In 2007, BU embarked on a course to greatness. Learn more at www.bu.edu/president/annualreport.

For more information on Boston University College of Health & Rehabilitation Sciences: Sargent College, including the latest news and events, visit www.bu.edu/sargent.

Boston University’s policies provide for equal opportunity and affirmative action in employment and admission to all programs of the University.

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Sargent

Wendy Coster’s measurement tools help children with disabilities perform everyday tasks.
I am delighted to introduce this issue of Inside Sargent. In the past year, Boston University has embarked upon a new strategic plan entitled “Choosing to Be Great,” the cornerstone of which is a focus on offering excellent undergraduate and professional education while strengthening the quality of our faculty and student body. This issue of Inside Sargent will give you a snapshot of the great progress we have made on both of these fronts in the past year.

One major accomplishment this year was revamping our introductory freshman course from a large lecture to a small seminar format in which all freshmen have the opportunity to interact with our senior faculty. As you will learn, students read and discussed books on topics including the relationship between poverty and health, the challenges facing health care practitioners, and the effect of disabilities on individuals. The readings were made all the more meaningful since we were fortunate enough to have Dr. Jim Kim, co-founder of Partners in Health, whose work was the focus of one of the books the students read, as our annual Dudley Allen Sargent lecture. The lecture was so popular that it turned out to be the best attended in the history of the Dudley Allen Sargent Lecture Series.

You will also read about the wonderful experiences that our undergraduate students have outside of the classroom—from study abroad to working in offsite centers, such as the Aphasia Community Resource Center. As you will read, these experiences are invaluable in helping students make critical decisions about their careers, whether they are interested in a career in direct clinical care or one that will involve health policy and administration.

There is no question that a key to the success of BU Sargent College is the quality of our faculty. Dr. Wendy Coster, one of the faculty members who is featured on the cover this year, is the Chair of our Occupational Therapy department, which was rated the #1 program in the country by U.S. News & World Report this year. Professor Coster received the 2007 Eleanor Clarke Slagle Lectureship Award, the highest academic honor of the profession, from the American Occupational Therapy Association (AOTA) this past spring at the annual AOTA conference. Dr. Coster is recognized internationally for developing measures of daily life skills for children with disabilities.

We also feature the work of three of our newest faculty members, Dr. Susan Langmore, Dr. Sweta Girgenrath, and Dr. Christine Helrich. Dr. Langmore, who joined our Department of Speech, Language & Hearing Sciences last fall, is an internationally recognized researcher and clinician in the area of swallowing disorders (known as dysphagia). Her research aimed at improving swallowing in patients with head and neck cancer is featured in this issue. Another important newcomer to the Sargent community is Dr. Girgenrath, who recently joined the Department of Health Sciences. Funded by a grant from the Muscular Dystrophy Association, Dr. Girgenrath is studying the cell biology of congenital muscular dystrophy. Dr. Christine Helrich’s research, which focuses on the importance of teaching homeless individuals life skills that will allow them to stay in housing, is also featured. You will learn about Dr. Paula Quatromoni, a member of our Nutrition faculty, and an investigator on the world-renowned Framingham Heart Study, who is involved in research assessing the effects of diet and exercise on childhood obesity. Lastly, in this issue you can read about Sargent’s ongoing commitment to community outreach through our Aphasia Community Resource Center, our Center for Psychiatric Rehabilitation, and the work of our students and faculty in other settings.

As always, I hope you enjoy this issue of Inside Sargent and welcome your thoughts and feedback.

With warm regards,

Gloria Waters
Dean and Professor

MESSAGE FROM THE DEAN
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Melanie Matthies

A required seminar, SAR HP 151 Introduction to the Health and Rehabilitation Professions was revamped into an exciting discussion-based course with thought-provoking texts that brought cohesion and community to the 2007 freshman class. “It was more fun and more of a challenge than other approaches we usually take to course development,” said Melanie L. Matthies, associate dean and associate professor of speech, language, and hearing sciences, who was charged with reorganizing the course with thought-provoking texts that brought cohesion and community to the 2007 freshman class. “It was more fun and more of a challenge than other approaches we usually take to course development,” said Melanie L. Matthies, associate dean and associate professor of speech, language, and hearing sciences, who was charged with reorganizing the course with thought-provoking texts that brought cohesion and community to the 2007 freshman class. “It was more fun and more of a challenge than other approaches we usually take to course development,” said Melanie L. Matthies, associate dean and associate professor of speech, language, and hearing sciences, who was charged with reorganizing the course with thought-provoking texts that brought cohesion and community to the 2007 freshman class.

Matthies met several times with the department chairs and Dean Gloria Waters to discuss the approach and basic principles before coming up with a bare-bones framework, which the HP 151 team later filled in with specifics. The course, initially designed to introduce freshmen to Sargent College with thought-provoking texts that brought cohesion and community to the 2007 freshman class, previously taught in a large lecture hall by rotating faculty.

Matthies said her goals were to give students a more realistic background on health and rehabilitation sciences as a whole, including the relationship between poverty and health, the challenges facing health care practitioners, and the effect of health and disabilities on individuals. Instead of a lecture hall-based format, the emphasis was on small classes of 10 to 12 students, which met in the Dean’s Conference Room. The foundation of the new course was based on an integration of analytical reading, class discussion, and essay writing.

“Students need to understand the broader framework of health care and its underlying concepts,” Matthies explained. “Health care is organized into different kinds of systems, and the choice of a system has an impact on society.”

The course requirements included eight one- to two-page essays and three short papers of four to five pages. All of the written work was evaluated by Theodora Goss and other instructors from the College of Arts & Sciences (CAS) Writing Program. Goss, a CAS doctoral student, developed the standards and appropriate materials and teaching requirements. “It was a pleasure to collaborate with Dora. She is a published author herself and set high standards for written work in HP 151,” Matthies said. Papers were graded for organization and clarity. Prior to each class, three discussion topics were announced; students could choose one of the questions and submit their responses in writing as a one-page essay requirement. This way, every student was well prepared to discuss at least one of the three topics assigned. Half the grade was based on students’ participation in the discussions. They had to actively listen, to contribute and engage each other with well-reasoned arguments; and to comment on each other’s insights and personal experiences.

“What shocked me was that nearly everyone had a story about receiving poor medical care, ranging from doctors being rude or dismissive to episodes bordering on malpractice,” Matthies said. “That kind of sharing helped everyone feel connected.”

