



Articulator

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Fall 2015

Letter FROM THE Editors '17 ABRIEL MCCANN AND '19 D'MANDA PRICE



We would like to thank you for taking the time to read the 2015 edition of the Misericordia Speech-Language Pathology Department's annual newsletter. In this 9th edition, you will read articles about our outstanding faculty, alumni, and current students. We are honored to be given the opportunity to highlight and share with you some of the amazing achievements that individuals in our Department at Misericordia have made over the past year.

From the perspectives of graduate students and undergraduate students, the education that students receive in the department is invaluable. We concur with these students and believe that the education we receive helps us in both personal and professional growth and prepares us for a career in this incredible field. We hope that the highlights in this edition of the *Articulator* will enlighten you about

the opportunities, education, and accomplishments that are available in the Speech-Language Pathology Department at Misericordia University.

Included in this newsletter are updates about Misericordia's chapter of the National Student Speech-Language-Hearing Association as well as highlights of accomplishments of professors, alumni, and students. We also provide information about new technology that we have available to us. We would like to thank everyone who contributed to this newsletter. We hope that this edition helps you to gain an understanding of our exceptional program and why we are proud to be associated with this department.

Warmest regards,

Abriel McCann and D'manda Price
Classes of 2017 and 2019

Anatomage

VIRTUAL DISSECTION

'17 COLLEEN DEIGNAN

The Speech-Language Pathology department is the home of Misericordia University's newest teaching tool—the Anatomage Virtual Dissection Table. The Anatomage table provides highly accurate visualization of the anatomy in the human body through three-dimensional and interactive technology. With this touch-screen device, students have access to virtually dissecting and exploring the anatomy of a life-size human.

This device, ranging in price from \$80,000-\$120,000 is the only one of its kind within a 100-mile radius of Misericordia University. Professor and Department Chair of the Speech-Language Pathology program, Dr. Glen Tellis states, "The Anatomage table is a great learning tool, as students have the ability to easily dissect and isolate individual tissues, muscles and organs as they would appear in a real human body. In addition to learning about anatomy from lectures and textbooks, students will gain knowledge of the human body through an

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This summer, while others were tanning by the beach and enjoying all the benefits that come with summer, one of our own was

nominated to be a part of the NCAA's Elite 89 Fan Favorite Contest. Amy Viti is a senior at Misericordia University and majors in Speech-Language Pathology. She is the true definition of a student-athlete; she excels when it comes to her vigorous schoolwork as well as track and field. I had the pleasure of interviewing Amy to discuss how she was nominated for such an elite contest, the support given to her by Misericordia students, as well as her future plans. Here are highlights from the interview:

How did you react to being part of the NCAA's Elite 89 Fan Favorite Contest?

Being nominated for the Elite 89 contest was such an honor. I was so proud to represent our relatively small university in such a positive manner on the national scale.

How were you picked to be in this elite competition?

I achieved the highest academic GPA with the most credits earned while competing at the national level. I made it to the NCAA meet for indoor track and field where I earned All-American status with a 5th place finish in the 800 meter run. It is called the Elite 89 award because one athlete is chosen across all sports, for both genders, in all divisions offered by the NCAA. This year there were 91 award winners because of two ties.

Were you surprised by the amount of support Misericordia students gave you by voting for you?

I was completely blown away by the support I received from my peers and especially those in the SLP program. I received countless phone calls, texts, retweets, Facebook shares, and e-mails of those announcing their support and spreading the word. It was truly a heart-warming experience, and I was in complete awe over what a little tight-knit community can do when it joins together. I was overjoyed and humbled to be a part of it and helped in getting our school nationally recognized.

What advice would you give to student athletes trying to succeed in their sport as well as in a vigorous major such as Speech-Language Pathology?

Being a student-athlete is a challenge sometimes because of the conflicting demands your schoolwork and sport place on you. As a student-athlete, however, I have become a more well-rounded individual, and it has sharpened my time-management skills. SLP is not an easy program, and it's not easy to participate in a sport, but with a lot of hard work and effort, it is certainly possible to excel in both. My advice is to stay on top of your school work because at the end of the day, that is what is most important. Don't be afraid to reach out to professors early as they are very supportive and a great resource if you so choose to use them as such.

