graduate school is, without a doubt, the number one topic of conversation amongst upper-classmen. How crucial it is that we receive the acceptance letter to the program of our choice! This time in our lives is both an exciting yet daunting experience, filled with competitive exams and overwhelming tasks at hand.

If it hasn't already, the preparation for graduate school begins today. There are so many pieces to the puzzle and each must be worked on. There are plenty of ideas floating around: only your senior year matters, or receiving a certain score on the GRE guarantees an easy ride, or that your GPA is solely taken into account, or that your personal statement does not have much bearing on the decision of acceptance...how does one pick and choose in order to submit the most desired graduate school application?

As this is my first semester of graduate school, these memories are fresh in

my mind. It was a mere eight months back that I, too, was scrambling for those recommendation letters and filling out online applications. My first piece of advice to you would be to build up your GPA.

I was always a good student who received decent grades, but they didn't come as easily to me as they did to others. There was hard work and motivation poured into my college years. Unfortunately, many graduate schools will not even consider those below a certain numerical value. This may rule out those of you who may be highly motivated and strive for that 4.0 but stay far from it. To these students, I want to encourage you. Those programs may not be for you, but stay focused. Strengthen your weaknesses and make your strengths, stronger.

Explore various graduate schools and target those that may deter from the high letter grades and take the entire individual into account. For the students who

are those 4.0 kids, this is your strength, but what are your weaknesses? I would encourage you to stay motivated and hardworking.

What I'm meaning to say is that everything has its place in this next step. Don't rule out possibilities but be realistic in your approach and consider who you are. Many of you attempt to plan out the path that life may go. This is nearly impossible. No matter where you go to further your education and pursue your career, strive to be the best person you can be.

Kristi Waldvogel graduated from CUNY, Queens College in 2011. She is now a graduate student in the Speech-Language Pathology department at Molloy College.



Clinical Educator in the Limelight



Frances Morr, a clinical educator at Molloy College, earned her Master of Arts degree in Speech-Language Pathology at Hofstra University and her Bachelor's degree in Communication with a concentration in Speech-Language Pathology/Audiology

at Molloy College.

Fran is a seasoned clinician who has supervised students at all levels of instruction. She is PROMPT trained and currently works at Kidz Therapy Services, LLC, where she provides treatment, leads pragmatic language groups and implements Sequential, Oral, Sensory (SOS) feeding groups. She is a certified speech pathologist who is a NYS Department of Health approved Early Intervention (EI) Provider, and works as an inde-

pendent contractor in EI.

Fran is constantly exploring ways to enhance her knowledge. Students at Molloy College can rely on Fran to set high standards for them in their clinical practicum and they leave well prepared to meet professional challenges.

Focus on Faculty

Nancy McGarr, Ph.D., is an adjunct associate professor in the Speech-Language Pathology department. We are pleased to have Dr. McGarr return to Molloy College after teaching at St. John's University for many years.

Dr. McGarr began her teaching career at Molloy as an adjunct associate professor in 1971 and remained until

1984. In addition to teaching, Dr. McGarr is a researcher, who has been the recipient of many awards, including the McNair Scholar Mentor Award and Professor of the Year: St. John's College and Liberal Arts and Sciences. A Research Associate at Haskins Laboratory, in New Haven Connecticut from 1978-1998, Dr. McGarr has numerous publications in the

area of voice and language skills of the deaf.

We welcome Dr. McGarr back to Molloy College!





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Become a fan of Molloy College Speech Pathology and Molloy College Speech, Language and Hearing Center on Facebook

Newsletter Contest

The Speech-Language Pathology Department has been publishing a Newsletter for several years. It is time that we name the newsletter. Submit your entry for the name of the Newsletter by emailing Mrs. Gisela Hernandez at ghernandez@molloy.edu with your name, email address and suggestion for a name of the publication.