The instructors’ efforts resulted in mostly enthusiastic and positive responses from students, such as these extracted from course evaluations: “I am a shy person but I was happy to have had this opportunity to collaborate with so many people and to see the personal interaction between senior faculty and freshman,” said Matthies. “Their immediate connection and the sense of community were wonderful to see.”

Books used in HP 151, Introduction to the Health and Rehabilitation Professions: No Pity, by Joseph Shapiro; Mountains Beyond Mountains, by Tracy Kidder, and How Doctors Think, by Jerome Groopman, MD.
Getting outside U.S. borders does offer a perspective that can make a career decision click. Spiegel’s experience, for example, helped her realize that she wants to concentrate on clinical care rather than health care policy. “I still want to be in health care 100 percent. I really want to help people and one of the most basic ways is to make sure they are healthy.” Solimen still plans to aim for a health care management career, but his internship with a British law firm offered a fascinating peek into the world of wigged legal practitioners. He came away grateful for the chance to see things he wouldn’t have if he’d stayed stateside. “It’s 100 percent worth it,” said Solimen. “Otherwise you’ll have four years of, in essence, the same thing.”

Students don’t always wind up in their first choice of countries. For instance, Wieder said that learning about public health systems in an African country—her preference—was not possible; she could go abroad only during the summer because she is on the varsity cross-country team. But she learned that even a western country like Ireland often approaches life and work differently than the United States. “The Irish workplace appears to be more relaxed than the U.S.,” she said. “Supervisors are not questioning your work or rate of productivity.”

During her semester in London, Jessica Spiegel worked for a group lobbying for stem cell research and her class got a firsthand look at the British health care system on a hospital tour.

Another Sargent junior, Adam Solimen, enjoyed his economics courses in London but was really moved by the sight of hundreds of people queuing up to make withdrawals from the troubled Northern Rock bank. “I thought it was pretty cool to witness such a strange thing in history. People lost trust in banks,” he said.

And during her summer semester in Dublin, Katie Wieder learned about the challenges that nongovernmental organizations face in trying to help people when she worked with Médecins Sans Frontières/Doctors Without Borders. Sargent undergraduates—who study abroad in exotic locales from India to South Africa and China to Switzerland—gain valuable insight into other cultures while pursuing their degrees. “It was a great experience, and I loved every second,” said Spiegel, who said she started out loving everything about London.

“In the end, I had newfound respect for America and couldn’t wait to get home.” But even the merits of the British nationalized health care system did not ultimately make her want to trade in her homeland. “In the end, I had newfound respect for America and couldn’t wait to get home,” she said.
Paula Quatromoni

The Many Rewards of Healthy Eating

When lunch for middle school students consists of burgers, potato chips, and ice cream treats, it doesn’t take a top-notch epidemiologist to see red flags for childhood obesity. But it does take solid research by an epidemiologist to determine whether a program to promote healthy food choices in middle school can bring about positive change in eating habits, and that’s where Paula Quatromoni comes in. She started with a small study in her hometown of Medfield, Massachusetts, and found that even relatively affluent Caucasian youths eat too much pizza and two few vegetables and do not exercise enough.

Then Quatromoni discovered that a Charlestown produce distributor had recently introduced a healthy eating program called “imove” into about a dozen area middle schools to encourage students to choose more nutritious lunch meals in the school cafeteria. Imove meals are made with more vegetables, fruits, and whole grains and less salt, sugar, and fat. Quatromoni, an assistant professor of nutrition at BU Sargent College and an investigator on the world-renowned Framingham Heart Study, was awarded funding from the private Charles H. Hood Foundation to bring imove into about a dozen area middle schools.

Quatromoni devised a study that surveys students on their eating patterns, examines their food purchases, and tracks their height and weight over a school year. The study is testing the effectiveness of Costa Fruit & Produce Company’s imove program in four middle schools in Quincy and New Bedford. In each city, one school is receiving imove and one school is not, allowing for meaningful comparisons. Specifically, the research is testing whether students change their food-choice behavior in the presence of healthy alternative lunches, occasional promotions with free samples of fresh produce, and incentives in the form of raffle tickets for each imove meal purchased. Raffle prizes range from skateboards and basketballs to iPods and Red Sox tickets, with an annual grand prize of a mountain bike.

“It’s really fun to see the students get so excited about why we are doing this,” said Quatromoni. “They taste new foods and win cool stuff, and that makes the connection that healthy eating can be fun. When they receive positive reinforcement for trying something new, students build confidence that makes them open to trying again.”

While the research is still under way, Quatromoni has seen for herself that the program has introduced students to new flavors and acceptable new foods. Every six weeks or so, Costa sponsors fresh produce displays with free samples in the imove schools. She heard one Quincy middle-schooler remark, “I’ve never tasted a fresh blueberry before,” and, “I never knew there was a fruit called ‘ugli fruit!’” The research has been challenging for the same reasons that the schools were chosen—permission forms had to be translated into Vietnamese, Chinese, Portuguese, and Spanish.

“The schools don’t always have what they need. This is really humbling work,” she said.

To determine who is buying the imove meals, Quatromoni used grant funds to buy the school cafeterias sophisticated cash reg-

isters that require each student to punch in a four-digit code upon checkout that automatically records his or her lunch purchase.

The graduate students on the study helped school nurses measure and record the height and weight of each student. This data and general demographic information can then be combined with cafeteria food purchase records.

“That’s how we can tell if we are reaching students who are most at risk, including overweight students, children from lower-income families, and those of racial diversity,” Quatromoni said.

The graduate students involved in the study also go around the cafeteria with clipboards and ask middle-schoolers to pick from one of five cartoon facial expressions to match how they feel about the turkey tacos or hummus and raw veggies they just ate for lunch. The study hopes to also evaluate Costa’s records of deliveries to the schools to see whether demand for salad components and other produce increases as students’ habits change.

In each school, the study reaches from 500 to 1,300 students. Because of delays getting the cash register systems and staff training up and running in Quincy, data collection did not start until spring of 2008, requiring the study to extend into the next school year. In New Bedford, data collection was completed during the 2007-08 school year.

Over the course of the project, there will be up to eight graduate students involved, one of whom is a doctoral student in epidemiology at BU’s School of Public Health (SPH) who is doing her dissertation work using these data. Also involved are SPH co-investigators Jonathan Howland from the Department of Social and Behavioral Sciences and Al Ozonoff from the Department of Biostatistics.

Ideally, this innovative study will be a catalyst to larger research initiatives addressing childhood obesity. Costa is already working in partnership with the Massachusetts Department of Public Health through a mini-grant program to offer healthy imove meals to more school districts. Quatromoni anticipates that the next phase of her research will combine the healthy eating alternatives with a physical education component for greater effects.

