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EXECUTIVE SUMMARY

I am pleased to submit this Annual Report for AY 04/05 for Sargent College of Health and Rehabilitation Sciences. This has been a year of change and growth for the college. In January, 2005 I was appointed as the Dean of Sargent College. In my first 6 months as Dean, I met individually with all faculty and staff to obtain input on the academic and administrative structure of the college. As outlined in the section on Strategic Planning, this resulted in a reorganization of the academic departments and the administrative structure of the college. Despite the change in leadership, the faculty and staff continued to move forward with new and exciting academic programs and to put in place several initiatives we had begun in AY 03/04 designed to increase enrollments. In addition, in the past year the college’s faculty, staff and students have achieved many impressive and important accomplishments the highlights of which are presented in this report. Among the major highlights of the past year, the following are most notable:

- In order to create more academically coherent departments the college’s two departments were divided into four departments. The Department of Health Sciences was divided into the Department of Health Sciences and the Department of Speech, Language and Hearing Science and the Department of Rehabilitation Sciences was divided into the Department of Physical Therapy and Athletic Training and the Department of Occupational Therapy and Rehabilitation Counseling. This reorganization of academic departments was approved by the Board of Trustees effective July 1, 2005.

- With the goal of strengthening the undergraduate programs and increasing our programs of research, the non-academic positions of Associate Dean for Administration and Associate Dean for Academic Affairs were eliminated and new academic positions for Associate Dean for Undergraduate Education and Associate Dean of Graduate Studies and Research were created.

- After a 7-year downward trend in enrollments, the college saw a substantial increase in the number of freshmen, external transfer and graduate program applications.

- For Fall 2005 there is a 39% increase in freshman paid deposits.

- We are projecting a 23% growth in the total student body in Fall 2005 as compared to Fall 2004.

- Our on-line post-professional degree programs continue to grow. In Fall 04 we entered 33 students (11 FTE’s) into our new post-professional MSOT program and had 258 students (86 FTE’s) registered in our transitional DPT program. We project a class of 94 students (31 FTE’s) in the MSOT program and 240 (80 FTE’s) in the tDPT program in Fall 05.
• The college’s faculty continues to build its funded research portfolio. Total research dollars were down due to the fact that there are currently 5 unfilled tenure-track faculty lines, as well as the fact that in September, 2004 funds for the Center for Rehabilitation Effectiveness (run by former Dean Jette) were transferred from Sargent College to the new Health and Disability Research Institute at Boston University. However, when these factors are taken into account funding levels are stable.

• Several new research awards are of particular note. The Center for Psychiatric Rehabilitation received a 5-year competitive renewal of its Rehabilitation Research and Training center funded by NIDRR for $3,750,000. Dean Waters received a 5-year $1,250,000 grant from the Department of Education to develop a new, computerized assessment battery for older children who are struggling readers. Professor Leher Singh who joined the Communication Disorders faculty in 2003 as a junior faculty member received two separate R03 grants from NIH for her work on language acquisition. Professor Helen Barbas received a 5-year grant for $1,867,345 from NINDS for her work on Prefrontal Anatomic Pathways in Executive Control and a 4-year grant for $1,453,500 from NIMH for her work on the Organization of Prefrontal Feedback Circuits.

• The college completed FY 2004-2005 with a $119,260 surplus in its unrestricted budget due to funds resulting from the unfilled faculty lines.

• The college experienced a 13% increase in gift income in 2004-2005 compared to 2003-2004. However, giving in both 2003-2004 and 2004-2005 were down considerably from the previous four years.

I appreciate the strong support that I have received during my first 6 months as Dean. I look forward to working with the faculty and staff in the next year to strengthen our academic, clinical, and research programs in order to achieve our mission of leader in the health and rehabilitation sciences. I welcome your comments and feedback.

Gloria S. Waters
Professor and Dean
Boston, August, 2005
Strategic Planning
OVERVIEW

There are many features of Sargent College that make it poised to be among the best colleges of Health and Rehabilitation Sciences in the country. The professional programs represented at Sargent (Physical Therapy, Occupational Therapy, Speech-Language Pathology, Audiology, Nutrition, and Rehabilitation Counseling) are the major ones found in most rehabilitation and hospital settings. Few other colleges or universities in the country have programs in all of these fields. Moreover, all of the programs at Sargent College are ranked as being in the top tier of graduate professional schools in publications such as the *US News and World Report*. In addition, Sargent has excellent programs in other fields, such as Human Physiology and Exercise Science, that constitute the basic sciences that underlie these professional programs. Sargent can offer its students an interdisciplinary perspective that other colleges cannot.

Sargent College is also well positioned because of its context. It is in a strong research university with a medical school. Boston University has leading researchers in medicine, as well as in the basic sciences, with many faculty working on topics that are central to the Health and Rehabilitation Sciences. The research facilities in the broader university, such as the new Neuroimaging Center, provide faculty and doctoral students with facilities that are not available in many other colleges of Health and Rehabilitation Sciences. In addition, Boston is home to numerous hospitals, rehabilitation centers and health care facilities providing excellent settings in which students can carry out their clinical placements and research.

Although Sargent College has a significant number of strengths, there are currently many areas that need to be addressed in order for the college to fulfill its mission of being a worldwide leader in health and rehabilitation sciences.

