



Articulator

Letter FROM THE Editor

BY ABIGAIL BOMBOY
'12 GRADUATE STUDENT

When I began soliciting articles for the 2010 Misericordia Articulator, I realized that the Misericordia Speech-Language Pathology department has a truly talented group of students. Included in this newsletter are many articles about alumni, current students, and professors.

Armed with a Misericordia education, many of our alumni have achieved great success in the professional workforce. Throughout the pages of this newsletter you will read about success stories of our alumni—pursuing a doctorate, for instance, or working on a clinical fellowship at one of the most prestigious voice labs in the

country, or writing a children's book. Our graduates have indeed been highly successful. Our current students too are very goal-driven. For example, one of the students mentioned in this newsletter, Sarah Bair, will be dancing at the opening ceremony of the 2012 Olympics, and another, Christina Santhouse, has overcome an extraordinary obstacle and proven herself to be outstanding in all her endeavors.

We began our spring 2010 semester in the new College of Health Sciences building located on Lake Street. This facility provides us with world-class resources. This state-of-the-art center with its new equipment and spacious environment will not only meet, but will also surpass the expectations of our faculty and staff. I have spoken with numerous students and alumni, and all of

them express great confidence that we will be better prepared to enter the work force with the cutting-edge training that is available at our new facility.

I am honored to have been given the opportunity to be editor of this year's newsletter and to share all our accomplishments with you. It is a privilege to be part of such an exceptional student body and the strong, supportive community that has been created by this department. I would also like to thank everyone who helped contribute to and make this newsletter a success and to all the faculty and staff of the Speech-Language Pathology department at Misericordia who have put in countless hours to help us succeed. Enjoy this edition of the Articulator.

Interview WITH Sarah Bair

BY AMANDA BROWN
'12 GRADUATE STUDENT

Dance has always been a passion for Sarah Bair, a fifth year graduate student completing her fieldwork at the Good Shepherd Rehabilitation Hospital in Allentown, PA. Ever since she can remember, she has had to balance work, studies, and dance. She recently performed at the John F. Kennedy Performing Arts Center in Washington, D.C., and plans on dancing in the 2012 Olympics opening ceremony in London.

Sarah started dancing at the age of two when her parents took her to her first dance class. She has been dancing ever since. She even minored in Dance at Kutztown University, where she received her undergraduate degree. That invitation

to dance at the 2012 Olympics was extended to her Dance Troupe from the Pennsylvania Performing Arts Academy. "We were scouted," Sarah said, "by the American Alliance of Performing Arts Educators. They invited us to dance at Carnegie Hall, and we danced so well there that we were then invited to dance at the Olympics."

Juggling her time between school, work, and dance has never been easy. It all comes down to time management and keeping a tight schedule. "It's difficult but doable!" Sarah says. "I do my clinical work during the week and dance on the weekend."

Dancing and instructing at two different dance schools, working fulltime at Good Shepherd, and finishing her graduate studies at Misericordia University could wear a person down, but Sarah doesn't seem to mind. It is important, she feels, to continue pursuing her dreams as well as

her career. Whether helping stroke victims recover from their injuries and regain their language or being invited to perform at the Olympics, Sarah's passions are clear and balanced. Though seemingly complete opposites, they both yield rewards worth striving for.

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Speech-Language Pathology

THROUGH THE *Ages*

BY NICHOLAS BARONE

'12 GRADUATE STUDENT

The field of Speech-Language Pathology has changed a lot over the last 35 years, and few know the field better than Dr. Giri Hegde. Always on the cutting edge of research and clinical practice, Dr. Hegde has conducted numerous research studies. He has written 25 scientific and clinical books and published countless articles for established journals. Dr. Hegde kicked off Misericordia University's Distinguished Speaker Series with his lecture *New Directions in Treating Stuttering in Children and Adults: Beyond Fluency Shaping*. I caught up with the distinguished Professor Emeritus after his lecture.