“Hopefully, this is the beginning of something bigger,” she said.
Swallowing is something most of us take for granted, from enjoying the last swig of morning coffee to clearing our throat before making an important announcement.

Individuals with dysphagia or a swallowing disorder may struggle to accomplish these simple activities, explains Susan Langmore, PhD, CCC/SLP, BRS-S. Beyond difficulty with activities like these, a serious swallowing problem may have even worse health consequences. A person with dysphagia may not be able to eat properly, resulting in weight loss, or they may aspirate, forcing food or liquid into their lungs, which can result in pneumonia.

Langmore explains that while working with swallowing patients, clinicians may try to introduce foods with various consistencies to determine whether a patient may be able to eat a thin or thick liquid. Other ways to help individuals swallow include changing their position while they eat.

While these methods sometimes help a patient, they may not always be successful, and a feeding tube may be necessary to ensure proper nutrition.

Langmore, who joined the Department of Speech, Language & Hearing Sciences in the summer of 2007 as a clinical professor, is currently researching another method to improve swallowing in patients with dysphagia.

Through a grant from the National Cancer Institute at the National Institutes of Health, Langmore is leading an investigation into whether exercise paired with electrical stimulation can improve swallowing problems in head and neck cancer patients three to six months after radiation therapy.

Radiation therapy can cause the tissue in the throat to scar, and scar tissue is not as pliable as regular skin. Because this scar tissue is not as malleable, when a patient tries to swallow, the throat muscles do not contract as much as they would in a normal person. The treatment will hopefully keep the muscles working, so that they do not stiffen, and swallowing will improve.

At 14 different sites around the country, Langmore’s study will evaluate the effect of electrical stimulation and exercise on swallowing in 240 patients, who will be randomly placed into one of two groups.

In the experimental group, patients will use an electrical stimulation device, placed on the skin under the chin, along with swallowing exercises. They will undergo three, 20-minute sessions a day, six days a week, for three months. During each session, a tone in the electrical stimulation device will indicate that they are to swallow forcefully 60 times over the course of each treatment. “It’s a very intense program,” Langmore said. She explains that when the electrical stimulation comes on, it should help the muscles under the tongue contract. This is important because these muscles are active very early in the sequence of swallowing. “I like to think of it as sort of a jump start to the swallow.”

The control group will undergo the same steps but their device will not administer electrical stimulation.

To determine what part, if any, the electrical stimulation device played in patients’ recovery, speech pathologists will measure several swallowing parameters from recorded video fluoroscopy studies done before, in the middle of treatment and after treatment. Quality-of-life instruments and other functional measures will be given as well. The goal is to answer the questions, “Does the swallow get better? Does the patient’s diet improve and does he or she report a better quality of life?”

While the clinicians who prescribe the therapy for the patients will know who receives a true electrical stimulation device, those who analyze the swallows will not know.

Langmore’s clinical trial began in 2007, and the first year was spent preparing clinicians to implement the study, writing procedures, and getting approval from the local institutions’ review boards before beginning. They expect to begin registering patients for the study on September 1, 2008.

Langmore said that electrical stimulation is used frequently in the field of physical therapy, and has also recently become popular for treating patients with dysphagia despite a lack of solid research to prove its effectiveness.

“I believe this study is important because no one has ever studied whether intense exercise really helps patients with swallowing problems secondary to head and neck cancer treated with radiation therapy,” Langmore said. “Our experience has told us this is effective, but no one has ever proven it.” She hopes her efforts shed light on the issue.

“Although I do think it’s very promising, we need a good trial to see who it helps,” she said. “I think it will have an impact—whether the results are positive or negative, we’re going to know more about the effectiveness of our treatment.”

Aside from her research, Langmore sees patients at Boston Medical Center and teaches at BU Sargent College. In addition to these activities, she is also known in her field for having developed a frequently used procedure for evaluating dysphagia: fiberoptic endoscopic evaluation of swallowing, or FEES.

Susan Langmore

DYSPHAGIA: Testing a New Treatment Technique

Right: Susan Langmore, clinical professor, Department of Speech, Language & Hearing Sciences at BU Sargent College, and professor, Department of Otolaryngology-Head and Neck Surgery at BU Medical Center. Above: Langmore displays the electrical stimulation device and where it is placed on the patient; Langmore working with a swallowing patient; an anatomical model of the musculature and other major structures used for swallowing.
Wendy Coster knows the value of a yardstick. In 1992, she helped revolutionize the world of occupational and physical therapy with what is considered the gold standard for measuring how well children with disabilities or impairments perform daily life skills, and she has soared from there.

Coster, who chairs the Department of Occupational Therapy, saw the need in the 1980s for good instruments to measure performance of critical activities of daily living, ones that would produce consistent scores no matter who interviewed the parents or whether that child was having a bad day. But when Coster teamed up with physical therapist Steve Haley, now at the School of Public Health, there was a “Catch-22” operating in grant funding.

“Once the measure was available, I could see how it changed the field,” she said. “It really did make a difference.”

Coster has made such a difference not only with the PEDI but with her entire body of work that she was awarded the 2008 Eleanor Clarke Slagle Lectureship, the profession’s highest academic honor and also the highest honor given by the American Occupational Therapy Association.

“Dr. Coster’s work is credited for its creative contribution to the profession’s body of knowledge. “Dr. Coster is an exemplary faculty member and tremendous asset to Boston University Sargent College,” said Gloria Waters, dean of Boston University College of Health & Rehabilitation Sciences: Sargent College. “She is truly a gifted scholar… a role model.”

Meanwhile, Coster and Haley have another grant to revise and refine the PEDI, which comes in a current climate of greater support in the funding world for ways to standardize measures of function—the National Institutes of Health has been increasingly inclined to spend money on projects to ensure research results can be compared, Coster said. Now, grant providers see the wisdom of developing yardsticks.

As she refines the PEDI, Coster sees how far her research and the field have come. “I wish I’d known then what I know now,” she said. “But as we learn more, we’ll get better and better at designing the measures for what we really want to know.”
C

an muscle cells deficient in lamin–a protein that normally helps anchor muscle cells—be manipulated to pro-
long life and reduce the effects of a rare form of muscular dystrophy?

