



Articulator

www.misericordia.edu/slp

Fall 2013

Letter FROM THE *Editor*

BY HILARY HOOVER, CLASS OF 2015

When I was asked to work on the *Articulator*, I could not turn down this amazing opportunity to tell you about the new and exciting developments happening in our department. Being a part of a program where you not only have a cutting-edge curriculum but also a great support system is a truly wonderful feeling. Having small, specialized classes and the ability to meet one-on-one with professors manifests our school's motto, "Learn to Succeed." Our Speech Language Pathology program is designed in a way to challenge you every day, but it is by overcoming these challenges that we can see what we have truly accomplished. We are provided with many opportunities in our program to participate in research, launch meaningful service projects, give back to our community, and learn from specialists in our field by travelling to and presenting at conferences and seminars around the world.

In this newsletter, you will learn first-hand from our student writers about the growth of our program, groundbreaking student and faculty research, thriving advocacy programs, innovative technologies, and our vibrant chapter of the National Student Speech Language Hearing Association (NSSLHA). Without the hard work and the collaboration of faculty, staff, and students, this newsletter would not be possible.

As you peruse through these pages, you will be amazed when you read about the passion and the determination of our students, the commitment of our staff and faculty, and the accomplishments that they have achieved. You will begin to understand what makes our program so successful. We are driven by our personal commitment to furthering our education and the promise of each day bringing a new opportunity to help make a positive difference in someone's life. I hope you enjoy this edition of the *Articulator*.

Very Respectfully,

Hilary Hoover, Class of 2015

WHO *Needs* *Research* ANYWAY?

'15 AMANDA TOMASELLI

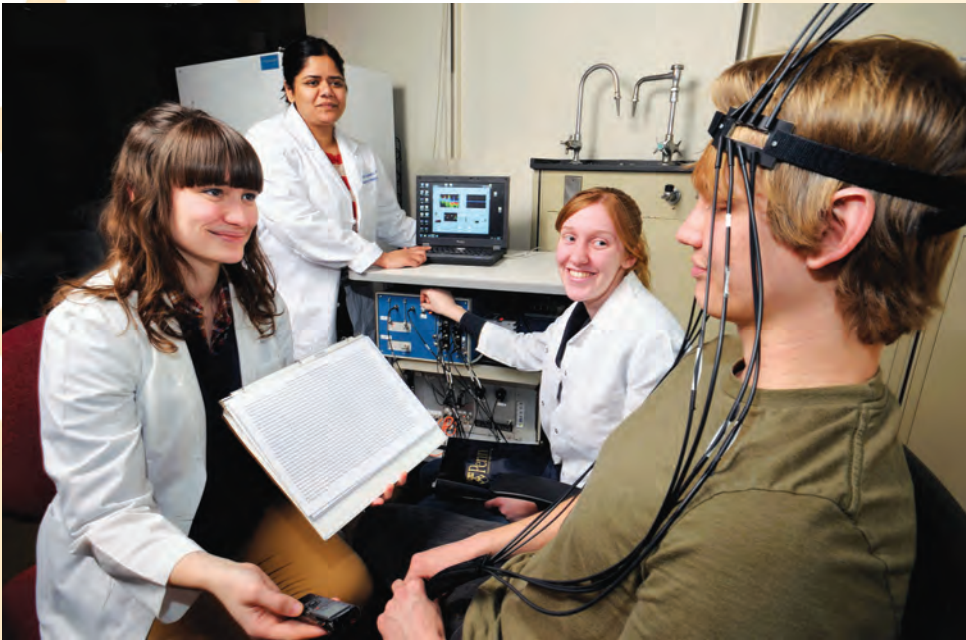
We do! The field of Speech-Language Pathology (SLP) is continuing to expand and we are responsible for providing therapy to clients with various disorders. We all need to be involved in evidence-based practice, not only to provide the most appropriate therapy based on objective scientific data, but also to gain credibility in our discipline. I was fortunate to have the opportunity to be involved in research from my freshmen year in college and soon realized how crucial research is to enhancing our profession. In the past three years, I have presented at numerous state, national, and international conferences and have relished the opportunity to share the results of my research with other professionals. I was pleasantly surprised with the interest that these professionals had for how our research could be applied to improve current practice.