Dr. Hegde revealed that when he graduated with his Ph.D. in 1974 from Southern Illinois University—Carbondale, the landscape of Speech-Language Pathology (SLP) was very different from what it is now. Assessment and treatment of child language disorders, as well as swallowing disorders, were not a major part of a SLP's work. As he began his

career at the College of St. Teresa in Winona, Minnesota, a SLP did not incorporate literacy skills during therapy with school-age children. In the next several years, these sub-specialties expanded the SLPs scope of practice. In 1980, the sunshine and warm weather sent the professor packing for California State University—Fresno (CSUF). He has taught and researched there for the last 30 years until his retirement from teaching in 2009. He continues his research and writing today.

These days, speech-language pathology is a varied and expansive field. With many different areas available for specialization and a broad range of professions from which to choose, today's graduates have many more options than Dr. Hegde did in 1974. "The field [today]," Dr. Hegde says, "is as exciting as ever. Successful treatment of communicative disorders is one of the greatest satisfactions one can derive from the job. We can change the lives of people with disorders of communication, and that is as noble as a job can get!" With great job outlooks and an unprecedented amount of opportunities to "positively affect the lives of children and adults they work with," SLPs today are set up for success from the day they start their field work.

Where, then, is the future of Speech-Language Pathology? Dr. Hegde believes that "the future is optimistic," but a few changes should be addressed, especially how we train SLPs. He believes that a greater emphasis is needed on "the philosophy of science, critical reasoning, and research methods in educating our future clinicians, [as well as a] greater emphasis on treatment research." With a greater harmony between behavioral methods and cognitive-linguistic theories, SLPs should be trained to reject non-evidence based theories and opinions. This will ensure that the SLP of the future will be part-researcher, part-clinician.

Dr. Hegde has achieved a lot in his 30+ years in the field. From his beginnings as a pioneer in Speech-Language Pathology in India to his time at CSUF he has accomplished many things, but there is one thing he is most grateful for and it speaks to the heart of the reason people choose this field. "[I have been able to] help many adults and children with stuttering become mostly or fully fluent. I am fortunate [to have] earned their friendship, and I am grateful for the opportunity to help others." There is no doubt Dr. Hegde will continue, even in retirement, to be a leader, clinician, and educator in Speech-Language Pathology.

Where ^{IS HE} Now: Erik X. Raj

BY BRIANNE LAVELLE

'12 GRADUATE STUDENT

Erik X. Raj, a 2008 Misericordia Speech-Language Pathology graduate, is currently working in a school setting at the Hamilton Township School District in Mercer County, New Jersey. He provides speech and language services to children in pre-school through fifth grade who have speech, language, voice, and fluency disorders. Erik knew that after he graduated, he wanted to work in a school, and he looked forward to the day when he could use his creativity on a daily basis in therapy sessions. He loves working in the Hamilton Township School district, and his work has already been rewarded by the district. Only a few years removed from graduation, he was voted "Teacher of the Year" at his school (G.E. Wilson School, Hamilton, NJ), received the Governor's Certificate of Recognition that is awarded to exceptional

educators in the public schools of Mercer County, New Jersey, and recently received the Therapy Times Most Influential award. Erik believes that by working in a school, he is able to have an impact on the lives of his clients by helping them "solidify their speech and language abilities."

What is unique about Erik is that his creativity has expanded outside the therapy room. With his immense interest in film and media, he created a video for the Misericordia SLP department. We use that video today on our website. Erik's short videos have also been featured on MTV, MTV2, Collegehumor.com, NationalLampoon.com, and other venues. Merging his interest in child language development and media, he wrote a pilot episode for a children's television program. If all goes as planned, the pilot will be pitched to studios and networks in 2011.



With his busy schedule and caseload it is hard to believe that Erik has also authored a children's book titled *One Seashell, Two Seashell, Flap Flap Flap*. The book tells the tale of a small fish trying to escape from the ocean with the help of his friends. Erik's

book received the 2010 Creative Child magazine Preferred Choice Award and the 2010 Young Voices Foundation Seal of Approval. He was recently awarded a national literacy honorable mention from JM Northern Media at the New York Book Festival. Erik stated that he has wanted to write children's books for as long as he can remember. He believes that reading and storytelling are essential in the development of children's language skills.