Newly hired Assistant Professor Mahasweta Girgenrath, PhD, is studying the cell biology in congenital muscular dystrophy (CMD). CMD is the term given to a group of progressive muscle-wasting diseases that affect both male and female infants at or shortly after birth. Health of muscle c
cells, and degeneration of the skeletal muscles

genetic defects that results in the weakness
dystrophy, an inherited disorder caused by
occurs in one out of 100,000 births.
often lead to death in early childhood. CMD
range in severity from mild to extreme, and
ing or dysfunctional. The symptoms can
most common form of CMD, laminin is miss-
the muscle cells of infants with MDCIA, the

neural and molecular mechanisms that regulate skeletal muscle growth, repair, and survival in the context of muscular dystrophies. She studies IGF-1, the major anabolic growth factor for muscle. Her recent findings suggest that the lack of the Bax protein improved life span growth and muscle health. The Bax-free mice were larger than those bred to replicate CMD, although not as large as healthy mice. Bax lessened the disease severity and made the muscles more res-

ter to cell death. According to Girgenrath, the lack of the Bax protein improved life span growth and muscle health. The Bae-

rider home in浣on 2008. She is also

interested in developing drugs that affect a
large segment of the population. The MDA
defines translational research as “preclinical research and hopes to have more undergrad-

000 births.

independent nonprofit lab dedicated to forging a con-

To get into the special translational research


In addition to her research, Girgenrath
with chronic muscular dystrophy is in the process of developing a course on the biology of muscles in health and disease for the Spring 2009 semester. She is also


"Researchers may not find a cure in the next couple of years, but prospects of developing a successful treatment regimen are very bright."
Below is a sampling of funds received during this period.

**Sargent College received research funding in the amount of $8,607,697.**

From July 1, 2007, to June 30, 2008, Boston University College of Health & Rehabilitation Sciences:

### 2007–2008 Grant Awards

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Project Title</th>
<th>Agency</th>
<th>Funds This Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kandarian, Professor of Health Sciences</td>
<td>Identification of NF-kappaB Target Genes in Skeletal Muscle During Cachexia</td>
<td>HHS/NIH/NIAMS</td>
<td>$216,625</td>
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<td>Asia Kayser, Assistant Professor of Physical Therapy</td>
<td>Disability Risk Factors Among Older Adults With Knee Arthritis</td>
<td>Arthritis Foundation</td>
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<td>Gerald Kall, Jr., Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Central Factors in Auditory Masking (Co-investigator with Hearing Research Center)</td>
<td>NICCD</td>
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<td>Gerald Kall, Jr., Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Core Center Grant—Sound Field Laboratory (Core II)</td>
<td>NICCD</td>
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<td>Larry Klie, Coordinator of Development, Center for Psychiatric Rehabilitation</td>
<td>Training for the Future (Subcontract via Comm. of Mass./Rehabilitation Commission)</td>
<td>U.S. Dept of Education</td>
<td>$66,000</td>
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<td>Melanie Matthews, Associate Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Constraints and Strategies in Speech Production</td>
<td>NICCD</td>
<td>$53,796</td>
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<td>Melanie Matthews, Associate Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Effects of Hearing Status on Adult Speech Production</td>
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<td>Kathleen Morgan, Professor of Health Sciences</td>
<td>Regulation of Contraction of Blood Vessels</td>
<td>NHLBI</td>
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<td>Kathleen Morgan, Professor of Health Sciences</td>
<td>Dynamics of the Vascular Smooth Muscle Cytoskeleton</td>
<td>NHLBI</td>
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<td>Kathleen Morgan, Professor of Health Sciences</td>
<td>Subcellular Organization of Signaling in Smooth Muscle</td>
<td>NHLBI</td>
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<td>Kathleen Morgan, Professor of Health Sciences</td>
<td>Characterizing a Novel Branch of the Signaling Network that Regulates Vascular Smooth Muscle Contraction (S. Vetterkind)</td>
<td>American Heart Association</td>
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<td>Patricia Ramos, Clinical Associate Professor of Rehabilitation Counseling</td>
<td>Long-Term Training in Rehabilitation for Individuals With Psychiatric Disabilities</td>
<td>Dept. of Education</td>
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<td>Deborah Nicosia, Marianne Farkas Center for Psychiatric Rehabilitation</td>
<td>People Encountering People: Curricula to Shift the Paradigms for Master’s Level Rehabilitation Counseling Students (D. Nicosia)</td>
<td>Dept. of Education</td>
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<td>Karl Girardin, Associate Professor of Occupational Therapy</td>
<td>Impact of Parenting Adolescents and Adults With Autism (U. of Wisconsin Subcontract)</td>
<td>NIH</td>
<td>$317,247</td>
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<td>Paula Quittner, Assistant Professor of Health Sciences</td>
<td>Evaluating RITE: An Environmental Intervention to Promote Healthy Eating in Middle School Children from Massachusetts Communities at High Risk for Childhood Obesity</td>
<td>Charles Hood Foundation</td>
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<td>Paula Quittner, Assistant Professor of Health Sciences</td>
<td>Energy Density, Adoption of Healthy Lifestyle Behaviors, and Metabolic Disease in a Population-Based Cohort</td>
<td>Underscore UK</td>
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<td>Maria Restrepo-Tour, Center for Psychiatric Rehabilitation</td>
<td>Center for Capacity Building on Mentions with Disabilities Research (Subcontract via University of Illinois/Chicago)</td>
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<td>E. Sally Rogers, Director of Research Activities, Center for Psychiatric Rehabilitation</td>
<td>RITE on Recovery and Recovery-Oriented Psychiatric Rehabilitation for Persons With Long Term Mental Illness</td>
<td>U.S. Dept. of Education</td>
<td>$750,000</td>
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### Principal Investigator and Project Information