Despite the fact that the professional programs are ranked among the best nationally, the number of students enrolling in these programs has been on the decline until very recently. The reasons underlying the decline are multifaceted. The decline at the undergraduate level in many cases is likely due to changes in the degree required for entry into the profession. For example, until recently the degree required to practice in the area of Occupational Therapy was a Bachelor of Science. There was a dramatic decrease in the number of undergraduate students in Occupational Therapy when the entry level changed to the Master of Science.

At the graduate level, a major factor appears to be the cost of Boston University tuition relative to that of other comparable programs in the Boston area, coupled with the low earning potential of the graduates in these professions. A threat to the graduate research programs is the fact that the degree offered in all but one program is the ScD rather than the PhD. However, the PhD is the commonly accepted research degree in the majority of the graduate fields represented at Sargent. An additional threat is the lack of sufficient funding for graduate scholarships and assistantships making for
research students, making it difficult for the faculty to compete with other universities and other programs at Boston University for students.

Another major issue is the small size of the faculty relative to the number of programs offered. Sargent has 60 full-time faculty spread across 9 programs, with 5 tenure-track positions currently being unfilled. Some programs have as few as two faculty members, making it difficult to offer a wide enough array of courses and faculty mentors to attract excellent students. The small number of faculty and large number of programs makes it difficult to group the programs into departments in a coherent fashion.

An additional challenge in terms of building the research programs concerns the fact that due to the need to train students clinically, over half of the full time faculty (approximately 31) are on non-tenure track clinical lines, with the majority of these faculty having a Master’s degree or clinical doctorate. Furthermore, the two Associate Dean positions were filled by administrative personnel rather than by faculty. Thus, despite the fact that Sargent College has made excellent progress in the past 8 years in terms of fostering a culture in which research is valued and encouraged and has attracted some excellent new faculty members, a large proportion of the faculty are not involved in research. Attracting new tenure track faculty who can help Sargent meet its research mission is challenging due to the low salaries and high cost of living in Boston. In addition, Sargent suffered a major setback to its research programs this year when the Center for Rehabilitation Effectiveness, run by former Dean Jette and two Sargent faculty members (Haley and Latham), was transferred to the Health and Disability Research Institute at Boston University.

Given the above, the Dean has set the priorities outlined below for Sargent College for the next 5 years. Steps that have been taken towards achieving these goals in the past 6 months are also outlined.

1. Reorganize the college into more coherent departments and implement a management team that is more representative of all of the programs in the college.

   • In 2002 the college was reorganized into two large departments (Rehabilitation Sciences and Health Sciences), rather than the previous 5 and a Management team was put in place consisting of the Dean, the Chairs of the 2 departments, the 2 non-academic Associate Deans and the Chair of Faculty Council. Although the programs in the Rehabilitation Science department were somewhat coherent in terms of content, there was very little overlap between the programs in the Health Sciences department making it difficult to administer. Faculty felt that there was an added layer of administration, since decisions had to first be run by the Program Director in the department before the Chair. The amalgamated departments did not achieve any of the anticipated savings in terms of cost of administration or shared courses. In
addition, the faculty felt that with the new management structure, decisions in the college were in the hands of very few academics.

In an effort to create departments that are more coherent, a proposal was put forward to divide the Health Sciences Department into the Department of Health Sciences and the Department of Speech, Language and Hearing Science and the Department of Rehabilitation Sciences into the Department of Physical Therapy and Athletic Training and the Department of Occupational Therapy and Rehabilitation Counseling. The Board of Trustees approved the reorganization of the academic departments effective July 1, 2005.

• In addition, consistent with our goals of increasing undergraduate enrollments and our funded programs of research, the Dean eliminated the current non-academic Associate Dean positions and replaced them with two newly created academic positions—an Associate Dean for Undergraduate Programs and an Associate Dean for Graduate Studies and Research. Professor Melanie Matthies assumed the role of Associate Dean for Undergraduate Programs on July 1, 2005 and as noted below, a search is currently underway for an Associate Dean for Graduate Studies and Research.

• A new Academic Administrative Team consisting of the Dean, the two new Associate Deans, the four Department Chairs and the Chair of Faculty Council was put in place July 1. The new organizational structure of Sargent College is shown in Figure 1.

2. Attract new doctoral-level faculty who have externally-funded programs of research that focus on the basic sciences underlying rehabilitation, the mechanisms of rehabilitation and/or the efficacy of current rehabilitation techniques.

• In order to help achieve this goal the university has approved the search for an Associate Dean for Graduate Studies and Research, Chairs for the newly formed Departments of Speech, Language and Hearing Science and Department of Health Sciences, and 2 tenure-track faculty members for the Department of Physical Therapy and Athletic Training. Searches are currently underway and we hope to fill the positions for Fall 06.

• In an effort to deal with the issue of the low salaries of faculty at Sargent College compared to some other colleges of Health and Rehabilitation Sciences, the Dean carried out an equity analysis that compared the salaries at Sargent College to those of our competitors. Salary equity raises were given to Sargent faculty on a case-by-case basis when there was a significant discrepancy. Faculty who received equity increases received one half of the equity raise in January, 2005 with the other half being distributed over the next few merit cycles.
3. Increase enrollments at the undergraduate level and stabilize graduate enrollments.