After concluding my interview I can attest that Amy Viti is not only an amazing student-athlete but also remains humble to the core. On behalf of the Speech-Language Department as well as Misericordia University, we are all extremely proud of Amy Viti and wish her all the best in her future endeavors!

With each new freshmen class come interesting stories chronicling the reasons students chose to major in speech-language pathology at Misericordia University. Rebecca Cristino, a member of the class of 2019, has a unique story of her own: Cristino was born with a unilateral sensorineural hearing loss in her left ear. Because her cochlea never formed properly at birth, Cristino is almost entirely deaf in her left ear; however, she can hear properly from her right ear and has learned to compensate by lip-reading if she misses aspects of conversation.

Growing up, Cristino became interested in the profession of speech-language pathology as well as audiology because of her experience with her own hearing loss. She said, "Audiology had always peaked my interest, since I spent so much time around audiologists. I'm still mostly leaning towards audiology but the more I learn about speech-language pathology, the more my interest in that part of the field grows."

Cristino said that in the past, it was difficult for people to understand and respect her hearing loss and the accommodations that she needed. She found that her real difficulties did not lie in her inability to hear but in other's lack of understanding. Cristino stated "Having a unilateral hearing loss taught me to self-advocate from an early age. Elementary and middle school teachers were not always the most understanding. I always asked teachers to repeat things if I did not hear clearly because I needed to make sure that my impairment did not make me any less intelligent than other students."

Continued on next page



During the 2014-2015 school year, Misericordia's Chapter of NSSLHA achieved much success. In September, members of our Chapter traveled to Dorney Park in Pennsylvania and volunteered at a Zombie 5K through the park to raise money for our Chapter. The experience also gave us an opportunity for a day of fun and bonding. Our Chapter hosted a night where members made Halloween decorations for the Mercy Center in Dallas, Pennsylvania. In October, our chapter assisted in welcoming autism activist, Temple Grandin to our university. This was a singular experience—one to be remembered for a long time. Members also created Halloween activity sheets with supportive messages for patients at Children's National Hospital because they were unable to go Trick-or-Treating. Our Chapter promoted Operation Christmas Child to Misericordia students and collected shoeboxes full of necessities and toys for children in developing countries. A team from our Chapter participated in Misericordia's annual Relay for Life and raised \$897.00 for the American Cancer Society. NSSLHA members

traveled to New Street Head Start Center in Plymouth, Pennsylvania, to read to children from a Head Start program. Each member was paired with one or two students and used a puppet to tell stories.

Our NSSLHA Chapter's big project for the year was to grant the wish of a child with a chronic illness through the Make-a-Wish Foundation. We began by launching a Santa Letter Campaign, in conjunction with Macy's Believe Campaign. We collected 525 letters from students and kids who attended the on campus clinic. For each letter collected and delivered, two dollars were donated, raising \$1,050.00. In the spring, NSSLHA collaborated with other organizations on campus and orchestrated the "World Wish Day Benefit Concert." The show consisted of song and dance, as well as speeches and appearances from kids and adults who previously had a wish granted by Make-a-Wish. Counting admission, a basket raffle, and a "Wish Bracelet" sale, our chapter raised \$2,487.25. With a donation from our own department and our NSSLHA chapter, we sent \$3,900.00

to the Make-a-Wish Foundation and granted the wish of a child!

We were rewarded for our hard work when we were awarded the PSHA Chapter Honors Award as well as the Membership Award at the 2015 PSHA convention in Harrisburg. At the end of the year, our Chapter held the annual NSSLHA Banquet, "You're Never Too Old to Wish Upon a Star," which inspired members to have a mindset that anything is possible regardless of one's age or circumstance. We reflected on how we were able to serve our local and global communities. The year-long experience has made us a close-knit group of individuals who embodied the loving, supporting, and accepting nature of speech-language pathologists.