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>Project Title</th>
<th>Agency</th>
<th>Funds This Action</th>
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<tr>
<td>E. Sally Rogers, Director of Research Activities, Center for Psychiatric Rehabilitation</td>
<td>Instrument to Measure Recovery Promoting Competition Among Spanish Speaking Mental Health Providers</td>
<td>U.S. Dept. of Education</td>
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<td>Zlatka Rassimova, Senior Research Associate, Center for Psychiatric Rehabilitation</td>
<td>Advanced Research Training Program in Psychiatric Rehabilitation</td>
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<td>Eliot Saltzman, Associate Professor in Physical Therapy &amp; Athletic Training</td>
<td>Collaboration Research Landmark-Based Robust Speech-Recognition Using Pronunciation-Guided Models of Speech</td>
<td>National Science Foundation</td>
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<td>Leher Singh, Associate Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Phonological Predictors of Word Learning</td>
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<td>Leher Singh, Associate Professor of Speech, Language &amp; Hearing Sciences</td>
<td>How to Grow a Lexicon: Word Discovery in Infancy</td>
<td>NCIHD</td>
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<td>Louise Stanca, Doctoral Student in Speech, Language &amp; Hearing Sciences</td>
<td>Individual Differences in Lexical and Syntactic Ambiguity Resolution</td>
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<td>Robert Wagenaar, Professor of Physical Therapy &amp; Athletic Training</td>
<td>Body-Area Instrumentation (Lift Monitor) for Avoidance of Workplace Injury (in conjunction with Center for Information and Systems Engineering)</td>
<td>The Hartford Fire Ins. Co.</td>
<td>$25,056</td>
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<td>Robert Wagenaar, Professor of Physical Therapy &amp; Athletic Training</td>
<td>The Effects of Anterior Cruciate Ligament Reconstruction on Gait Coordination: A Dynamics Perspective (K. Lam)</td>
<td>NASA Research &amp; Foundation</td>
<td>$2,500</td>
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<td>Gloria Waters, Dean, Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Assessment of Comprehension Skills in Older Struggling Readers</td>
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<td>Gloria Waters, Dean, Professor of Speech, Language &amp; Hearing Sciences</td>
<td>Language Comprehensions in Aging and Alzheimer’s Disease</td>
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<td>Functional Reorganizing Studies of Syntactic Processing (Subcontract via Mass. General Hospital)</td>
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### Dudley Allen Sargent Research Fund

The Dudley Allen Sargent Research Fund helps graduate students, faculty, and alumni of Sargent meet the expenses of research projects initiated in 1966 by the class of 1970 and supported by contributions from alumni and friends as well as by indirect funds from sponsored research. The fund helps foster innovation in health care research. Listed below are the 2008 recipients.

- Paula Quatromoni, Assistant Professor of Health Sciences
  - CYCLE Kids: a Pilot Study to Deliver and Evaluate an Exercise Intervention to School-Age Children in Urban Schools
  - Reproductive Health to Women with Serious Mental Illness: Client and Provider Perspectives
  - The Relationship Between Mothers with Serious Mental Illness and Their Daughters
  - The Association Between Motor Coordination and Fitness in Hispanic Children

### A New MSC:

The final touches are being added to the newly renovated, LEED-certified George K. Makechnie Study Center (MSC), due to be completed by the start of Fall 2008 classes. A support facility that provides media production resources for students and faculty as well as a state-of-the-art computer laboratory available for student use, the MSC is a cutting-edge study center for BU Sargent College students.

The center’s resources will include a video-editing suite and media-viewing facilities; 11 computer workstations; 4 soundproof study rooms; 55 seats, and an additional, larger seminar/group work room. Technical support and instruction will also be offered, along with media support for the BU Sargent College community.

Construction has commenced on the last and more cosmetic touches, bamboo counters and glass walls. The result of all this hard work will be a modern study center filled with natural light.

“We are delighted with the finished product. It is not only much more functional than the previous space, but also very attractive,” said Dean Gloria Waters. “The new study center will be an excellent resource for everyone in the Sargent community: students, faculty and staff.”
Dori Hutchinson & Larry Kohn

Teaching Skills

For 25 years, Dori Hutchinson, ScD, Director of Services, and Larry Kohn, MS, Director of Development, have created, researched, and funded innovative recovery programs at BU Sargent College Center for Psychiatric Rehabilitation (CPR) to help people with serious psychiatric illnesses to live, learn, and work successfully in their communities.

CPR’s services division offers a range of recovery-oriented programs that focus on developing the skills and supports people need to lead healthy lives as students, parents or family members, workers, and community residents. Using an adult education model that is embedded in the principles of psychiatric rehabilitation and public health, participants, known as “students,” choose from an array of courses that raise awareness, teach information and skills, and develop support strategies for role transformation.

Services include the Recovery Education Program, which offers 25 courses per semester focusing on health, personal and career development, as well as “Training for the Future,” which prepares students for employment with intensive computer and work-readiness courses. In addition, the Services Division offers individual services to people who want one-to-one support in achieving goals.

The Services Division is staffed by rehabilitation professionals, many of whom have graduated from Sargent’s Department of Rehabilitation Counseling and Boston University’s School of Social Work. In addition, the Services Division is a sought-after internship site for BU Sargent College graduate students and graduate students of other colleges within BU.

“Our mission is to create programs that promote recovery from the consequences of a serious psychiatric disability, including poverty, unemployment, disrupted education, and poor health. We offer programs that develop people’s readiness to change their primary role from that of a mental health client to that of a student, worker, and community member,” explained Hutchinson.

A unique aspect of the Services Division is its collaborative relationships with other Boston University schools and departments. These collaborations—and those with other Sargent College programs—have enabled Hutchinson and Kohn to develop cutting-edge rehabilitation programs that are helping to change the mental health field.

The Center has worked with Sargent College’s Nutrition & Fitness Center to develop a nutrition health and wellness program for “CPR” students. In addition, the Sargent Exercise Program worked with the Center to develop an exercise regimen for people with mental illness. The Center also serves as an important field placement for Sargent undergraduate and graduate Occupational Therapy students.

In 2007, the Center collaborated with the School of Theology and Associate Dean for Academic and Administrative Affairs John Berthrong to develop a course called Kindred Spirits. The course teaches students about the role animals can play in helping people recover and was developed based on evidence-based practices in animal-assisted interventions. CPR teacher Marjorie Jacobs is aided by graduate theology students and Micah, her 26-pound poodle. During class, Micah demonstrates her uncanny ability to reach out to students who are stressed, sad, or in need of unconditional love and acceptance.

The Department of Physical Education, Recreation & Dance (PERD), located in FITREC at Boston University, has also collaborated with the Services Division for 20 years. PERD, under Executive Director Warin Berthrong, has provided space and courses that promote the physical well-being of students in the Services Division. Physical health is often impacted when people are treated for mental health issues, resulting in additional co-morbidity such as diabetes, hyperension, and cardiovascular disease. Physical health interventions, such as those available at FITREC, are critical to helping people live healthier lives so they can learn and work successfully.

Another initiative within the Services Division is an art gallery featuring artwork by people in recovery and people who believe in recovery from mental illnesses. Each semester a new artist is exhibited, providing an opportunity for the University community, the mental health community, and the greater community to collaborate through art to increase understanding of mental health issues and reduce the stigma associated with them. Last summer’s exhibit featured the oil paintings of Reynold Poisson, a successful Haitian-born artist who lives with depression. The gallery is located on the walls of CPR’s Services Division and is open from 10 a.m. to 3 p.m. daily.