Through these avenues, Erik X. Raj has had, and will have, a great impact on the children not only within his school district, but also throughout the nation. Erik says that he owes everything to the people who have enabled him to achieve all that he has.

INTERVIEW WITH

Dr. James Sciote

BY NICHOLAS BARONE
'12 GRADUATE STUDENT

When Dr. Cari Tellis began her doctoral studies at the University of Pittsburgh, she made a seemingly unlikely choice for her dissertation chair, Dr. James Sciote, a professor of Orthodontics in the Dental School. Why would a doctoral student in Speech-Language Pathology want an Orthodontist to be on her committee? As you delve into the credentials and educational history of Dr. Sciote, the answer becomes obvious. Dr. Sciote started his career after receiving a Doctorate of Dental Science from the

University of North Carolina in 1986. He went on to get a Ph.D. in Muscle Biology in 1992 from the University of Michigan. He won the Dentist Scientist Award, and also was awarded the Welcome Trust Research Fellowship at Kings College in London, England.

One might wonder what dentistry has to do with speech. Dr. Sciote made clear the link between the two. "The shape of the mouth," Sciote says, "and the dental arch play pivotal roles in speech and articulation." These things, though, were not what led Dr. Tellis to Dr. Sciote. Dr. Tellis sought him out because he had established himself as an expert in human cranial muscles. She had a hunch that he would be able to give her some advice on her dissertation which focused on intrinsic laryngeal muscles. She was right. Not only

did she get his advice, but she also got an advisor on her committee and, ultimately, a long time research partner. For almost 10 years, Dr. Sciote and Dr. Tellis have been working together. They have conducted research on muscle fatigue in the intrinsic laryngeal muscles.

Their research on mitochondrial deletion mutations and its effect on voice is, as Dr. Sciote said, "breakthrough translational research for the field because for the first time ever we are able to look at very specific measured recording from the muscles." Their latest research has been accepted for publication in the Journal of Voice. With this crucial first step complete, it is certain that Dr. Sciote and Dr. Tellis will carry on their ground-breaking research for continued advancement in the field.

WHAT'S NEW WITH

NSSLHA

BY MAGGIE CONSTABLE, KATIE LAWLOR,
KELSEY DAVIS, AND JENNIFER LOZIER
2009-2010 NSSLHA OFFICERS

The members of the National Student Speech Language Hearing Association (NSSLHA) have worked hard this year to complete several service projects and fundraisers. Our chapter began in 2004 and the members, officers, and advisors have worked tirelessly to accomplish all our goals.

In the fall semester, graduate-level NSSLHA members administered speech-language and hearing screenings at a local preschool as well as hearing screenings to retired individuals at a Senior Expo. NSSLHA participated in the local Buddy Walk, where the money raised went toward the National Down Syndrome Society. In addition, members went into the community to speak to high school students about the Speech-Language Pathology major and to encourage high school students to pursue the field. Our chapter became involved in a supply drive sponsored by Campus Ministry to benefit underprivileged individuals in our community. We also participated in Campus Ministry's Adopt-A-Family where

members donated items to put together a Thanksgiving dinner for two families in need.

Our NSSLHA mentor program, where freshmen are paired with juniors, has continued to develop. Each month, a pair of mentors updates the NSSLHA bulletin board; the program also hosted a tie-dye night to get all the mentors together with their mentees.

Towards the end of the semester, students spent two weeks packing and organizing the materials and equipment for the department move to the new College of Health Sciences Building; several

NSSLHA members also gave time over their winter break to help unpack and organize the new building so it would be ready for the spring semester.