Life AS A *Student* WITH *Hearing Loss*

Continued from page 2

At Misericordia, Cristino finds that she is treated in a mature way and is trusted to self-advocate. She makes sure to sit in the front row in classes and notifies the professors of her hearing loss. She noted, "My hearing loss has really taught me to stand up for myself, use humor in difficult situations, and have empathy towards anyone who is handicapped in any way." Cristino plans on obtaining another degree in audiology after her time at Misericordia and believes that her hearing loss will be very beneficial to understanding others who suffer from a similar situation. Cristino mentioned, "I believe that being hearing impaired myself will help me to better empathize with my patients. I've been on the receiving end of care my whole life. This gives me firsthand experience of what patients are going through."

Women WITH Children PROGRAM Ashley Peachy

STUDENT SPOTLIGHT

'17 JULIE PAPORELLO

Ashley Peachy, a single mother of a 3-year old, is a junior in our program. While perusing ASHA's website for Speech-Language Pathology programs, she discovered that Misericordia University has a Women with Children (WWC) Program—one of only eight in the nation. "After finding out about this resource, I decided to apply to the program" Ashley said. "I was accepted last November into the SLP program as well as the WWC program. I was particularly thrilled about the latter opportunity because I could provide a safe environment for my child while I was taking SLP classes."

Ashley moved from Idaho State University to Misericordia. She said that moving was nothing new for her as her father was in the army—so relocating was a common occurrence. Following in her father's footsteps, Ashley joined the army and continued her life of travel. "I ended up in Idaho where I had my daughter," she explained, but moving back east was a priority because I was originally from Kingston, Pennsylvania. "Being a single mom, I didn't want to end up getting into a school where I knew no one in the area."

Not only does she and her daughter, Eileen, have her own family nearby, but she also has a new family of sorts—the WWC program. This program is dedicated to serving student mothers who wish to continue their education. The 10 women in the program are provided with free housing by the university, the only program in the nation that does so. In addition, each family is provided with "access to county subsidies for day care, counseling, emergency needs such as food through our



in-house food pantries, medicines, winter coats, urgent car repair, book stipends, internship and career support, computers, study abroad opportunities, family programming, and children's programming," said Katherine Pohlidal, the Director of the WWC Program.

The program is certainly one of a kind. To enter the program, women like Ashley must be accepted to the university, be single and have custody of their children, have background checks, submit an application to the program with letters of recommendation, and be extensively interviewed. Approximately two women are accepted into the program each year, usually between the ages of 18 and 46 with up to two children. The WWC program has a current retention rate of 100%.

Katherine explained that being a part of the program is certainly not easy. "Our women are full-time mothers, full-time college students, work at least 10 hours a week or more, and must maintain the rules and expectations of the WWC program including community service and the program's contract and civility code,"

she said. "We have high expectations; it's not easy."

Along with Coordinator Theresa Doughty, Katherine is dedicated to student mothers like Ashley. "We are a 24/7, 365 day operation, and we are committed to it," said Katherine. She also acknowledged a deep emotional component to her job. "I so deeply admire our women for their courage and dedication to their children," she said. "I am very proud of their accomplishments and work ethic—they are simply amazing. Watching the children grow, seeing their joy and genuine happiness in being here, truly is at the heart of the matter. They call Misericordia University home, just as it should be."

For Ashley, being a part of such a program is an incredible blessing. "The Women with Children program helps to alleviate the everyday stressors of being a single mother," Ashley explained. "We still have more stress than the average student of course, but the program has made it easier to accomplish our goals. I am incredibly grateful to have been given this gift of being a member of the Women with Children program."

SLP Students ATTEND INTERNATIONAL Conferences

'19 D'MANDA PRICE

There are many international speech-language pathology conferences that professionals can attend; however, many never get to experience these conferences because of budget constraints and funding. Luckily, many students in our Speech-Language Pathology department get the rare opportunity to attend and present at these international conferences. This past year, our research students attended the International Fluency Association's 8th World Congress on Fluency Disorders in Lisbon, Portugal, as well as the Estill World Voice Symposium in Melbourne, Australia. Tia Spagnuolo, one of our graduate students described her appreciation for attending the international conferences best. "Being given the opportunity to attend an international conference is a privilege and an honor that some professionals with years and years of experience never receive; to have been given that opportunity as a graduate student was tremendous." This statement encompasses how research students who experience

just one international conference are impacted by the experience.