After three years of conducting research, I decided to survey my classmates to determine whether they too shared my enthusiasm for research. It was interesting to note that out of the 34 students in my class, 100% believed that research is beneficial; however, 50% were uncertain if they would like to conduct research themselves. From the 50% of students who indicated uncertainty, 41.1% mentioned that they were scared to conduct research. Through my experience, I believe that if given the opportunity, students will realize that research is not to be feared

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but is important for the advancement of our discipline. It requires attention to detail, observation, analysis, and other abilities. These seem daunting to many, and I too experienced this fear initially. After a few hours in the lab and through trial and error, however, I know it is possible to become competent at research. My interest grows when I realize that research often provides answers to many clinical questions.

In our department, about 40% of our graduate students have conducted research. I recently interviewed many students and alumni who have conducted research to get their

perspective. Maria Kidron, one of our recent graduates commented, "Doing research has opened my eyes to an entirely different aspect of our field. The reward for conducting research and spending long hours in the lab is the opportunity to present at international, national, and state conferences." Maria says, "It is at these conferences that we get to present our work and converse with other intellectuals and researchers from around the world." She mentioned to me that she became a more confident clinician by participating in research because she could apply her findings to clinical practice and provide her clients with the highest quality of service.

from the University of Pennsylvania. They are using Diffuse Correlation Spectroscopy (DCS) and Near-Infrared Spectroscopy (NIRS) to measure brain blood flow (DCS) and hemoglobin concentration (NIRS) in people who stutter compared to people who are normally fluent. Their work has been featured on TV and in local and national media. Their roles in this project are to help fine-tune the study, find and match participants, run the experiments, input data into a spreadsheet, and analyze results. One would think that this work is enough to keep them busy, but not for Gulotta and Cellary. They are currently working on an additional NIRS study here at Misericordia. They, along with their faculty mentor Dr. Glen Tellis who leads the study, are testing 100 typically fluent speakers to determine hemoglobin concentration changes in the brain while participants perform several speech and non-speech tasks. Once they obtain these results, they will then be able to test persons with communicative disorders and compare the results of typically fluent individuals with those with disordered communication. Gulotta says, "This is something that does not already exist, so it is exciting to be involved in such groundbreaking work! Hopefully, it will result in more robust assessment and treatment procedures in the future."



Mary Gulotta, a second year graduate student, began doing research in her sophomore year. She cherishes the opportunity to present at conferences as well. Mary along with another student, Claire Cellary, is conducting groundbreaking research with a team

Many students may be intimidated when they walk through the fast-paced setting of the SLP department; however, if interested in doing research, all they need to do is ask a professor or a fellow student who is conducting research with a professor. I asked during my freshmen year and have no regrets. Research has opened many doors for me that I did not know even existed. Gulotta says, "If there is an area of interest that you would like to pursue, ask the professor who specializes in that area." We at Misericordia firmly believe that research is well worth the extra time and commitment.



In the field of Speech-Language Pathology, maintaining eye-contact has long been seen as a vital part of conversation. In our research lab, we are currently working with novel technology to determine how much eye-contact is made during conversation with persons who have communicative disorders, including auditory processing disorders, autism and stuttering. We are excited about this technology because we can now track in real-time what the subject is doing while engaged in conversation. We are conducting pilot studies with ISCAN to quantify the amount of eye-contact that occurs during speech. The ISCAN is a non-invasive eye-gaze tracking device that maps eye movement using infra-red technology. The device itself consists of a hat with an attached camera and lens that sends

information to a computer, which subsequently analyzes the incoming videos and provides data about the amount of eye-contact during conversation.

What makes the ISCAN unique is that the investigator gets a mirror-image and the same angle and view as what the participant experiences during conversation. Once the device is calibrated to the participant's eye, the computer program indicates where the eye is focusing at all times. The ISCAN has been programmed to produce a tone when a participant looks into the eyes of the listener. Dr. Kathleen Scaler Scott and her graduate assistants Heather Arnold and Tori Flormann would like to determine whether the biofeedback tone results in an increase

in the participant's eye-contact during conversational speech. There have been several previous studies conducted to obtain normative data on eye movement; however, to our knowledge, no research has focused on the ISCAN as a therapy tool. Also, most research investigates only static images, but Dr. Scaler Scott's current study involves dynamic scenes. Heather says, "Our preliminary research appears very promising but we cannot generalize our results because of the small sample size. I know that as we obtain more data, we will be able to reach more definite conclusions." After seeing the researchers in action, I am impressed with their use of this cutting-edge technology, which is just emerging as a new line of research in our discipline.