- As outlined in the enrollment sections in this report, several new non-professional programs have been put in place in order to increase enrollments at the undergraduate level. In addition, combined undergraduate/graduate programs have been developed in Speech-Language Pathology, Occupational Therapy, Athletic Training/Physical Therapy and Health Science/Public Health that allow students to obtain graduate professional degrees in an accelerated fashion. These programs help to offset the higher cost of tuition at Boston University.

- On-line programs have been developed in Occupational Therapy and Physical Therapy that allow students who have professional credentials to obtain a higher degree (MS in Occupational Therapy, DPT in Physical Therapy) on-line. These initiatives have been extremely successful in increasing enrollments.

4. Strengthen and increase our doctoral research programs.

- As can be seen in part from the accomplishments of students outlined in the following sections, several of our doctoral programs are extremely strong with students publishing in the top journals in their fields and being awarded national awards such as NIH pre-doctoral awards. These students are at a disadvantage since the degree tag for all but one of our programs is the Sc.D. rather than the Ph.D. The faculty have put together a proposal to change the degree tag from Sc.D. to Ph.D. for the doctoral program and Speech, Language and Hearing Science and over the next few years we anticipate similar proposals for other programs.

- In order to help Sargent College compete for excellent doctoral students, the Provost approved 7 new doctoral teaching fellowships for Fall 2005. These fellowships will provide full tuition and a $15,000 stipend.
Figure 1. Organizational structure of Sargent College effective July 1, 2005.
Enrollment
OVERVIEW

A major issue facing the college over the past 8 years has been that of enrollment. In 1997 the college had a combined undergraduate and graduate enrollment of approximately 1,350 FTEs. The number of FTEs dropped by almost 40% and reached a low of 810 in 2003. Thus, a major area of focus for the college has been that of enrollment management.

The number of freshmen, external transfer and graduate program applications increased even more dramatically this year than last, reversing the seven year trend downward which stabilized last year. As outlined below, this year we saw a dramatic increase in the number of inquiries to our programs; the number of freshmen, transfer and graduate applications; and the number of paid deposits. As a result, we are projecting that in fall 2005 we will grow back to approximately 1,100 FTE on-campus students and 110 FTE on-line students for a total student body of 1,210 FTEs. This represents a growth of approximately 23% in one year. The sections below provide more detail about the areas in which this increase has occurred. Tables 1 and 2 below show the distribution of these students across the undergraduate and graduate programs.

Freshmen

The number of inquiries to Sargent College undergraduate programs increased by 42.7% this year. This is reflective of a general increase in interest in the health and rehabilitation sciences fields and the introduction of two new undergraduate program options outlined below in the section on enrollment management.

The number of applications for the Freshman Class of 2009 increased by 20% from 622 to 743 and transfer applications rose by 56% from 53 to 82. The freshman enrollment target was set at 160, an increase of 10 students over the AY 04-05 target of 150 FTE students. As of July 22, 2005 we have 203 paid deposits (at this time last year we had 142 paid deposits). This is a 39% increase in freshman paid deposits. We do not expect this number to change significantly, as we do not lose many paid deposits throughout the summer. The quality of the paid deposit class is up in SAT scores: 1256 this year compared to 1231 in AY 04-05. The GPA and Rank are almost identical to last year: GPA 3.57 and Rank 89.7.

As can be seen in Tables 1 and 2 the increase in Freshmen paid deposits is due to the introduction of the new undergraduate program in Health Science, the new joint Athletic Training/Doctor of Physical Therapy (DPT) program, and the increased popularity of our undergraduate Human Physiology program.

On-campus Graduate Students

Applications to the graduate programs at Sargent College increased 18% this year, from 516 applications to 611 applications for fall 05. We projected an entering class of
126, down 18 from last year due to the discontinuation of the on-campus post-professional MS program in occupational therapy and the discontinuation of matching the financial aid offered by Emerson College and Tufts University to our speech-language pathology and occupational therapy students. As of July 22nd we have 123 paid deposits for new, entering students to our graduate programs; we will lose some of these deposits over the summer and anticipate an entering class of 120. Despite the fact that we do not have an increased entering class size, we will have a much larger graduate program than last year due to the fact that the entering class size was also larger last year and we now will have larger class sizes in both years of our 2-year MS programs.

**On-Line Graduate Students**

The number of on-line transitional DPT students has remained stable from last year which was when the program reached its capacity. There are approximately 240 part-time or 80 FTE students enrolled in the program. The program will start it’s third year of operation in fall 05 and this size of 80 per class is the maximum number we anticipate. There are 6 years remaining on the contract for the program and we anticipate that enrollment will decline steadily by approximately 10 FTEs per year as the pool of possible applicants shrinks.

The MS program in occupational therapy, now in its second year of operation, has grown to approximately 90 students, with new 30 FTEs entering per class. We anticipate that the program size will continue like this through Fall 08 and decline thereafter.