In January of 2015, the Estill World Voice Symposium was held in St. Kilda Beach, which is on the outskirts of Melbourne, Australia. The student researchers on the voice team—Tia Spagnuolo and Erin Roberts joined their mentor Dr. Cari Tellis in Australia. They gave two oral presentations at the Estill World Voice Symposium—an hour-long talk detailing the use of an integrated implicit-explicit approach to voice therapy and a 30-minute talk reporting on predictive variables for the Estill figures in a trained group. Erin explained, "The greatest part of attending this conference was being provided the opportunity to network with speech-language pathologists, voice teachers, and trained performers from around the world." Although research students have a valuable experience at international conferences, months of preparation go into each conference that they attend. To support this, Tia

stated, "With privilege and honor comes responsibility to be prepared to represent our mentors and our University well."

In July of 2015, the fluency team presented in Portugal at the International Fluency Association's 8th World Congress on Fluency Disorders. Abriel McCann, Tia Spagnuolo, Erin Roberts, and Sarah Tokach, along with mentors Dr. Glen Tellis, Dr. Cari Tellis, and Dr. Kathleen Scaler Scott had presentations at the conference. According to Abriel McCann, "We gave a verbal presentation on near-infrared spectroscopy, and specifically explained differences in hemoglobin concentration changes in the brains of people who stutter and typically fluent speakers. We also conducted an oral presentation on treatment and displayed several posters that related to the effects of homework on fluency, support groups, and knowledge about fluency assessment and treatment." After interviewing Abriel, I was struck by the extensive preparation that was needed to present at such a high level. Sarah also highlighted the important knowledge that she gained from attending the IFA conference saying, "At this conference, there are many professionals from all over the world with such differing viewpoints on current research that it is truly an invaluable experience."

Clearly, these research students are not only fortunate to have attended such noted conferences, but are also deserving of such opportunities because of their hard work. Many faculty members in the speech-language pathology department encourage students to get involved in research. International conferences provide an opportunity for students in our program to benefit from interacting with professionals in the field at the international level.



WHERE ARE THEY NOW?

AN *Interview* WITH *Midori Rodriguez,*

CLASS OF 2014

'17 ABRIEL MCCANN & '17 BRYN GROBLEWSKI

Midori Rodriguez, an accomplished 2014 Misericordia graduate, has continued her success post-graduation. She has since relocated to Salt Lake City, Utah



and accepted a position with Utah's Intermountain Medical Center. She has continued her involvement in the stuttering community in Northeastern, Pennsylvania as well as the National Stuttering Association Salt Lake City Chapter. We were able to catch up with Midori and gain insights about her current position and lifestyle. Following are highlights from her interview.

What is the most fulfilling part of a typical day at work?

The best part of my day is being able to make a difference in the lives of my patients or their loved ones. Whether it is helping someone to eat, speak, or learn again—or just being able to provide a listening ear or hand to hold, those moments are beyond

compare. To me, there is nothing like feeling you are making a difference doing something you love and are passionate about.

What is the biggest obstacle during a typical day at work?

Giving bad news. My heart hurts every time I have to tell someone that eating is not safe or that this thing called aphasia is not going to “clear” overnight. It is also very hard to not get attached to patients and “leave work at work.”

What about your current location appealed to you the most?

I love working in a trauma one hospital as well as in various departments in the hospital. I completed my clinical fellowship in our neuro specialty rehabilitation center, spent three months in our dysphagia clinic, and now work full time in our acute care department. Every day, I learn something new and am challenged with complex cases.

Why did you choose to work in a hospital?

In my graduate clinic and externship experiences, the days when I worked with adults in our Misericordia clinic or at Geisinger-Healthsouth Rehabilitation, never truthfully felt like work. I realized that these days were more “fun” to me than anything else, and I only became more

passionate about our field. When I graduated, I knew I wanted to work in a hospital setting with adults, and was willing to relocate to make this happen. Utah was my calling and I couldn't be happier.

What is the most rewarding part of your career?

I feel so incredibly blessed that my patients and their families trust my opinion and allow me to be a part of their recovery. To me, the best part about our field is being able to help others. I love it all—whether it's giving a person the first bites of food, placing a speaking valve on a person, hearing a person say the first words, or watching a person create memories again.