Confessions of a Speech-Language Pathologist By Christina Wen ('05)

It would be an understatement to say that your head will spin a few times during your years of undergraduate and graduate schooling. Rest assured it will all be worth it. I have had the pleasure of learning from wonderful and knowledgeable professors and clinical supervisors. I would like to share a few things I've learned, and am still learning as my own career develops as a speech-language pathologist.

- 1. Be ready for anything. Be ready for nothing. Go with the flow.** Very often, we enter our therapy room with our perfectly planned session. Lesson plans are great, but realize your planned activities may occur out of order, or not at all. Sometimes, you'll need to give the reins to the client and the challenge is to learn to be comfortable with this.
- 2. It's okay to have fun in your therapy sessions. Laughing is good.** Your clients will not only remember the progress they've made with you, but they will always remember how you made them feel or how they felt during their time with you.
- 3. Emphasize strengths while addressing weaknesses.** It's easy to complete an evaluation or therapy session and list the impairments, deficits, and delays. Imagine, how you might feel walking away from a meeting with your professor in which he/she tallied up all of your shortcomings? Do not forget to encourage and compliment appropriately because you want to keep your patients and clients motivated. Stress their abilities and how those abilities can be utilized to help them progress with their goals.
- 4. "You have two ears and one mouth. There's a reason for that."** (Dr. P.

Schneider) Everyone wants to be heard. Sometimes we are the first ones to hear a parent's concerns, fears, and frustrations regarding his/her child's development and behaviors. You might be the first one to enter a patient's room after he/she has received updates about their hospitalization. Our clinical skills do not stop at identifying aphasia, targeting articulation, interpreting an MBS, modifying behaviors, or eliciting 2-3 word phrases. Our clinical skills also encompass the ability to demonstrate empathy and sensitivity to our clients, patients, and families. Learn to listen.

- 5. "Labels are for soup cans—not people."** (Dr. J. Stark) We see a diagnosis and we already have a bias or a picture in our minds. Autism. Mental Retardation. Parkinson's. Yes, you may expect to see certain symptoms or characteristics that pertain to a particular diagnosis, but every person is different. If you focus on the label, you'll miss everything else.
- 6. Figure out what is meaningful to the client and/or family. Make it personal.** Motivation is key. Using photocopies of our aphasia and dysarthria materials can be helpful, but you also want to incorporate the client's interests into the therapy sessions. Uncover their hobbies, present/former profession, favorite sports team, favorite pastime, etc. Encourage parents to bring in motivating foods or toys into the therapy room.
- 7. Speech Therapy is not an island.** Learn to incorporate other disciplines. Physical therapists, occupational therapists, social workers, teachers, nurses, doctors, etc. Include family members as well. It's a team effort.
- 8. It's okay if you do not know everything.** You will learn as you go along.

Don't be afraid to ask questions, especially earlier in your career—you are new—you have an excuse! Continue networking with other professionals and take continuing education courses. Also, feel free to sign up for continuing education courses that pertain to issues outside of our profession. Our field welcomes well-rounded clinicians.

9. Two great, easy reads: *Just this Side of Normal: Glimpses Into Life with Autism*, by Elizabeth King; and *Welcome to Holland*, by Emily Perl Kingsley.

10. Take care of yourself. We enter this profession with the goal to help others. We want to fix them. We want to make them better. Unfortunately, reality is that not every patient is an "easy fix." After a therapy session, you may feel hopeless, frustrated, or overwhelmed. Or all of the above. It is easy to bring these feelings home. It's important to learn to separate your work life and home life. Develop and maintain hobbies and interests outside of the profession. Invest in ways to relieve stress. Go on vacation. Take care of yourself—your patients need a healthy therapist.

Christina Wen graduated from Molloy College in 2005 and went on to get her masters degree from Queens College in 2007. She was in the Honors Program at Molloy College and was a member of NSSLHA. Chrissy from Queens College in the department who worked diligently to meet her goals. She is currently a speech language pathologist at Palomero Pomerado Health in San Diego County, California, where she has been for two years.