**Table 1**

**DEPARTMENT OF HEALTH SCIENCES**

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
<th>Fall 01</th>
<th>Fall 02</th>
<th>Fall 03</th>
<th>Fall 04</th>
<th>Fall 05*</th>
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<td>Human Phys./Exercise Sc.</td>
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<td>142</td>
<td>141</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>260</strong></td>
<td><strong>264</strong></td>
<td><strong>312</strong></td>
<td><strong>432</strong></td>
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</table>

**Graduate Programs**

| Communication Disorders       | 57      | 50      | 54      | 60      | 72       |
| Applied Anatomy               | 18      | 8       | 9       | 8       | 9        |
| Nutrition                     | 23      | 14      | 16      | 27      | 51       |
| **Subtotal**                  | **98**  | **72**  | **79**  | **95**  | **132**  |

| Total                         | **357** | **342** | **343** | **407** | **564**  |

*Projection as of 7/22/05.
Table 2
DEPARTMENT OF REHABILITATION SCIENCES

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
<th>Fall 01</th>
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<th>Fall 05*</th>
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<td>Physical Therapy</td>
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<td>42</td>
<td>48</td>
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<td>Rehab &amp; Human Services</td>
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<tr>
<td>Subtotal</td>
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<td>Physical Therapy</td>
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<td>Rehabilitation</td>
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<td>Counseling</td>
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<td>15</td>
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<td>518</td>
<td>469</td>
<td>478</td>
<td>534</td>
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On-line Physical Therapy (FTE)
- 13

On-line Occupational Therapy (FTE)
- 11

TOTAL On-line
- 13

TOTAL incl. On-line
- 604

*Projection as of 7/22/05.
ENROLLMENT
MANAGEMENT

As noted above, the college began a decline in enrollments in both the undergraduate and graduate programs in 1998. By the time this decline stopped in the fall of 2003 the college had experienced a substantial decrease in enrollments in both the undergraduate and graduate programs.

There are likely many factors that account for the decrease in enrollment and different factors are likely at play in different programs. For the most part, these factors are not specific to Boston University and similar declines were seen nation-wide. One reason for the decline in undergraduate enrollments was that many clinical health professional degree programs, such as Occupational Therapy, moved to the post-baccalaureate level. We therefore needed to find a new niche at the undergraduate level.

Interest in the professional graduate programs is very tied to employment opportunities and dropped significantly when reimbursement by Medicare and Medicaid dropped for services offered by the rehabilitation professions. In addition, enrollments in Audiology and Physical Therapy have been affected as these professions move to the clinical doctorate as the degree required for entry into the professions.

One factor that has affected the graduate professional programs at Sargent much more than some of our competitors, has been the extremely high cost of tuition at Boston University relative to the low earning potential of individuals in the professions represented at Sargent College. Thus, despite the fact that all 5 of our professional graduate programs (Occupational Therapy, Physical Therapy, Speech-Language Pathology, Audiology, Rehabilitation Counseling) are ranked in the top tier nation-wide using measures such as US News and World Report rankings, it has been increasingly difficult to attract students into the professional programs.

Our dramatic growth over the past two years can be attributed to an improved market for health professions and various enrollment strategies that we have implemented to respond to the factors that we hypothesized were at play. These are outlined below.

New program development

Educating students in order to prepare them for the professions represented at Sargent is extremely labor-intensive and costly due to the clinical education component that is mandated by the licensing board for each profession. Thus, in the past several years we have focused on trying to increase the size of our undergraduate non-professional programs substantially. Our goal for the graduate professional programs has been to increase each class to a manageable size and then maintaining this class size. In addition, we have developed a number of joint
undergraduate/graduate professional programs. These programs increase our undergraduate class size and provide important feeders to our graduate programs. They are particularly attractive to potential students since there is a substantial savings in tuition (usually one year). These enrollment management strategies are outlined in more detail below.

1. Undergraduate Major in Health Science

In the past several years there has been a trend for an increasing number of freshmen inquiries to Sargent College from students who express a general interest in the college but do not have a specific interest in one of the professional programs offered. Evidence for this is that there has been a dramatic increase in the number of students who come into Sargent College with their major being “undeclared”. These students expressed an interest in the broader aspects of health care, indicating that they eventually wanted to pursue a career in the health care industry but not in one of the traditional rehabilitation professions represented at Sargent. This interest is likely reflective of the fact that health care system changes over the past two decades have expanded career opportunities in non-clinical health professions.

To respond to these diverse interests, in 2002-2003 we obtained approval for a new undergraduate major in Health Science. This major offers students a strong background in the health sciences, exposure to the humanities, and unique to this major, a health care systems core, which includes topics such as health care delivery systems and health care information systems. Another unique feature of this program is that students carry out a practicum in their junior or senior year at one of many sites in the greater Boston medical community, in Washington, D.C., at an international site through the BU International Programs, including Ireland, Geneva, and New Zeland, or though BU's International Honors Health and Community Program in South Africa, India or China. Examples of agencies that students may elect to work with include The International Red Cross, Doctors Without Borders, Amnesty International, and the US Department of Health and Human Services’ Office of Disability.

In the past year, the Program Director Eileen O'Keefe, M.D., MPH, worked with the BU admissions staff and BU faculty to increase awareness of the program. In addition, the website was expanded and various promotional materials were developed, including advertising the new major in the Daily Free Press. In September 2004 three sophomores and one junior enrolled in the major. By July, 2005 there were 40 students enrolled in the program.