Where do you see yourself in five years?

I have no idea. Five years ago, I never thought I'd be living in Utah. I don't think I'll leave the medical setting anytime soon; however, I could see myself pursuing a Ph.D. or being more involved in working with persons who stutter.

We thank Midori for sharing her insights about her current career and life post-graduation. She is a wonderful inspiration for current speech-language pathology students and we wish nothing but the best for her future endeavors!

We would like to acknowledge

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Anatomage

VIRTUAL DISSECTION

Continued from page 1

interactive hands on approach via the Anatomage software."

This device also serves as an excellent supplement to performing dissections on a cadaver. With our university cadavers, students can only conduct dissections once; however, the Anatomage table provides unlimited opportunities to dissect the human body. The technology consists of a variety of educational options, such as the ability to separate and label

individual body parts and zoom in and out of a particular area in the body. Students are also provided with the opportunity to select various pathologies to more deeply explore different deficits seen with a specific disorder. Dr. Glen Tellis mentioned, "Although the Anatomage table is located in the Speech-Language Pathology department, all university students have access to this device and are encouraged to use it for studying. Dr. Tellis further stated that "the



Anatomage table is easy to navigate and has already been incorporated into several SLP classes."

PROFESSOR HIGHLIGHT:

Jessica Kisenwether, PH.D., CCC-SLP '17 MEGAN BRENCHLEY



Dr. Jessica Kisenwether is a graduate of Misericordia University's speech-language pathology program. After receiving her doctorate at The

Pennsylvania State University, she worked as a faculty member at the College of St. Rose for a few years and returned to Misericordia in 2015 to join the faculty. I interviewed Dr. Kisenwether to learn more about her decision to teach at Misericordia and her experiences so far:

When did you decide you wanted to teach at the collegiate level?

It was actually during my freshman year that I decided I wanted to pursue a Ph.D. and have a career in teaching/research. I had a professor that really challenged me to think outside the box. He was/ is very inspiring and I thought then that I wanted to do the same for students—so I decide to obtain my doctorate when I graduated.

How did you become interested in speech science?

Throughout high school and college I had an interest in science and math

courses and excelled in those areas. In my undergraduate and graduate studies, I liked the physics of sound, anatomy and physiology, voice, and dysphagia. I found that by focusing in the area of speech science I could study all of those areas in a broader sense.

What are the best parts about being a professor?

Fostering critical thinking and watching students make their own inferences. I really enjoy being a part of the development of clinicians. I not only have a stake in the future of our field myself by training students, but I also get to encourage them to challenge our current practices in an effort to improve upon our methods.

What advice do you have for SLP students who are considering pursuing their doctorates?

I would encourage them to take advantage of the research opportunities our university, school, and department provide. Although completing a Master's thesis would be wise, there are many other ways to get involved and gain some perspective about the research process.

How does being a professor differ from other jobs you have had as an SLP?

This probably ties into what I said before, but as an SLP you have the opportunity to change the lives of the clients you directly come in contact with. As a professor, you have the ability to shape the field by training students and subsequently those students spread their knowledge and abilities to many more individuals. I like to think that through my teaching and research I am bettering our field and the lives of clinicians and clients.

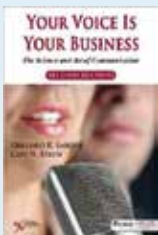
How has the program changed since you were a student here?

I'm not sure where to begin! There really isn't much of this program that is the same since I was here. Although I received an excellent education that I feel prepared me well for my future challenges, the program has expanded in every way possible from the number of students and professors to the physical space itself. The students here are very fortunate to have the resources and opportunities the department offers and I hope they will take full advantage!

What else would you like SLP students to know about you?

I would like them to know that my door is always open and I love working with students.

Your Voice is Your Business: The Science and Art of Communication, Second Edition



Author(s): Orlando R. Barone and Cari M. Tellis, Ph.D., CCC-SLP

Publisher: Plural Publishing, Inc.