During the spring semester, our NSSLHA chapter created and donated one hundred blankets to Dr. Collini, a local plastic surgeon, who distributed the blankets to children in Ecuador after they received facial reconstructive surgery. To raise money for

the blanket supplies, NSSLHA participated in a coin drop, sold Gertrude hawk chocolates, and held a basket raffle. Our chapter organized two drives, one to obtain supplies for those devastated by the earthquake in Haiti and a second one to create care packages for our overseas military. We also held fundraisers for Head and Neck cancer and the campus-wide Relay for Life.



The NSSLHA chapter of Misericordia University had a very successful year, and we believe that we have made a difference in our community. At the end of the year, we held a banquet to recognize the

members who have participated in all our service activities and fundraisers. In spring 2010, for the third year in succession, our club's efforts were acknowledged when we received the NSSLHA Student Membership Award from the Pennsylvania-Speech-Language-Hearing Association. We are sure that next year will be just as successful—thanks to our NSSLHA club members.

INTERVIEW WITH

Dr. Kathleen Scaler Scott

BY LAUREN LASALA

'12 GRADUATE STUDENT

In October 2010, Dr. Kathleen Scaler Scott will publish her first book, titled *Cluttering: A Handbook of Research, Intervention, and Education*. She has co-edited this book, along with David Ward, a professor in the Department of Clinical Language Sciences at the University of Reading in the United Kingdom. Dr. Scaler Scott is an author of one of the chapters in the book and a co-author of another. I asked Dr. Scaler Scott a few questions about her book.

LL: What is your book about?

KS: It is an edited book that includes 17 chapters written by cluttering experts from around the world. The focus of the book is on describing the latest research developments in cluttering, as well as outlining practical evaluation and treatment strategies for speech-language pathologists (SLPs).

LL: What inspired you to write this book?

KS: There is quite a bit of misunderstanding among the public and among SLPs about cluttering. As a result, many with cluttering have difficulty obtaining proper diagnosis and treatment because of a lack of well controlled studies, training of SLP students, and updated information on cluttering. Through publication of this book, David Ward and I hope to provide: researchers with strong theory and solid studies they can further test to find out more about cluttering; SLPs and persons with cluttering with practical management strategies; and faculty with a guide for including cluttering as a standard in their fluency disorders curriculum.

LL: How long did it take you to write the book?

KS: From start to finish, it took about 18 months to complete.

LL: Do you need to be a SLP to understand the book?

KS: Having a speech-language background would be helpful; however, several of the chapters, such as the

consumer perspective and international perspective chapters do not require this background, and could be beneficial to those with cluttering and their families.

LL: Where can someone purchase your book?

KS: The book is due out in October 2010, and can be purchased from Psychology Press. (www.psypress.com)

LL: Is there any other information you wish the readers to know?

KS: We believed that it was very important to include a chapter written from the perspective of adults with cluttering. This chapter will help those working with clients with cluttering understand the impact the disorder can have on a person's life. There are many publications featuring the consumer perspective of stuttering, but this is the first of its kind for cluttering. Some of the perspectives may surprise readers and challenge their previous notions of cluttering.

INTERVIEW WITH

Laura Bauman

BY KATIE LAWLOR

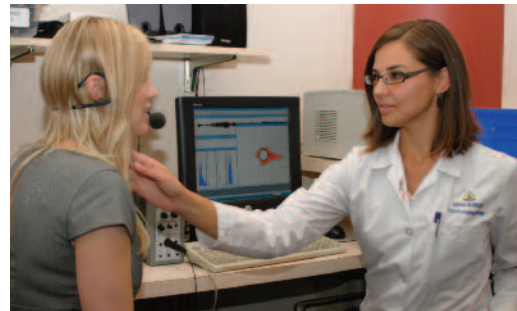
'12 GRADUATE STUDENT

Laura Bauman, a 2009 Misericordia University graduate, is currently completing her Clinical Fellowship (CF) at the University of Wisconsin, Madison. While at Misericordia, Laura became interested in voice and the medical aspects of the field of Speech-Language Pathology (SLP), which led her to pursue her fieldwork placement at Johns Hopkins. This placement proved to be a challenge for Laura. She was surrounded every day by professionals who were eager to teach, but also to make sure Laura "knew her stuff." The experience Laura received from Johns Hopkins was invaluable, and she would not have traded it for anything. Of her experience she said, "I learned to be a versatile, compassionate, and confident clinician. You had to bring your A game at all times and not be afraid to trust what you have learned and apply it. Working with cancer patients, I also learned a lot

about the huge role that counseling plays within our field."