2. Joint BS/MPH Program

A joint BS/MPH program with the BU School of Public Health was approved by the Board of Trustees in fall 2002. This program is beginning to attract new students into both the human physiology program and the health science major. There are currently 12 students enrolled in this joint program benefiting both Sargent College and the School of Public Health.
3. Combined BS in Athletic Training/Doctor of Physical Therapy Program

Students who wish to qualify as certified athletic trainers must obtain a BS in Athletic Training. Sargent faculty perceived that there is a need for students who are dual-certified in athletic training and physical therapy. The faculty developed a combined program that would allow students to obtain the DPT in an accelerated fashion. In 2004-05 12 Sargent students were permitted to transfer into the program. The program was marketed last year in the traditional ways that we market our programs, as well as with a 6,000 piece targeted mailing to high school athletic trainers. This program proved to be extremely attractive to students applying to Sargent and resulted in 108 freshmen applications. Eighteen freshmen were accepted to the program, so that there are currently 30 students enrolled in this program.

4. Accelerated BS/MS Programs in Speech-Language Pathology and Occupational Therapy

As noted above, one of the major reasons that students (including our own undergraduates) in both Speech-Language Pathology and Occupational Therapy give for not choosing the graduate programs at Boston University is the high cost of tuition. In the past two years, we have developed 5-year combined BS/MS programs in both fields that allow stronger students to enter into an accelerated program in which they obtain the Bachelor of Science and Master of Science degrees in 5 rather than 6 years. In the past several years, the number of freshmen entering the Occupational Therapy and Speech-Language Pathology programs has been very low and class size has increased by both inter- and intra-university transfers in subsequent years. However, for fall 05 the number of freshmen paid deposits has doubled (from 6 to 12) for both programs perhaps indicating an interest in these new accelerated programs.

Recruitment

A. Freshman Class

For the past three years, Sargent College has worked with the Office of Admissions to increase the student recruitment efforts for our undergraduate programs. We continue to send direct mail pieces to selected SAT takers introducing them to our programs. As noted above, this year we promoted our new AT/DPT program with a 6,000 piece targeted mailing to high school athletic trainers. We hold open houses in the fall and invite all freshman inquiries to visit the college, attend a faculty lecture, obtain program information and meet with current students. These continue to be very well attended and the yield of visitor to applicant is high. The increase in inquiry rate and application rate reflect these activities.
B. Inter- and Intra-university Transfers

An important source of new students for Sargent College continues to be inter- and intra-university transfers. As noted above, this year there were 83 inter-university transfer applications to Sargent College, as compared to 53 last year. In addition, a significant number of students transfer to Sargent College from other colleges at Boston University every year. In 2004-2005 there were 117 students who transferred to Sargent compared to 89 the previous year. Many students who transfer into Sargent indicate that they either were not aware of Sargent College or of the full range of programs offered in the college when they originally applied to Boston University.

In the past year we have begun several initiatives to increase the visibility of Sargent College within Boston University. In the fall, we initiated the Sargent Healthy Lifestyle Challenge. Nearly, 1,200 members of the Boston University community participated in the challenge. During the year, we unveiled a new “challenge” on the website and in an email to participants every two weeks. Each challenge was a lifestyle tip, change or recommendation created by BU Sargent College students and faculty members that promote healthy living. Challenges came from all programs in the college.

In a second initiative to promote the visibility of Sargent, faculty in the Nutrition Program worked with BU Dining Services to create a healthier dining environment at BU by introducing “Sargent Choice” a new line of nutritious and tasty food items at all dining halls, retail dining locations and through Catering on the Charles. Sargent Choice baked items were available in the College of Arts and Sciences Café and the Fitness and Recreation Center last year and will be available at all campus dining and retail locations in 2005-06. Faculty and students in the Nutrition Program have developed a variety of educational materials to accompany the Sargent Choice items in order to educate the BU community about eating healthily.

The move of our Physical Therapy Clinic to the new recreation and fitness center will create greater visibility for the college. In addition, the addition of classes in the area of nutrition to the offerings of the Physical Education, Recreation and Dance Department will help create greater awareness of the course offerings in nutritional science at Sargent College.

In addition to creating greater visibility for Sargent College in general, in the past year we have put several initiatives in place to highlight several of our programs. One area in which we have been particularly successful has been in promoting our undergraduate program in Human Physiology. This program is an excellent option for students interested in a pre-med curriculum. The advantages of this program, as compared to other pre-med options at Boston University, are the focus on humans and the opportunity to work with excellent faculty in a more personalized environment than in the College of Arts and Sciences. In fact, the program at Sargent is the only such program in the Northeast and several students have indicated that they came to Boston University specifically for this reason. In the past several years we have
developed promotional materials specifically for this program, have redesigned the web site to make the program more visible, have worked with the Pre-med advising office at BU to make sure that students are aware of this option, and have advertised the major within BU by placing ads in the Daily Free Press. These initiatives have been extremely successful. Next to the Physical Therapy program, the Human Physiology program has the largest number of incoming freshmen. In addition, due to the number of students who have transferred into this major, it is now the largest undergraduate program at Sargent.