The Services Division provides recovery scholarships to all students to ensure every one has an opportunity to access these innovative services regardless of their financial status. Kohn and Hutchinson seek funding from private foundations and donors, which allows them the freedom to be innovative and progressive. As one student said, “When I came to the center I was hoping…all I had was hope. I came here and I found people who were sensitive to my feelings and who tell me that my feelings are real and have meaning. This program has been a catalyst in helping me communicate and trust in the world again…and has given me hope that I can take the next step in my life.”

With the help of their partners, CPR continues to innovate to help improve the lives of students enrolled in both the Recovery Education Program and Boston University. A Full Life

Left: Director of Services Dori Hutchinson and Director of Development Larry Kohn of BU’s Sargent College Center for Psychiatric Rehabilitation with Kindred Spirits poodle Micah; Above, top to bottom: Patients involved in the physical health intervention program in FitRec at Boston University; CPR teacher Marjorie Jacobs and her poodle Micah; Reynold Poisson, CPR artist and student, whose art is on the walls of CPR.
Helfrich’s study has tackled the challenges of rusty skills and build new ones to adapt. "Our overall observations are that permanent homes. The moves are important, and eviction rates are decreasing. "It’s really an exciting project," said Helfrich. "People need the skills to stay in housing," she said. "And this would help not only the participants, but also meet three and six months after the study. Now, researchers are analyzing results and the role that mental illness diagnoses, history of homelessness, trauma, and abuse play in how well participants fared in the study. At the end, certificates were presented to those who completed the study, and many bought frames and hung the framed diplomas in their very own rooms. "They really wanted something to show for what they accomplished," she said. "They took a lot of pride in completing it.”

A New HOME: Using Research to Better Lives

A New HOME: Using Research to Better Lives

The study has been so successful that Helfrich is seeking additional funding for a large nationwide study that would broaden the program to other settings, such as a group home, a day program, and a shelter, to further demonstrate its effectiveness. "People need the skills to stay in housing," she said. "And this would help not only the people who are homeless, it would help the staff working in shelters and other settings improve their track record of placements, which helps encourage more landlords to accept people.”

The study also exceeded expectations for the retention of the participants, all Emergency Housing Program participants from Northwestern Memorial Hospital or single-room occupancy residents of the Lawson House YMCA. "No one had really done a study like this,” Helfrich said. "We thought we’d lose a lot more people by attrition and we were really interested in looking at feasibility issues.”

At the beginning, each client was thoroughly assessed for four to six hours on cognitive and motor function, substance abuse, trauma history, and readiness to change. Helfrich said. Then, clients each received a manual with the material to be covered in classes on money management, nutrition, community safety, cleanliness, and how to take care of themselves and their rooms. The life skills that were shared in the groups, however, came from group members themselves, who were considered experts based on their own experiences transitioning from homelessness. That method of instruction, based on social learning theory, was found to be more effective than having the therapist or another authority figure serve as the expert instructor, said Helfrich. The classes covered practical information such as how to eat on modest means. A group member, for example, pointed out the locations of soup kitchens and food pantries and detailed their practices, such as the three dozen eggs that one place gives to a single client, said Helfrich.

Groups also went to a local bank that agreed to let the clients open accounts with no fees. When homeless, the clients had prior bad experiences with banks and were wary of entering, but a bank official welcomed them, walked them through procedures, and some of them even signed up for direct deposit and other stabilizing programs. The study also sought to create a positive experience with police, but no one showed up when they were supposed to go to a police station. So, they tried a neighborhood police beat meeting. At first, the clients were too intimidated to speak at the meeting in the YMCA’s upscale neighborhood, but after they saw that neighbors shared an interest in reducing drug dealing and street crime, they chimed in. Soon, the clients were supplying valuable information to police, who stepped up patrols to good effect.

Throughout the study, participants had individual meetings with researchers to reevaluate the study and their progress; they also met three and six months after the study. Now, researchers are analyzing results and the role that mental illness diagnoses, history of homelessness, trauma, and abuse play in how well participants fared in the study.

Above Left: Christine Helfrich, assistant professor in the Department of Occupational Therapy at BU Sargent College. Right: Helfrich’s study helps once-homeless people enjoy a stable life off the streets. Clients receive instruction on cleanliness and safety and relief from the fear of taking care of themselves.

INSIDE SARGENT 2008–2009 21
COMMUNITY

But with impaired ability to comprehend, nonfluent and fluent. While fluent aphasia is a neurological disorder such as brain cancer. Injury but sometimes as a result of other disorders, the disorder affects about one million people in the United States. Established in 2006, the Aphasia Community Resource Center at BU Sargent College offers support, socialization, education, and advocacy to individuals, as well as their families and friends, touched by aphasia and related disorders.

Founded by Kaplan in 1990, the Aphasia Community Group (ACG) met at Spaulding Rehabilitation Hospital before it relocated to BU Sargent College in the fall of 2006, when group programs were first offered at the ACRC. Prior to that, BU had offered therapy for those with aphasia; the move to Sargent and the birth of the ACRC solidified a more comprehensive resource.

Each semester, the center offers up to twelve groups which focus on topics such as conversation, books, newsletters, public speaking, photography, writing, film, and computers. Kaplan said he has seen the positive effects that participating in these groups—as well as the monthly community group—can have on individuals.

“I’ve seen so many examples of people participating in our groups who afterwards are so much more active and assertive and take greater communicative risks,” he said.

He described one woman who used to avoid communication when she was approached by struggling to say, “Never mind, ask someone else.” Now, after participating in the groups, she initiates more conversation and has become more responsive. Another woman who has taken the Toastmasters Class at the center was shy and nervous about public speaking after her stroke, said Elizabeth Hoover, MS, CCC/SLP, and a clinical supervisor of the ACRC. However, her confidence blossomed through the group and she was able to return to her role as a lecturer at her church.

The monthly meetings of the ACG also give those with aphasia a place to communicate with others who share the isolation and loneliness that often accompanies the disorder, and also offer family members a place to talk about the loss of communication in their loved ones.

As with any loss, there can be an aspect of grief that accompanies a disorder such as aphasia, and the groups offer those living with it a place to connect with others who understand, Hoover said.

For some people it’s tough to get out of the frustration and depression. The center gives those with aphasia a chance to connect with people who have lived through it, to realize they can make improvements and inspire and motivate each other,” she explained.

Kaplan echoed the importance of community in coping with the disorder, noting that the word “community” is part of both the Aphasia Community Resource Center and the Aphasia Community Group.

“Aphasia takes away the ability to use the tools of language to advocate for oneself,” Kaplan said. “We offer programs and services which foster a sense of belonging to a community.”