Specialization: Voice Science, Interpersonal

Effectiveness, Public Speaking, and Performance

Your Voice Is Your Business: The Science and Art of Communication, Second Edition combines the latest in voice research and technology with the most powerful, state-of-the-art presentation skills and methods. The result is an integrated and comprehensive approach to connecting the technically based aspects of voice production with an applied, skill-based grasp of interpersonal effectiveness. This text serves as both a practical handbook and a resource on human vocal production in real-world settings. Relevant techniques of positioning, gesture, and paraverbals are

incorporated in the study of successful voice presentation. Additionally, technical information is integrated into the text and reviewed at the end of each chapter.

What is new about this edition of your textbook? This second edition responds to the readers' desire for an expansion of the topics, illustrations, and techniques found particularly effective in the first edition, and provides new information reported in recent speech-language pathology literature in two brand new chapters with vivid, powerful, and direct explanations and exercises.

What is your reason for writing? The book has been designed for ease of use for the student of voice science or people eager to use their communication abilities to their best advantage at work, on stage, or in everyday life. This text includes terminology references suitable to the serious student of the voice, as

well as detailed, realistic scenarios to further any professional's knowledge on the art of human communication, and will be a staple in multiple fields including speech-language pathology, communications, theater and drama, and business.

What is the most rewarding aspect of your work? Completing a project that I feel strongly about; providing useful information to readers

What is the most challenging aspect of your work? Capturing the most essential information and portraying it in a reader-friendly format.

Are you working on any additional projects? I have two upcoming books. Tellis, C.M., & Barone, O.R. (in press). *Counseling and Interviewing in Speech-Language Pathology and Audiology: A Therapy Resource*. Jones & Barlett Learning: Boston, MA. I'm also working on revising—*A Manual of Voice Therapy*, PRO-ED, Inc.

An Advanced Review of Speech-Language Pathology, 4th edition: Practice Examinations; Preparation for the Praxis and Comprehensive Examination



Author(s): Glen Tellis, M. N. Hegde, Celeste Roseberry-McKibbin

Publisher: PRO-ED, Inc.

Specialization: Speech-Language Pathology

This test is one of many requirements to obtain the Certificate of Clinical Competence that is issued by the American Speech-Language-Hearing Association (ASHA). Many state boards that license speech-language pathologists also use this test as a requirement for licensure. The questions in this test assess three broad areas, including (1) foundations and professional practice; (2) screening, assessment, evaluation, and diagnosis; and (3) planning, implementation, and evaluation of treatment. Within each of these categories, there are several subcategories of questions including

but not limited to typical development, epidemiology, cultural and linguistic service delivery options, counseling, ethics, legislation, research, genetics, and other areas.

The questions test application and knowledge in the nine areas of practice. These include hearing; fluency; voice, resonance, and motor speech; speech sound production; social aspects of communication, including pragmatics; feeding and swallowing; augmentative and alternative communication; receptive and expressive language; and cognitive aspects of communication. A unique feature that is available in this web-based version is that students will not only be able to compare their scores with their previous attempts at the test, but they will also be able to compare their scores with others who took the exam nationally and internationally.

What is your reason for writing? To allow students the opportunity to simulate the testing conditions during the actual PRAXIS-SLP examination as well as to provide students the opportunity to review and study for their own department required comprehensive examinations.

What is the most rewarding aspect of your work? Receiving feedback from numerous students from around the country who indicate that this resource helped them prepare for their comprehensive examinations as well as the PRAXIS-SLP exam.

What advice can you give to others who would like to write a textbook? Write every day, have discipline, and meet deadlines.

Introduction to Neurogenic Communication Disorders, Second Edition



Author: M. Hunter Manasco, Ph.D., CCC-SLP

Publisher: Jones & Bartlett Learning

Specialization: Adult communication disorders and associated neuroanatomy and neurophysiology

This text introduces students to common adult communication disorders and associated neuroanatomy and neurophysiology. This edition provides real examples, online videos, and patient profiles that provide actual case examples of symptoms, deficits, and pathological behaviors.

What is new about this edition of your textbook? *Introduction to Neurogenic Communication Disorders, Second Edition* features additional videos, updated and expanded therapy areas, updated information on sports related TBI, clinical notes, author's notes, and additional boxed topics (foreign accent syndrome, neurogenic stuttering, therapeutic window of L-Dopa).

What is your reason for writing? I needed this book for a class and none of the other available texts worked with my teaching style at the undergraduate level.