'16 SARAH RIZZOLO

The activities of The Misericordia Chapter of the National Student Speech-Language Hearing Association (NSSLHA) have been many and diverse this year. Once elected, the officers immediately began generating ideas and planning events. Our members were engaged in many fundraisers including selling bracelets and clothing sales. We participated in a run to support Cougars for Kids 5k for the Wyoming Valley Children's Association. We continued our mentoring program for speech-language pathology freshmen and sophomores by holding a panel discussion led by junior and senior mentors. For National Stuttering Awareness Day, we educated peers and the public about stuttering and cluttering by giving out organizational packets and playing a video about fluency disorders. We collected and donated ten shoeboxes for Operation Christmas Child. These shoeboxes were filled with different gifts that help put a smile on the faces of less fortunate children around the world during the holiday season.



We continue to work with Mercy Center in Dallas, Pennsylvania, and provide different cards or decorations that our members created. For Halloween, we created paper pumpkins as a donation for the residents of Mercy Center. The freshmen service project involved creating cards and ornaments for Mercy Center for the holiday season. The junior class service project was to raise money for the Catherine McAuley House for the "Adopt a Family" program during the holiday season. The outcome of the service project gave the mothers of the house an opportunity to purchase presents for their children that they would not otherwise have been able to provide. As a club, we collected and donated forty pounds of food to the local food bank in Dallas, Pennsylvania, to support hungry families in our area.

With the tremendous amount of participation from our members, we were able to make many donations. Apart from the service that was mentioned previously, we donated to Operation Smile, NSSLHA Loves, Make-A-Wish Foundation, Muscular Dystrophy Association, Autism Society of America, American Cancer Society,

Alzheimer's Association, UNICEF, and the Victims Resource Center. We also were able to donate to the American Speech-Language Hearing Association (ASHA) Annual Giving Campaign. Our graduate students presented at the International Fluency Conference in Paris and we were able to help cover part of their travel expenses to the conference.

Our NSSLHA Chapter was recognized by receiving ASHA Silver Chapter Honors for our service activities. For the sixth year in a row, at the state convention in Lancaster, Pennsylvania, the Misericordia University Chapter of NSSLHA received the Pennsylvania Speech-Language Hearing Association (PSHA) Membership Award for 100% membership participation.

Misericordia's NSSLHA officers and all the members of the club are always willing to take the time to help others in need and are ready to find new ways to help the community. Through our efforts of volunteering and providing service within and outside we believe that we in some small way, have made an indelible impact on the lives of others.

Stuttering SUPPORT Group

'14 MICHELLE BRUNO

No one should have to endure stuttering alone. Stuttering affects over 3 million Americans and many who stutter have no avenue to discuss their stuttering with others who experience the negative attitudes and opinions of others. Now, a new addition to the many outlets of support that Misericordia University offers began as the



Stuttering Support Group. Recently, it has been recognized as the Northeast Pennsylvania Chapter of the National Stuttering Association. As explained on their Facebook page, the mission of this group is to "reach out to all those affected by stuttering. Together we can help each other undo emotional damage and provide a comfortable place to ensure that we are not alone in our struggles with stuttering." The group began meeting informally in October 2012. Now, however, the coordinators of the group follow a set schedule for meeting dates. The group meets every 1st and 3rd Tuesday of the month at 6:30 PM in Room 212 of Passan Hall in the Department of Speech-Language Pathology. There is no time limit on how long each meeting will last; meetings last until everyone feels comfortable with leaving.

Terry Murgallis, the student who began the original support group, explained to me that he wants to get persons who stutter together to feel like they belong—that they are not alone. He was especially interested in starting the group because many persons who stutter do not know many other people who stutter. Midori Rodriguez a graduate student in our program co-founded the support group and is very involved in it. She organizes and helps promote the group in addition to monitoring the Facebook page and e-mail account. The group is advertised through flyers, local newspapers, other media, and rehabilitation centers. Midori also serves as the liaison between the group members and our department chair, Dr. Glen Tellis, a Board-Recognized Fluency Specialist and Mentor.

The meetings are informal and group members are encouraged to come and talk freely about good and/or bad situations they have experienced or anything else that they wish to share. This group is open to all ages. Children are welcome and strongly encouraged to attend. As the group grows, Terry explained the possibility of starting another support group



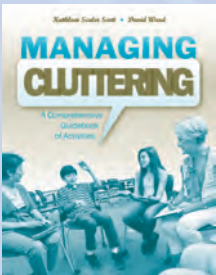
geared specifically to children. Terry and Midori are very pleased with the increase in their group membership from their original meeting. They are particularly happy to see the changes in the quality of lives of many who attend the group meetings and who now have a safe environment to discuss their stuttering with others.