Both Kaplan and Hoover noted that Dean of BU Sargent College Gloria Waters, whose research is in the area of aphasia, has played an important and integral role in developing the resource center. The Center provides an excellent opportunity for graduate students in the Speech-Language Pathology program to obtain experience in working with aphasia clients and to interact with them and their families.

“You can definitely improve their abilities,” says Jen Maietta (’08). “In the writing group, you can see people improve, even over one semester. People who were leaving out whole words from their sentences start to include them. They also conjugate verbs correctly and keep the right endings on words. It’s amazing to see.”

The Aphasia Community Resource Center offers courses each semester for a modest fee; the Aphasia Community Group meets once a month and is free. For more information about the center or specific courses, visit www.bu.edu/sargent/centers/clinical/aphasia/.

The work of the Aphasia Community Resource Center is supported in part by a grant from the Boston Foundation and also by a generous gift from Mynda S. Rodbruck Siperstein (‘78) and Gary S. Siperstein (EMG’81), which funded the Speech- Aphasia Community Resource Center.

The center offers support, socialization, education, and advocacy to individuals—as well as family and friends who are touched by aphasia and related disorders. It also serves an important role as a training site for students in the Speech-Language Pathology program.
COMMUNITY PROJECTS

It’s hard to say who benefited more from BU Sargent College professors’ hands-on teaching styles last year—the students who gained invaluable experience, or the people they helped. The following stories highlight four outstanding Sargent community outreach programs.

PROVIDING FREE HEARING SCREENINGS

Hearing loss can dramatically affect academic performance, yet many schools lack the manpower necessary to screen students. Ann Dix, Clinical Assistant Professor of Speech, Language & Hearing Sciences, runs the Boston University Hearing Screening Program, which provides free screenings in schools throughout greater Boston. Last year, Dix’s first-year Speech-Language Pathology graduate students screened approximately 1,000 children in fourteen schools and preschools, including the Boston University Children’s Center. They examined ear structure, evaluated ear drum mobility, and conducted hearing tests. They also created detailed reports for children who failed the test.

Erica Joseffy, MS ’09, learned to adapt the test for her audience. “It is difficult to determine whether preschoolers misunderstand our directions or can’t hear. To help eliminate this confusion, we played together. The children held blocks by their ears and put them down whenever they heard a tone. Once the group mastered this skill, we tested the children individually.” Joseffy explained. One of the sites that benefited from the screenings was Dearborn Academy, a K–12 public school for children with emotional or behavioral issues. “A lot of our children do not receive proper medical care. The kids can be challenging but they are incredibly professional and have done wonders with them,” said School Nurse Diane Mela.

HELPING STUDENTS OVERCOME LITERACY PROBLEMS

Clinical Assistant Professor in Speech, Language & Hearing Sciences Kerry Howland and her graduate students provide services to students at risk for language and literacy problems at the Baldwin School, a pilot school that enrolls a diverse group of children, including many who are learning English. Howland’s students worked in teams of two with pre-kindergarten through first grade students on phonological awareness, sound symbol correspondence, and early decoding and comprehension skills.

“Phonological awareness is breaking words into sounds followed by sounding out words—all early reading skills. One training technique the children loved involved feeding puppets. For instance, the bear puppet only eats foods that begin with ‘B’. They loved to tell whether he should eat an item or spit it out,” explained Howland.

Shannon Rice, MS ’09, recalled her experience teaching sound symbol correspondence using the Telian-CAS Lively Letters Program. “I showed a card with an ‘I’ that looked like a person shooting a basketball alongside a crowd cheering ‘Get it in!’ a phrase that focused on the ‘I’ sound. The cards simplified the connection between letters and their sounds for the children.”

The graduate students learned to think on their feet and to tailor activities to meet the needs of their students while the children declared that they learned to read.

HELPING HEAL THE HOMELESS

An integral component of the undergraduate Health Science Program is the popular four-credit practicum managed by full-time practicum instructor Shelley Brown. Students apply the knowledge, ethics, and skills learned in the classroom in a supervised health care setting.

Eileen O’Keefe, MD, MPH, director of the Undergraduate Health Science Program, toured the Boston Health Care for the Homeless Program (BHCHP) with her students last year and was so impressed she added BHCHP to the partner practicum list. Shanell County, BS Health Science and Minor in Public Health ‘09, was the first student to work with BHCHP.

County contacted BHCHP as part of her practicum. Under RN supervision, County assessed the foot, blood sugar levels, and needs of diabetic patients. She worked with the team to provide patients with footwear, educational materials, and medication. She was also responsible for patient documentation—a skill she learned through her prior athletic training curriculum at BU.

Before she began her practicum, County planned to focus on health care management versus a clinical option. “But once I realized the impact I made on my patients’ lives…these people who just wanted to know somebody cared for them… I decided to combine a clinical and hands-on educational experiences.”

EduCATING POLITICALs ABOUT THE BENEFITS OF OT

Occupational Therapy (OT) helps people participate to their fullest potential in daily life, but many people are unaware of its benefits. Karen Jacobs, clinical professor, Occupational Therapy, worked with State Representative Louis Kafka to sponsor OT Day to educate legislators at the State House last April.

Jacobs recruited her graduate students to demonstrate OT’s role in six areas: Mental Health, Work and Industry, Productive Aging, Children and Youth, Rehabilitation, and Health and Wellness. Therians teams developed interactive displays and hands-on educational experiences.

Roxanne Chess (MS ’09) team enticed visitors to their booth with cookies. The catch? They could only indulge if they were willing to spread icing on the cookie with a non-dominant hand. Once visitors were busy icing baked goods, the education began.

“Many people did not realize the lack of services and equal opportunity individuals face in Massachusetts. A number of state representatives came back to our table with additional questions and thanked us for educating them about the issue. We really learned how to reach out to people in interactive ways to demonstrate how important OT is to rehabilitation,” said Chess.

Jacobs and Kafka will join forces again next year to continue the education process.
A WELL-BALANCED ACT: Academics and Athletics

Tahari James

Balancing schoolwork, practice, game travel, and everything else can be challenging for student athletes. But All-American athlete Tahari James, a senior at Boston University College of Health & Rehabilitation Sciences: Sargent College and star member of the BU women’s track and field team, make it look not only doable, but easy.

“This hectic lifestyle is not foreign to James, who was also a member of the track and field team in high school and earned a scholarship from Boston University to join their team. James, who says she feels “really blessed to be surrounded by people who make this sport so enjoyable,” competed in her final indoor NCAA Championship in March 2008 and took sixth place in the triple jump, beating school and personal records and earning her All-American athlete honors.