What is the most rewarding aspect of your work? Having the time to incorporate all the improvements I wanted for the first edition.

What is the most challenging aspect of your work? Being able to conceptualize the textbook and how you want it to work and look. Thinking about the style and vibe of the entire project and then spending years staying on course to the completion of that initial vision.

THE *Life* OF A *First Year* PROFESSOR

'17 JULIE PAPORELLO



Dr. Erik Raj, an alumnus of Misericordia University, has a unique passion when it comes to applying technology to the field of Speech-

Language Pathology. After graduating Misericordia's master's program in May 2008, he uprooted from New Jersey and moved to Detroit, Michigan, where he obtained his Ph.D. at Wayne State University. He graduated last May, 2015, and currently works as an assistant professor at Monmouth University, only one mile away from the Atlantic Ocean in West Long Branch, New Jersey. The following is an interview with Dr. Raj concerning the pursuit of his Ph.D. and his experience as a first-year professor:

When did you first realize that pursuing a Ph.D. was the right path for you?

While working as a full-time speech-language pathologist in New Jersey from 2008-2011, I consistently read research articles about how technology was impacting those with communication disorders. As a clinician who was passionate about exploring technology, I began to daydream about designing potential research studies that revolved around the idea of utilizing Internet technology to help people who stutter. Those ideas eventually led me to Wayne State University, a research institution in the heart of Detroit that embraced "outside the box" thinking. There, from 2011-2015, I was able to turn my daydream research studies into reality.

What influenced you to do so?

I had an insatiable appetite to learn as much as I could about how technology was impacting those with communication

disorders. I also knew that the faculty and staff at Wayne State University were just as excited as I was. So I happily accepted their offer to join their team as a Ph.D. student.

Were there any specific Misericordia classes and/or experiences that you feel most prepared you for your post-MU education?

Thankfully, while I was a graduate student at Misericordia University, I had extensive opportunities to conduct research alongside faculty members. Each one nurtured and encouraged me to ask questions, and to look at those questions from a researcher's point of view.

Was there a particular professor who inspired you to pursue your doctorate?

I wouldn't be here today if it weren't for Dr. Glen Tellis, Dr. Cari Tellis, and Ms. Lori Cimino.

What would be your advice for a student who is interested in receiving a doctorate in Speech Language Pathology?

Don't be afraid to move to another state to a city you've never been to before. I truly believe that if you keep your mind and heart open to new opportunities, good things happen. Uprooting myself from New Jersey to Detroit to live and work was one of the best life decisions I've ever made. Fun fact—when I lived in Detroit, my apartment was one mile away from the Canadian border!

Now that you are a professor, what are the favorite aspects of your profession?

There's nothing better than helping my graduate students grow as future clinicians. Each and every single day, I get to brainstorm with them about new and innovative ways to make speech-language therapy both fun and functional. It just doesn't get any better than that.

For more information about Dr. Raj, please visit www.erikxraj.com.

AN *Evening* WITH *Temple Grandin*

'17 COLLEEN DEIGNAN

In November 2015, Misericordia University had the privilege of hosting renowned author and autism activist, Temple Grandin. In this sold-out event, professors and students were granted the opportunity to hear Temple Grandin speak about her life and her incredible insight regarding autism. Misericordia University's Speech-Language Pathology Department's, Dr. Kathleen Scaler Scott spoke with Dr. Grandin and shared her experience with us.

When and where did you meet Temple Grandin? Was this your first time meeting her?

This was my first time meeting Temple Grandin. About an hour before the student talk with Temple Grandin was about to start, I was standing at a table in the Café in Insalaco chatting with two former SLP students. I had a stack of Temple's books on the table. Temple walked up, shook my hand, and started signing my books.

Can you describe your experience meeting her?

It was quite surreal. After she signed the books, we moved from the café to another room. I was alone with Temple Grandin and was excited to talk with her about many things related to autism, special needs, and speech-language pathology. She, however, had other ideas and asked me about the economy in the area. I was prepared to chat about a lot of things, but the economy wasn't one of them!

Did she provide any advice for aspiring speech-language pathologists?

Her message came through loud and clear: Don't assume that people need accommodations just because they have autism, and don't over-accommodate.