Anyone who wishes to attend a group meeting is welcome to just show up! The group can be reached by e-mail (stutteringsupport@misericordia.edu), Facebook (Northeast Pennsylvania Chapter of the National Stuttering Association), or phone (570-674-6724).

MANAGING *Cluttering:* A *Comprehensive* *Guidebook* OF *Activities*

'17 JULIE PAPORELLO

I had the opportunity to sit down to interview Dr. Scaler Scott about her latest book, *Managing Cluttering: A Comprehensive Guidebook of Activities*. Dr. Scaler Scott specializes in cluttering and is one of the top researchers in this field. This is her second book.



JP: What is your book about?

KSS: It's a therapy manual meant for clinicians. It is a tool to help them assess their clients. The book

focuses on how to assess and treat children and adults with cluttering. There is also information about how to treat cluttering along with other disorders, such as ADHD.

JP: What is Cluttering?

KSS: Cluttering is a Fluency Disorder. People with cluttering will sound fast to the listener and are often unintelligible. In layman's terms, cluttering sounds like "mushy speech;" the words get jumbled together and are unclear.

JP: Why was it important to write this book?

KSS: I've always wanted to write a book about cluttering because it's very misunderstood. In 2007, the International Cluttering Association was formed and set out to inform the world about cluttering. Still, cluttering is misdiagnosed as stuttering. Sometimes clutterers seeking help can be dismissed and told there is nothing wrong. Even therapists say that they receive little training in

dealing with cluttering. A resource was definitely needed.

JP: What kind of research did you conduct to write the book?

KSS: Prior to the book, my co-author, Dr. David Ward, and I edited a textbook that was published in 2011. People such as ourselves were recruited from all over the world to write chapters on their latest research findings. When it came time to write *Managing Cluttering*, we used a lot of that research along with things we had learned from our combined clinical experience.

JP: Who is this book geared toward?

KSS: The book is geared more toward clinicians, but can also be used by adults who are savvy at their own therapy as a self-learning tool.

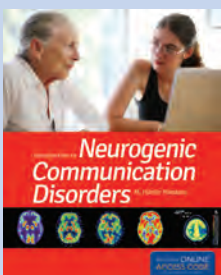
JP: Where can this book be purchased?

KSS: It can be bought online at PROEDInc.com for \$35.

AN *Introduction* TO *Neurogenic* *Communication* *Disorders*

'15 HILARY HOOVER

Dr. Manasco specializes in neuroanatomy, aphasia, motor speech disorders, dysphagia, traumatic brain injury, dementia, and autism. This is his third book.



HH: What is your book about?

HM: It is an undergraduate textbook covering communication disorders that occur along with damage, degeneration, or degradation

of the nervous system. Mostly it focuses on adult disorders but some relevant pediatric problems are discussed.

HH: Why was it important to write this book?

HM: I looked for about three years for a neurology book that actually presented information at the undergraduate level and in a way that matched my teaching style (lots of anecdotes and videos). I never could find one. So, I wrote this book out of necessity because I really like teaching undergraduate neuro classes but was frustrated because all the supposedly "intro" level books were overly technical for undergraduates. Most of my undergraduate students never even opened the books. This was my attempt to write an unabashedly undergraduate level book packaged with videos and with primary text broken up and illustrated by clinical anecdotes. It is a book that is written to be accessible, engaging, and to facilitate learning.

HH: What kind of research did you conduct to write the book?

HM: Gauged by weight, probably upwards of one hundred and fifty to two hundred pounds of research was pulled and reviewed. Though, not all was actually used for the book since my goal was to keep it at the undergraduate level.

HH: Your book includes Author's Notes about some of your own experiences with specific disorders. Do you have a favorite story?

HM: Well, as may be expected, the right hemisphere chapter certainly is a heavy hitter when it comes to personal anecdotes.

HH: Where can this book be purchased?

HM: Amazon.com, college bookstores, and of course my publisher Jones and Bartlett Learning.