Laura has become a confident, successful clinician—but only a couple of months ago she was still at Misericordia learning all the tools she would need to go out into the field. One of the most important things that Laura learned from Misericordia's Speech-Language Pathology program was taught to her by Dr. Cari Tellis. "Always know why you're doing what you're doing." This advice, along with the education she has received from Misericordia, has given her a foundation for knowing what she is doing as well as why she is doing it.

Laura's interest in voice led her to the University of Wisconsin to complete her CF. At the university there are six speech-language pathologists who work solely with voice and airway. There are other SLPs who work with pediatric voice disorders.



Laura mentioned that if you are interested in voice, this is probably one of the best places you could be. Laura works part time with adult care and part time with pediatrics,

both inpatient and outpatient. For Laura, voice has a medical side that she enjoys. Some of the therapy techniques she has come up with seem pretty crazy, but she says, "...if it works for your patient, then so be it. You can't be afraid to look or sound like a fool at times."

Laura is not sure about her plans after her CF, but she knows that she would love to stay at the University of Wisconsin. If not, she knows she will be able to find a place that suits her because of the great experiences she has had thus far. She is certain, however, that she wants to continue working on the medical side of Speech-Language Pathology and to become board-certified in voice.

Overcoming THE Odds

BY CHRISTINA SANTHOUSE
'10 GRADUATE

When I was in the third grade, I underwent a hemispherectomy - a radical operation in which the right hemisphere of my brain was removed to alleviate over 100 seizures a day because of a virus I encountered called Rasmussen Encephalitis. The cause of Rasmussen's is unknown, and there are few clues to help find a way to discover its origin. There are probably somewhere between 200 and 500 cases worldwide. After surgery, I had to endure years of ongoing therapies and tutoring sessions to help me overcome the new physical and cognitive disabilities that are often associated with a hemispherectomy. I was so grateful that after years of speech, physical, occupational, mobility therapy, and special education accommodations, each therapist and teacher believed their area of specialty was not just a profession, but rather it was a passion. It was because of the enthusiasm of these professionals, I myself pursued a service vocation. My career choice was Speech-Language Pathology.

This choice was easy to make, but it presented a hard and long road. The journey began when I was told by a high school teacher that I would do no more than answer telephones in a medical office. At that point, the whole "college thing" seemed to be against me. But I had my devoted parents, loving grandparents, great family members, and supportive friends who stayed by my side and told me how remarkable I was. They encouraged, listened, guided, trusted, and impressed in me that, even though exhausting and overwhelming times would come, I would prevail.



My high school graduation day arrived; I was ecstatic knowing I would enter Misericordia University in September 2005 to pursue my career. I did not enter Misericordia as a Speech-Language

Pathology (SLP) student; I had to earn that declaration. My freshman year was both difficult academically and satisfying socially. With my own drive and determination, as well as with the assistance of the supportive staff from the Alternative Learner's Program, I ran the freshman year race with impressive grace. Many days I wanted to rest along the sideline, but I knew I had to forge full force ahead just to stay in the competition.

Sophomore year arrived with my hearing from a professor that maybe I should consider a different major. I called my parents with a flood of tears and broken dreams. Once again, "Do not give up," they said adamantly. "You have so much resilience. You continue with vengeance and do your best." With their encouraging words and my stick-to-it-ness spirit, I made it through the required courses and became a well-rounded student.