C. Graduate Professional Programs

In AY 03 Sargent College contracted with STAMATS to conduct a comprehensive review of our graduate program marketing and communications activities, strategies and tactics, our competitive position in the marketplace and an evaluation of our academic programs in light of marketplace desires and demands. The report and recommendations were presented to the college in May 2004. The key recommendations were outlined in the 2004 Annual Report for Sargent College. Many of those recommendations have been implemented during this academic year. They include:

- the development of high quality publications for each of the graduate programs at the college
- the consistent use of key messages in all materials describing the college and its programs
- the implementation of an open house visitation program for prospective graduate students – this open house was held in November 2004
- the development of a systematic series of contacts with inquiries
- the redesign of the graduate bulletin

D. Doctoral Programs

The recent allocation by the university of seven teaching fellowships (tuition and stipend) will result in the recruitment of top quality doctoral students to our research programs.
Programs in Communication Disorders (CD)

Undergraduate Program
Efforts in the undergraduate program mainly focused on the areas of advising and recruitment and retention this year. The undergraduate advisors met regularly throughout the year, worked on group events for the students, resolved some complex advising issues and generated plans for recruitment. They hosted a breakfast for the sophomores in conjunction with their completion of the Phonetics course (CD521) and spring registration. Faculty attended the Junior Pledge ceremony. Seniors had a group meeting with faculty to discuss preparation of graduate school applications and also were honored with a luncheon prior to graduation. Freshmen attended orientation events and were taken out to dinner by the National Students of Speech, Language and Hearing Association (NSSLHA) group.

The National Students of Speech, Language and Hearing Association (NSSLHA) sponsored a showing of the film, AFTER WORDS, an inspiring documentary film about aphasia, on 12/3/04. Faculty and students attended as well as members of the Aphasia Community Group and a reception followed the film.

NSSLHA in conjunction with the CD program, sponsored the 26th annual CD/NSSLHA conference on 3/21/05. The topic was “Developing attention: Identifying and accommodating vulnerabilities in a child’s executive system” and it was presented by Penny Prather, Ph.D. and Petrus de Vries, M.D., Ph.D. The conference was well attended and generated many positive comments about its content and organization.

Recruitment plans for 2005-06 include activities to generate transfers and/or minors from within BU, as well as increasing applications and enrollments from high-school students. At the Council of Academic Programs in Communication Disorders (CAPCSD) annual meeting, it was noted that open houses for high school students are not a successful recruitment strategy but talking to guidance counselors at feeder high schools was helpful. To facilitate contacts with high-school students, discussions with BU Admissions for SAR faculty and CD in particular will be helpful. Scott Alessandro at the Summer Challenge Program for high school students at BU was contacted. We are hoping to explore mechanisms for providing information to the summer program students about the professions in communication disorders.

We have recruited an undergraduate to represent CD on SeniorNet. This opportunity is sponsored by the BU Office of Career Services. Seniors can volunteer to be contacted by "undeclared, confused or curious" students looking for information about majors. In addition, in order to reach a wider undergraduate audience American Speech and Hearing Association recruiting materials will be posted near Psychology and Spanish departments/classrooms.
MS in Speech-Language Pathology
Student enrollment in the Master of Science Degree Program in Speech-Language Pathology increased from 25 in 2003-04 to 38 in 2004-05. This necessitated the development of several new clinical experiences for students. These included:

- A relationship was established with the Baldwin Public School (Brighton) to have a Boston University clinical supervisor accompany six graduate students a semester, one-half day a week, to the site to provide language and literacy enhancement lessons for children in the early childhood classes. In addition to providing an opportunity for students to be exposed to typically developing children, it also provided an opportunity for students to work with children from diverse linguistic and cultural backgrounds.

- A relationship was established with the Boston Area Aphasia Community Group that resulted in expanded opportunities for students to service neurologically impaired adults in the BU Academic Speech and Language Center. An aphasia book club and theme group met weekly and computer classes met monthly. In addition, a music group met intermittently throughout the year.

- Boston University clinical faculty members were assigned to oversee both of the above described activities. Faculty members were able to facilitate connections between what was being taught in classes with what was being practiced in the clinical setting.

A new curriculum for the Master of Science degree in Speech-Language Pathology was approved by the faculty during the Spring Semester. This curriculum will be implemented in September 2005. It is aligned with the new clinical certification requirements of the American Speech-Hearing-Language Association’s requirements and reflects current practice patterns in the profession.

The combined BS/MS program underwent a revision pursuant to the major curriculum changes in the M.S. Speech-Language Pathology program. The first student will be following the new curriculum beginning in the fall.

Doctoral Curriculum Changes
After careful consideration of the long term plans and goals for Sargent College, it was decided that the clinical track of the ScD program in Audiology would be discontinued. This was a very difficult decision but with the newly aligned priorities in the College, we did not have the resources to deliver an excellent program without having a negative impact on other academic goals.

The faculty in the Communication Disorders Program has formally requested the conversion of our current Sc.D degrees in Speech-Language Pathology and Audiology to a Ph.D. In support of this request, we have noted that our doctoral students are
being educated in a long-standing and high quality program that is staffed by senior faculty with active research programs and two exceptional new faculty members who have outstanding potential to compete for extramural funding. The doctoral program is small but it has attracted excellent students over the years and we believe that the Ph.D degree designation will help our future recruitment efforts. Furthermore, our doctoral program is preparing students for research and teaching careers, therefore the Ph.D. is more consistent with the work that our students are currently doing and their prospects for faculty positions. Also, the Ph.D. is offered in 62 of the 63 research doctoral programs listed on the American Speech, Language and Hearing Association (ASHA) website (www.asha.org/students/academic/doctoral/doctoral_programs.htm). As the Ph.D. degree is offered by virtually all of our academic competitors, we feel that this change would be very beneficial to our efforts to attract top students. These issues were discussed at a meeting on 1/25/05 and the Communication Disorders faculty voted unanimously (11 in favor, 0 abstaining, 0 absent) to support this request. It was also approved by the Health Sciences department and the Sargent College faculty on 5/6/05. A formal Stage I proposal is in the process of being completed.