What is Temple Grandin currently doing?

She spends the majority of her time giving talks about supporting different learning styles and appreciating what each learning style can contribute to our society. She is also an author, professor of animal science, and consultant to the livestock industry on animal behavior.

What did you find to be the most important/impactful information Temple Grandin shared?

Instead of trying to eliminate what

many consider an "obsessive interest" of someone with autism, help the person to shape his or her passion into a future career.

Did Temple Grandin share any advice for people treating or communicating with individuals with autism?

Encourage children to use their words but give them time to do so. If we rush children and give them the answers, we may assume that they are unable to do something. But if we give them time, we may be surprised by the level of knowledge they can convey.



Letter

FROM THE *Chair*

GLEN TELLIS, PH.D., PROFESSOR AND DEPARTMENT CHAIR

This is the ninth year of our newsletter, and our student editors have shared several interesting articles for this edition. Every fall semester when I receive the newsletter I am amazed at all that has taken place in the department during the previous year. Our relatively new department is only in its 13th year of existence; however, the quality of each cohort of students keeps improving.

Our incoming first year students were again in the top 10% of their high school graduating class and the majority of our students excelled in the program. For example, in April 2015, at the Pennsylvania Speech-Language Hearing Association (PSHA) convention in Harrisburg, Pennsylvania, our National Student Speech-Language Hearing Association (NSSLHA) Chapter once again received the PSHA Membership Award as well as the Chapter Honors. NSSLHA held many fundraisers and events and even collaborated with other organizations to host best-selling author and autism activist—Temple Grandin. Our recent graduates, Sarah Nelson, Nicole Smith, and Elisabeth Karmondy were Misericordia 2015 valedictorians. They graduated with a perfect cumulative GPA of 4.0. Our 2015 graduating class also received 100% first time passing scores on the PRAXIS-SLP national examination. Many of our students presented numerous papers with faculty members at state, national, and international conferences. In January, 2015 two of our students along with Dr. Cari Tellis presented research at the Estill World Voice Symposium in Melbourne, Australia. In July 2015, four students along with four faculty members presented numerous papers at the 8th World Congress on Fluency Disorders in Lisbon, Portugal. We are equally

pleased that six of our alumni have either completed their research doctorates and are now faculty members at universities or are in the process of completing their doctorates.

The faculty have presented at numerous conferences, published papers, and written books. Faculty also served as reviewers and editorial consultants for premier journals in our discipline. In 2015, the SLP department co-sponsored with the Hazleton Area School District Early Intervention Department and the Liv with Autism Foundation, a full-day seminar that was attended by over 100 professional and students. Our faculty received several grants in 2014-2015. We received funding from various sources, including, Community Foundation of the Endless Mountains, First Federal Charitable Foundation, First National Bank of Pennsylvania, First National Community Bank, Frontier Communications, Gabriel Bernabeo Initiative, Landmark Bank, M&T Bank, Medico Industries, Memco Realty, and Weis Markets. The department received other external funds from: the Gabriel Bernabeo Initiative, and RERC on Universal Interface and Information Technology Access (UIITA) (Funding from NIDRR). This grant, through the University of Wisconsin, Madison, includes a subcontract to Raising the Floor-US for off-campus contributors. We also received a subcontract with Raising the Floor for our work on the RERC. Funding has allowed us to provide cutting-edge services and maintain state-of-the art clinic and research facilities. On our department website, we now have a virtual tour that showcases our technology, labs, clinics, and other aspects of our program.



The Speech-Language and Hearing Center continues to provide a valuable service to the community. We continue our partnerships with numerous agencies including the Hazleton Area School District's Office of Special Education Early Intervention Program, the Office of Vocational Rehabilitation, and the Bureau of Disabilities. Our department also was featured in several newspaper articles and radio 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 receive services in our Speech-Language and Hearing Center.

I hope you enjoy this edition of our newsletter. Please take a moment to browse through our department website (www.misericordia.edu/slp) and learn more about our program.

A handwritten signature in dark ink, appearing to read "Glen Tellis".

Glen Tellis, Ph.D.
Professor and Department Chair



Department of Speech-Language Pathology

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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:

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