Giving OUR *Students* AN *Unparalleled* CLINICAL *Experience*

'15 HILARY HOOVER

Misericordia University offers graduate Speech Language Pathology students the opportunity to complete an off campus clinical rotation during the first year of graduate school. This clinical experience gives our students real world experience with a diverse and challenging case load. Many of our graduate students attend clinic off-campus at several placements including Wyoming Valley Children's Association (WVCA), a site sponsored by the Hazelton Area School District's Office of Special Education Early Intervention Program, Bear Creek Community Charter School, and Riverside Rehabilitation in Mountaintop, Pennsylvania. According to our Clinical Director, Lori Cimino, these sites provide our students with unique real-life clinical experiences where our graduate students conduct therapy sessions either in the classrooms or in treatment rooms. Our students concurrently learn billing and paperwork that is required by state and federal agencies. They also take responsibility for IEP writing that



does not pertain to hypothetical situations, but to actual clients.

Not only do our students assess and treat children and adults with severe

communication disorders but they also learn to work closely with teachers, administrators, parents, and TSS workers. Ms. Cimino says, "It is great for students to have the opportunity to be off campus before their fieldwork." Being off campus provides a sense of independence; however, the students are closely supervised by experienced licensed clinicians. The early-intervention centers train our students to provide individually tailored sessions for many children with special needs to ensure that each child's specific needs are met. The rehabilitation setting provides our students with the opportunity to experience an outpatient center that also offers OT and PT. We believe that exposure to these sites early in the graduate program provides students with confidence and experience to tackle the most difficult cases once they begin their fieldwork rotations and full time jobs.





Catching Up WITH Kelly DeHaven

BY '15 ASHLEY ZIMMERMAN

When Kelly DeHaven was completing her graduate education in our department, she mentioned to the faculty that she intended to continue her studies and complete a doctorate

because she was very interested in research. Kelly told me that "the research class that she took in our department instilled in her the desire to conduct research and pursue a doctoral degree." She said, "Observing our professors engaged in research as well as their encouragement to conduct research sparked my desire to advance my knowledge in the discipline." A few years after graduating from our program and after working as a Speech-Language

Pathologist (SLP) in a rehabilitation hospital, Kelly once again felt the urge to go back to school. She was particularly interested in working with post-secondary adolescents with special needs and decided to enroll in a Ph.D. program in Special Education at Arcadia University.

Kelly attended Arcadia in part because the department allowed her to complete her doctoral studies and keep her job as a SLP. Presently, she is completing her dissertation on video modeling to observe generalization of social skills in the adolescent special needs group. Kelly stated that she is engaged in scholarly writing and that her current work for her doctorate is not as clinically-centered; however, she believes that the fieldwork placements that she completed while at Misericordia were enriching and shaped her future career.

Kelly's advice to budding students who intend to pursue a doctoral degree is to have a plan and be organized. The doctoral student said, "It is much harder to complete your Ph.D. while having a family because children take up a large part of your life, but you need to persevere and keep your end goal in mind and you will succeed."



We would like to acknowledge

THE FOLLOWING FOR *providing grants* TO THE **SLP Department:**

FIRST NATIONAL COMMUNITY BANK, FRONTIER COMMUNICATIONS, LANDMARK BANK, MEDICO INDUSTRIES, AMERICAN WATER COMPANY, PNC BANK, SUSQUEHANNA BANK, WILKES-BARRE GENERAL HOSPITAL AUXILIARY FUND OF THE LUZERNE FOUNDATION

We would like to thank

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DR. KELLEY MORAN, EMMA MULHERN, JOANN NEWELL, SYLVIA MASS

Motion Capture Technology

'15 MOLLY O'CONNOR

Motion Capture Technology (MCT), in simple terms, is a process that digitally records movement. MCT has been used in the US military to rehabilitate injured soldiers, to teach dancers to refine and perfect movement, and to educate athletes to fine-tune muscle movement to improve performance. It has been used in motion pictures, scientific research, robotics, biomedical analysis, engineering, education, virtual reality, and other fields. Now, our group, led by Dr. Hunter Manasco, is using MCT in our lab to establish norms for facial movement for typical speakers and those with Parkinson's disease.

MCT uses infrared optical motion-capture cameras to track and record movements in three dimensions. We are using MCT to determine subtle and minute changes in facial movement during speech. The infrared light emitted from these cameras is mirrored off reflective markers worn on the skin of the individual whose movement is being recorded. In our study, markers are placed on the lips and the mandible. The cameras receive the light reflected off the markers, and computers track the movement of the markers to create three-dimensional images. Computers use these data to measure velocity and range of motion of the recorded movements.