Health Science Program

Since the health science program is still a new major within Sargent College, our initiatives in the past year focused on two broad areas: 1) Program and curriculum development and 2) Student recruitment. We realize that these two areas build on each other. A strong curriculum will attract and will also maintain a strong student body, and student recruitment is crucial to program development. Getting sound program information out to potential students that clearly identifies the strengths and potential career tracts of the health science major is one of our goals.

Curricular development:

- Practicum site development. The focus for 2004-05 year was development of health science practicum opportunities for health science students, particularly outside the Boston area. This involved meeting first with the Director of Academic Affairs with BU International Programs Office to explore which sites might be most appropriate and then meeting with program site directors individually. We developed practicum opportunities in Washington DC, Auckland, NZ, Dublin, Ireland and Geneva Switzerland. Examples of agencies that students may elect to work with include The International Red Cross, Doctors Without Borders, Amnesty International, and the US Department of Health & Human Services’ (HHS) Office of Disability. During the spring semester the Deputy Director of HHS Office of Disability presented a noon lecture to students, faculty and staff at Sargent College, which was well attended. The International Honors Program Health and Community program is also an option for health science majors. Students complete their practicum requirements during their junior and senior years. We have also established local practicum opportunities for program students at BU Clinical Centers.

- Further development of course curricula. New course development.
HP 210 Introduction to Critical Inquiry (O'Keefe) was first given in the spring 2005 semester. Registration was capped at twenty-three students, and the class was full. We have yet to review student feedback on this course.

**HP 300 Research Design and Evaluation (O'Keefe)**; course content and textbook selection were completed. This course will commence in fall 2005. There are twenty-three students registered for this course.

**HS Health Care Information Systems.** Professor Schotland received funding to develop this course as a class for summer 2006 session.

- **Program accreditation:** Health Information Management (HIM) accreditation. At the Health Science curriculum committee meetings this year, committee members reviewed accreditation requirements, specifically, curricular requirements toward HIM Accreditation. There were extensive additional curricular requirements and unclear career benefits to program graduates. It was decided not to pursue this option at this time and to revisit this issue in spring 2006.

- **Health Informatics:** During the spring semester, we explored the Health Informatics program on the BU medical campus. We met with Health Informatics faculty members. This program may offer practicum experience and honor’s thesis opportunities to health science students. The course syllabus for GMS 706, Computers Applications in Health Care Biomedicine was reviewed and may be an elective course option for seniors in the health science program.

- **Health Science Curriculum Committee:** Committee members met five times during the academic year and continued their work on health science curriculum development.

**Student Recruitment:**
- In order to increase awareness of the health science program among BU admissions staff in September 2004, the Program Director made a presentation describing the health science program to BU admission staff. These staff members attend high school college fairs and speak with high school students and distribute information on BU and its undergraduate programs.
- Presentations were given at freshmen orientation and open houses (*Oct 22nd, Nov 5th*). Presentations were also given at Accepted Student Open Houses *April 9th* and *April 23rd*.
- **Web site:** this year we worked primarily on the curriculum and the study abroad sections. These were successfully completed. Visit: [http://www.bu.edu/sargent/programs/undergraduate/health_science/index.html](http://www.bu.edu/sargent/programs/undergraduate/health_science/index.html)
- **Distribution of materials; posters and brochures.** We developed a Health Science Program Bulletin Board outside the Health Science Department Reception area on the fourth floor. This highlights the study abroad options and contains pamphlets on the health science program. Program pamphlets were also made available at Sargent undergraduate open houses.
Nutrition Programs

Goals for the Nutrition Programs and Progress in Meeting Goals were as follows:

I. Maintain/increase enrollment in both the undergraduate and graduate programs.

The first class of students was admitted into the undergraduate Nutritional Science Program in 2000. We have thus had two consecutive years in which we have students in all four years of our undergraduate program. Total undergraduate enrollment has increased by about 10% per year and total enrollment for the two years in which we have had students in all four years of the program was 40 in Fall 03 and 44 in Fall 04.

Many students come to Boston University having an undergraduate degree in an area other than Nutritional Sciences and enroll in the series of undergraduate courses required to meet the American Dietetic Association requirements (the Didactic Program in Dietetics- DPD) to matriculate into the MS and Dietetic Internship (DI) Program. In the past year, the number of applicants to both the MS Program and to the DPD/MS/DI program have increased. This may have been due to the fall open house that we hosted for the first time. We are limited in the number of students that we can accept into this program due to the number of internship sites. Thus, although there was not a significant increase in the number of MS student, the increase in applications to the DPD/MS/DI Program allowed us to be more selective and enroll a stronger MS class. In addition, as the DPD/MS/DI Program has grown the enrollment in our undergraduate courses has grown. As our first large class of BS and DPD students moved through their first year, enrollments in the undergraduate courses taken by both groups increased considerably:

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring ’04</th>
<th>Spring ’05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Cycle Nutrition</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Food Science</td>
<td>12</td>
<td>25</td>
</tr>
</tbody>
</table>
As this class moves through the remainder of the program, enrollments in Medical Nutrition Therapy I and II, Management of Food Service Systems, Applied Nutrition Care and Applications of Food Service Management will increase. The DPD/MS/DI class behind this first full undergraduate class is also large and enrollments in the undergraduate classes should remain high.