“After I heard my ranking going into the finals, I knew that the All-American honor was right there,” explains James. “I was thrilled about being named All-American—my coach always told me that I had the capacity to do it. I was very happy to end my last indoor season on such a high note.” James is a health sciences major at BU Sargent College and a public health minor at BU School of Public Health and is also a member of both the Student Athletic Advisory Council and the Inner Strength Gospel Choir. Balancing school and athletics does a great job of balancing an All-American track career and academics.

James, a health sciences major at BU Sargent College and a public health minor at BU School of Public Health, does a great job of balancing an All-American track career and academics.


NOTES

Faculty In Print

Continued

A selection of publications written by faculty during the 2007-2008 academic year:


Awards & Honors

Numerous faculty and students were honored for their professional contributions, commitment to service, and excellence in scholarship during the 2007-2008 academic year. A selection of those recognized:

FACULTY AWARDS

Professor SHARON CERMAR, EdD, received the Lady Davis Fellowship from the Hebrew University, Israel.

KEE CHAN, PhD, was invited to participate on an NIH Career Symposium panel in Washington, D.C., in April 2008. She was also awarded a Genetic Alliance Transformational Leadership Scholarship.

JEFFREY COADY, PhD, a Developing the Emerging Scientist awardee, was also selected as one of ten junior scholars by NIH and the American Speech-Language-Hearing Association (ASHA) to participate in the 2008 conference in Washington, D.C.

ART DELL ORTO, PhD, Associate Executive Director, was awarded the first Cohen-Darwin Lifetime Achievement Award, which is designed to honor individuals who have made outstanding contributions to the field over the course of their careers while personifying its values and highest ideals.

Noteworthy achievements include:

- Clinical Associate Professor TERRY ELLIS, PhD, received the Gertrude M. Lamb Award from Springfield College for outstanding contributions to the physical therapy profession in April 2008.
- Special Certificate of Appreciation was presented by the AOTA to the Boston Obesity Nutrition Research Center.
- Robert Wagenaar was presented with the 2008 BERNARD KUTNER AWARD, given annually to the student who exemplifies the ideals of Sargent College Award of Merit for her years of outstanding work supporting the occupational therapy and physical therapy clinical education programs.
On Sunday, May 18, 2008, 400 students gathered with family, friends, faculty, and staff to celebrate Commencement and receive baccalaureate, master’s and doctoral degrees. “I'm proud to hand you your diplomas today and, like your parents, watch with pride as you prepare to soar in your careers, no longer as Sargent students but now as Sargent alumni. I look forward to learning about the difference I know each of you will make in our world,” said Gloria Waters, PhD, Dean of Boston University College of Health & Rehabilitation Sciences: Sargent College, as she welcomed attendees.

Invited speaker Lisa Iezzoni, MD, MSc, professor of medicine at Harvard Medical School and Beth Israel Deaconess Medical Center and the associate director of the Institute for Health Policy at the Massachusetts General Hospital, stressed commonalities amongst the graduates, especially their need to think of patients as whole people, not individual body parts. Building on her own experience with multiple sclerosis and living in a wheelchair, she reminded graduates that partnering with patients to improve daily living is an opportunity to “give countless patients the same gift of freedom and independence and make numerous lives better.”

Along with invited speaker Dr. Iezzoni, Class of 2008 Valedictorian Donna Kurowski also gave a speech. Donna received her bachelor’s degree in human physiology with a 3.99 GPA; she is a student in Boston University’s Modular Medical Integrated Curriculum (MMEDIC) program in which students earn both a BS and MD in 8 years.

Before presenting diplomas, Dean Waters recognized two outstanding individuals from Sargent for their extraordinary contributions to the College. The Sargent College Award of Merit, awarded annually to faculty, staff, or an alumnus who has served the College in an exemplary manner, was presented to Ms. Joan Gentes, assistant for the Clinical Education components of the Occupational Therapy and Physical Therapy programs. Dr. David Creasey, clinical associate professor in the Rehabilitation Counseling program, received the Whitney R. Powers Award for Teaching Excellence. His enthusiasm for teaching and ability to present material in a thoughtful, concise, and effective manner were highlighted by a student who wrote, “Dr. Creasey shows a clear mastery and passion for the subjects that he teaches and brings them to life for his students.” The award is named in honor of Whitney R. Powers, Professor Emeritus of Sargent College, who for over 25 years shared his outstanding teaching gifts with students.

Right, top to bottom: Dean Gloria Waters; Professor Art Dell’Orto; Commencement Speaker Lisa Iezzoni; Dean Gloria Waters and Clinical Assistant Professor Lee Marinko, who also received her doctorate degree. Left: Sargent students and faculty.
PROGRAMS OF STUDY OFFERED AT BOSTON UNIVERSITY
SARGENT COLLEGE OF HEALTH & REHABILITATION SCIENCES

Applied Anatomy & Physiology
Athletic Training
Audiology
Health Science
Human Physiology (Pre-Med)
Nutrition
Occupational Therapy
Physical Therapy
Rehabilitation Sciences
Speech-Language Pathology
Speech, Language & Hearing Sciences

SPECIAL PROGRAMS
Combined BS and MPH in Public Health
Combined BS in Athletic Training and Doctor of Physical Therapy

U.S. NEWS & WORLD REPORT BEST GRADUATE SCHOOL RANKINGS
Most of our professional graduate programs are ranked within the top 15% in the country. Specific rankings are as follows:
- Occupational Therapy Program ranked #1 (tied) out of 152 programs
- Physical Therapy Program ranked #24 out of 199 programs
- Speech-Language Pathology Program ranked #25 out of 244 programs

NATIONAL CERTIFICATION BOARD EXAM PASSING RATES
Percentage of Sargent students in entry-level graduate programs who passed the exam the first time:
- Nutrition 99%
- Occupational Therapy 100%
- Physical Therapy 100%
- Speech-Language Pathology 100%

BOSTON UNIVERSITY COLLEGE OF HEALTH & REHABILITATION SCIENCES: Sargent College has been preparing health care leaders and defining health care leadership for 127 years. As knowledge about health and rehabilitation increases and society’s health care needs become more complex, BU Sargent College continuously improves its degree programs to keep up with this ever-evolving field and our learning environment fosters the values, effective communication, and clinical skills that distinguish outstanding health professionals. Our curriculum also includes an important fieldwork component, providing students in every major with substantive clinical experience; clinical internships are available at more than 1,400 health care facilities across the country. The College also operates outpatient rehabilitation practices that offer a full range of services to the Greater Boston community.

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SARGENT AT A Glance