By the beginning of my junior year, I earned a high enough cumulative grade point average to finally be accepted into the SLP program. This is the year I realized my dream no longer would be denied. During my junior year I worked very closely with my SLP professors. Painstakingly, I met with each of them every week, some two times a week, to ensure I was thoroughly grasping the knowledge necessary for my success. My SLP professors had the power to humanize or de-humanize me; they

made an untiring effort to humanize me. Each was an instrument of inspiration. They influenced and became a strong motivating force when they coached, praised, and encouraged me all the way. Mind you, I had to possess the willpower, heart, and stamina to stay strong and keep up with my peers, and that I did.

Inconspicuously, I spent my two grad years in the library. My major criterion for these years was to study, study, and study more. I had to prepare for my boards, comprehensive exams, and clinic work. My parents listened to my challenges concerning some of the materials, procedures, and the amount of responsibility that seemed to endlessly be thrust into my life during these years. I was in diagnostic clinic and started to treat clients. I continued with my summer rotation, early intervention internship, field work in education, and adult placement. After these experiences, I remembered saying to my parents, "I am starting to feel like a SLP." I suppose this is a true testament to my courage and humility. "Good," they stated exuberantly, "You are smart, articulate, and a good leader. It won't take long for your personality, warmth, and strength to take center stage in the classroom. We are in awe of the extraordinary SLP who stands before us."

I have worked hard to prepare and begin my journey to heal and help others in need. I realize now that I have the tremendous power to make a difference in many people's lives. Thinking back, I was once a "high risk" student who has come full circle. Therapists helped me in earlier years; now I am finally giving back and prepared to be a positive impact and advocate in other people's lives.

EARNING A

Research Doctorate

IN COMMUNICATIVE SCIENCES
AND DISORDERS

INTERVIEW WITH

Jessica Sofranko

BY NICHOLAS BARONE

'12 GRADUATE STUDENT

Jessica Sofranko had always known that she wanted to earn her doctorate in Communicative Sciences and Disorders and conduct research and teach at a higher education institution. When Drs. Cari and Glen Tellis joined the Misericordia Speech-Language Pathology faculty in spring 2006, Jessica got involved in research with these faculty members and learned about the scientific process.

Though she is now in the second year of her Ph.D. program at Penn State University, back in the fall of 2005, the Misericordia undergrad wondered how to go about obtaining a doctorate.

In 2007, Masters in hand, Jessica went on to get her Certificate of Clinical Competence. After working at the Janet

Weiss Children's Hospital in Danville, Pennsylvania, she began the application process for her doctorate. Drs. Glen and Cari Tellis encouraged Jessica to look at Penn State, as they had a strong program in Speech Science and a mentor who fit her area of focus. Jessica knew she had found in this institution an excellent match with their Speech Scientist Dr. Prosek. After taking the GRE's, writing application essays, and interviewing with the university, including Dr. Prosek, Jessica was admitted into the doctoral program.

Jessica's first year has been "scary at times" but ultimately exciting. "Getting your Ph.D.," Jessica says, "is very different from getting your Master's degree. You guide your own education." The program is a rich mix: traditional classes that bolster knowledge in research, independent studies, one-on-one classes with a professor, and teaching assistantships to hone instructional skills. With Dr. Prosek as her mentor, Jessica soon sought out three other professors to form her doctoral committee.

"There are three major hurdles to getting your Ph.D.," Jessica said, "candidacy, comps project, and dissertation."

Candidacy must be finished the first year of the program, after which Jessica will officially be accepted into the doctoral program. Her comps project and dissertation are the final hurdles. Her doctoral committee approves all classes, research ideas, comps, and dissertation decisions. In three years, they are the ones who will ultimately recommend to the university that Jessica be awarded her doctorate upon a successful defense of her dissertation.

Asked if she believes that Misericordia prepared her for this exciting chapter of her life, Jessica did not hesitate. "Oh, very much so! If you want to get your Ph.D. and you voice that to anyone in the department... you can get an opportunity to work with them (as I did) and because of that experience I believe that I was very much prepared." To students interested in going on for their Ph.D., Jessica recommends that they talk to a professor who specializes in their area of interest and complete a master's thesis. "Talk to the faculty and get some research under your belt. Go to PSHA and ASHA conferences." Says Jessica, "Motivation is key - and it opens up a whole new world of opportunities to you."