In several fields, this technology has advanced significantly in the last decade. Specifically for communication disorders, it has been used to understand gesture-based communication, as well as to

examine the interaction between facial movement and speech-language development in children with cerebral palsy. Still, the current use of MCT in the field of speech disorders is limited. Our group, therefore, is interested in using MCT to establish norms for facial movement for typical speakers to compare to those with movement disorders and motor diseases such as Parkinson's. We are currently collecting normative data on velocity and range of motion of mandibular and labial movements.

Our initial results have been very positive and we have presented our findings at state and national conferences. Though the work is painstaking and requires acute attention to detail, we hope that the results will eventually provide a basis for future studies and improvements in assessment and treatment of communication disorders.



Letter FROM THE *Chair*

GLEN TELLIS, Ph.D.

PROFESSOR AND DEPARTMENT CHAIR

This is the seventh year of our newsletter and our student editor has solicited many interesting articles for this edition. I look forward to receiving the finished product each fall because I get the opportunity to read about all the wonderful things that have happened in our program during the past year. Our relatively new department is only in its 11th year of existence, and I am amazed at the growth of this program as well as the quality of each cohort of students.

Our incoming freshmen class has students who were again in the top 10% of their high school graduating class. Other students in the program have also excelled. For example, in April 2013, 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. At the convention, for the sixth year in succession, one of our students, Mary Gulotta received the Von Drach Memorial Scholarship that is awarded to the outstanding graduate student from the entire state of Pennsylvania. Erin Roberts one of our sophomores with a perfect 4.0

cumulative GPA received the Elite 89 award at the 2012 NCAA Division III Women's Soccer Championship in San Antonio, Texas. This award is presented to the student athlete who participates in the finals for each of the NCAA's championships and has the highest cumulative GPA. Maria Kidron our recent graduate was the Misericordia 2013 valedictorian. She graduated with a perfect cumulative GPA of 4.0.

Many of our students also presented numerous papers with faculty members at state, national, and international conferences. In July, 2013 four students were invited to present two seminars at the National Stuttering Association's annual convention in Scottsdale, Arizona. In August, 2013, four other students and faculty were invited to present seminars at the Estill World Voice Symposium at Harvard University. We are also equally pleased that five 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. Our faculty received several grants in 2012-2013. Funding from various sources, including, First National Community Bank, Frontier Communications, Landmark Bank, Medico Industries, American Water Company, PNC Bank, Susquehanna Bank, and the Wilkes-

Barre General Hospital Auxiliary Fund of the Luzerne Foundation 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.

In 2013, the SLP department co-sponsored with the Luzerne Intermediate Unit 18, a full-day iPad seminar that was presented by 2009 alumnus Erik X. Raj. He is currently completing his doctorate at Wayne State University in Detroit, Michigan. His workshop was very well attended. In 2013, for May is Better Speech and Hearing Month, our department hosted the third Exceptional Art Exceptional Artists event to showcase artwork created by many of our clients with disabilities. The event was a success with over 150 people in attendance. I would like to thank all our benefactors and sponsors for continuing to generously support this event.



The Speech-Language and Hearing Center continues to provide a valuable service to the community. We continue our partnerships with numerous agencies including the Hazelton 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.

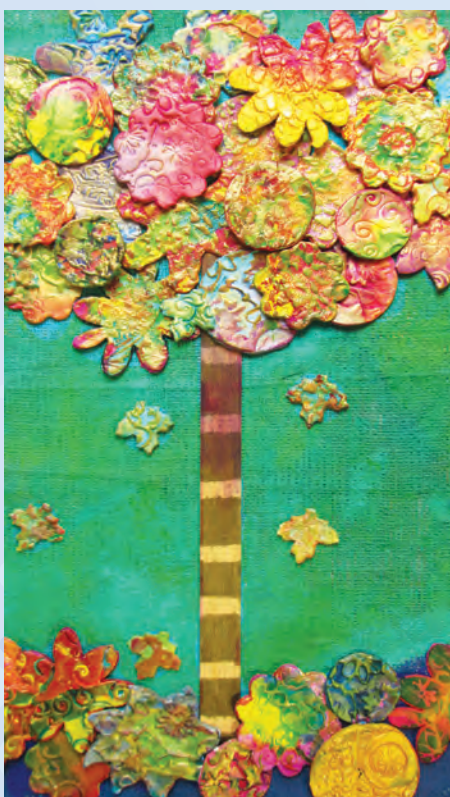
Handwritten signature of Glen Tellis, Ph.D.

Glen Tellis, Ph.D.
Professor and Department Chair



EXCEPTIONAL *Art-*
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MAY 2013





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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