Make a gift TO THE SLP Student Fund

Please consider making a gift and helping students in the SLP program defray costs for clinical materials and activities, travel to conferences, research, and other activities. You can support this effort by contributing to the SLP Student Fund. All contributions are tax deductible. Also, check with your place of employment for a Matching Gift Program.

You can give a gift in the following ways: On-line at misericordia.edu/makeagift please put SLP Student Fund in the memo section.

Call 570-674-6354 between 9:00 AM and 4:00 PM to make a gift over the phone.

SEND A CHECK MADE OUT TO: Misericordia University, by mail to Development Office, SLP Student Fund, 301 Lake Street, Dallas, PA 18612

Credit card payment (mail to the above address)

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Letter FROM THE *Chair*

GLEN TELLIS, PH.D.

PROFESSOR AND DEPARTMENT CHAIR

When I review how successful our students and faculty are, it seems remarkable that they have accomplished so much in such a short time. The Department of Speech-Language Pathology (SLP) is in its eighth year of existence. In 2010, the third accredited class graduated from our program. The number of students enrolled in the SLP program continues to grow and so does the quality. One of our 2007 graduates, Jessica Sofranko completed her first year of doctoral studies in Communication Sciences and Disorders at The Pennsylvania State University. In fall 2010, Kelly DeHaven one of our 2008 graduates will begin her Doctor of Education program in Special Education at Arcadia University. Laura Bauman, one of our recent graduates, completed a fieldwork at Johns Hopkins and is now working at the University of Wisconsin, Madison.

At the Pennsylvania Speech-Language Hearing Association (PSHA) convention in State College in April 2010, our National Student Speech-Language Hearing Association (NSSLHA) Chapter once again received the PSHA Membership Award. At the convention, for the third year in succession, one of our students received the Von Drach Memorial Scholarship that is awarded to the outstanding graduate student from the entire state of

Pennsylvania. Another student received the 2010 North East Speech-Language Hearing Association of Pennsylvania Scholarship for outstanding academic achievement, scholarship, and service. Many of our students also presented numerous papers with faculty members at state and national conferences.

Our faculty received several internal and external grants. Funding from various sources, including, CVS Caremark Charitable Trust, First National Bank, Landmark Community Bank, and PNC Bank has allowed us to provide cutting-edge services and maintain state-of-the-art clinic and research facilities. The faculty have published papers, DVDs, books, and presented at numerous conferences. Faculty also chaired prestigious national and international conferences and served as reviewers and editorial consultants for premier journals in our discipline.

The SLP department in collaboration with the Luzerne Intermediate Unit 18, co-sponsored our first Distinguished Speaker Series workshops on campus. Two world renowned authors and researchers were invited to present on two separate days. Both workshops were a resounding success. Participants attended from all over the east coast. Our third workshop, sponsored by the SLP department – Estill Voice Training – Level I and II was held over 5 days on campus and was also very well attended.

The Speech-Language and Hearing Center continues to provide a valuable service to

the community. We have established a partnership with the Hazelton Area School District Special Education Department to provide speech and language assessment and therapy to eligible preschool children in the Hazleton Area School District sponsored preschool programs. The department also was featured in several newspaper articles and television interviews—raising the profile of the program locally and nationally. This publicity has increased the awareness of the department in the community and has resulted in a significant increase in the number of clients who are receiving services in our Speech-Language and Hearing Center.

In spring 2010, we moved to our new location on Lake Street. This facility houses the entire Speech-Language Pathology Department as well as other departments and conference rooms. The new facility includes a classroom, a student resource room, several research laboratories including a language lab, speech-science lab, a fluency lab, an AAC lab (i.e., assistive technology), and a cognitive science lab. Our in-house Speech-Language and Hearing Center is also located here. Our students have been delighted with the facilities. We will continue to provide superior academic and clinical education to our talented students.

Take a moment to browse through our department website (www.misericordia.edu/slp) and learn more about our program.

We would like to thank

THE FOLLOWING FOR *giving generously* TO THE *SLP Student Fund:*

MR. AND MRS. ARTHUR C. BAIR; MS. COURTNEY BEGANI '08 GRADUATE; MR. AND MRS. TOM DONATO; SUSAN AND WILLIARD HELWIG, III; MRS. WENDY HOPKINS; MRS. JENNIFER LAFRANCE; MR. AND MRS. EUGENE MCKEOWN; ERIK RAJ '08 GRADUATE; MR. ANTHONY SANTORY; MR. AND MRS. BARRY L. STANKUS AND MRS. LYNN LAFRANCE.

WE WOULD ALSO LIKE TO THANK THE FOLLOWING FOR THEIR CONTRIBUTIONS TO THE DEPARTMENT: DORIS SMITH; RUTH GARDNER; WILMA HURST; MICHELLE DONATO; AND WILMA GARDNER.



Wiihab

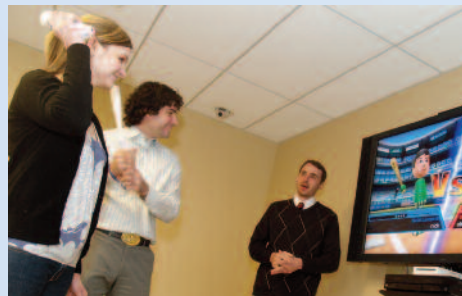
BY JENNIFER LOZIER

'12 GRADUATE STUDENT

Wii Therapy, or "Wiihab," has become increasingly popular in the last few years. Not only is it used in Occupational Therapy (OT) and Physical Therapy (PT), but it is also employed in Speech-Language Therapy. Alyssa Krebs, a recent graduate of Misericordia University's Speech-Language Pathology (SLP) department, spoke with me about her experience using the Wii in therapy.

JL: How long has your company been using Wii in therapy?

AK: I completed my first fieldwork placement at Good Shepherd Rehabilitation in Allentown, Pennsylvania in the fall of 2008. I had observed patients using the Wii in OT and PT to increase their balance, strength, and range of motion. I noticed that many of these patients had trouble understanding how the Wii worked because they could not comprehend the directions; however, I thought the Wii would be beneficial for speech-language therapy if the directions were simplified. I conducted research as well as trialed this therapy with some of my patients and



noted amazing results. Since my initial success, I have continued to use the Wii with my pediatric patients at my current job at Good Shepherd and with older patients. I am sure that other therapists around the country have also tried using the Wii in therapy.

JL: What kind of patients do you use the Wii with?

AK: I mainly use it with patients who have cognitive-linguistic deficits resulting from conditions like traumatic brain injuries. The Wii is a great tool to use for attention, memory, following directions, scanning, and other tasks. I also use it in group sessions where patients are working on pragmatic language skills like turn-taking, topic maintenance and initiation, and eye contact.

JL: Have you found the Wii to be effective in therapy?

AK: Yes! It's easy to complete therapy tasks as well as fun and exciting for patients. It allows patients to work toward therapy goals and they do not realize that they have been working during the session. I have also found that it helps with generalization and maintenance.

JL: What are the patients' thoughts about using the Wii?

AK: The older individuals were nervous at first. They were worried they would have trouble because they "were not good with computers." After persuading them to try the Wii, many began to like it and were excited about the possibilities of continuing to use it with their children and grandchildren. Of course, the Wii is an instant hit with my pediatric patients.

JL: Would you recommend Wii to other SLPs for therapy?

AK: More research needs to be conducted before I would recommend using the Wii.

More research is currently being conducted, right here at Misericordia University where faculty and clinical staff have recently begun testing the Wii in controlled studies to determine if it is an effective treatment option.