As seen below, an increasing number of non-Sargent Students have enrolled in the introductory nutrition courses over the past several years. This has resulted in a significant increase in credit hours taught.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall '03</th>
<th>Fall '04</th>
<th>Spring '04</th>
<th>Spring '05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Nutrition Science</td>
<td>77</td>
<td>89</td>
<td>119</td>
<td>173</td>
</tr>
<tr>
<td>Introduction to Nutrition</td>
<td></td>
<td></td>
<td>90</td>
<td>111</td>
</tr>
</tbody>
</table>

Finally, a nutrition minor was approved by CAS. We anticipate that this minor will increase enrollments in our courses significantly.

II. Convene advisory group for American Dietetic Association mandated review of undergraduate Dietetics Program

As a result of the submission of a Program Assessment Report to the American Dietetic Association in November 2004 and its acceptance in January 2005, we were told that we no longer have to abide by the earlier report and therefore did not have to convene this advisory group.

III. Complete project initiated in '02-'03 to determine if all competencies promised to ADA in undergrad and grad courses are being met.

Project completed. Competencies not being met were transferred to other courses where they will be met.

IV. Discuss development of joint nutrition/exercise program at the undergraduate or graduate level.

After considering this joint program the faculty decided not to pursue it in the immediate future.

V. Discuss development of joint biology/nutrition program at undergraduate level.

This initiative was not pursued last year but will be a high priority for '05-'06.

VI. Review graduate curriculum and begin development of program focus on “Nutrition and Healthy Lifestyles for Weight Management”.

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There has been discussion about, and revision of, the graduate curriculum this past year. Some changes include:

- Revision of HS 742, Nutrition for Disease Prevention and HS 776, Nutritional Epidemiology. Revisions were made to eliminate overlap and allow more time for discussion of specific issues related to disease prevention (including prevention of overweight/obesity). Specifically, HS 742 will now focus on disease prevention in children and HS 776 on disease prevention in adults. The increased time devoted to pediatric issues is in line with the current concern regarding the development of risk factors for chronic diseases in children.

As a result of discussion with many prospective students we are working on reducing the time to complete the DPD/MS/DI from six semesters plus an Internship to five semesters plus an Internship. We hope to initiate this plan in either fall '05 or fall '06.

**Additional Initiatives Worked on During the '04-'05 Year**

**I. Obtain approval from the American Dietetic Association for the Program Assessment Report for both the undergraduate DPD and the graduate MS/DI.**

Approval obtained in January '05 after several revisions.

**II. Sargent Choice Program initiated; development continues**

A line of healthy muffins and cookies was developed by Stacey Stimets and produced by BU Dining for sale at two campus locations.

Work is now in progress on beginning a program of Sargent-Approved Foods at residential dining locations, retail locations and catering.
Athletic Training

- The AY2004-05 marked the first year of accepting transfer students into the accelerated Athletic Training/Doctor of Physical Therapy (AT/DPT) program. Beginning in Fall 2005, students will enter as freshmen into the program. Because freshmen, sophomores and juniors essentially follow the same course of study, the collective enrollment of both programs must be considered for program planning (see Table).

- The AT/DPT program is proving to be attractive, with 108 applications resulting in 18 paid deposits for the Fall 2005 semester. In addition to the routine Sargent College outreach, web site changes and a 6,000-piece targeted mailing to high school athletic trainers constituted the only additional advertising, further emphasizing the desirability of this unique program.

<table>
<thead>
<tr>
<th></th>
<th>2005 – 06</th>
<th>2004 – 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>AT</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>AT/DPT</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Sophomores</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>AT</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>AT/DPT</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Juniors</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>AT</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>AT/DPT</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Seniors</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>AT</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>AT/DPT</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>81</td>
<td>54</td>
</tr>
<tr>
<td>AT</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>AT/DPT</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

The dramatic increase in enrollment requires that we develop a plan to accommodate all students in quality clinical education experiences. We developed a proposal to expand placement opportunities for sophomore athletic training students from our 2004-05 maximum of 18 to a 2005-06 maximum of 24 – 26 students. The plan includes development of super sites where, through a contractual arrangement, a site agrees to provide opportunities for additional students in return for athletic training services. We are currently working with Massachusetts Institute of Technology to establish such an arrangement.
The increased enrollment will place additional stress on our already-understaffed operation. Because we were not able to fill our tenure-track open line, recent approval has been given to a one-year temporary hire for a Clinical Assistant Professor.

Occupational Therapy

Undergraduate Program
In Fall 2004, 25 new post-baccalaureate students matriculated into the MSOT program. The number of new students was similar to previous years despite the fact that additional scholarship monies were available in 2004. The total number of applications to the MSOT program was down in 2005, which is not consistent with reports of an upturn in applications from other programs in the US. We are not sure how to account for this discrepancy, except that less scholarship money was available compared to AY2003-04, and that recruitment activities may have been affected because the planned revision of recruitment materials and the website had not been completed. We were, however, very successful in conversion in 2005: 19 of 48 students admitted (39%) have made deposits.

Graduate Program
We had a very successful launch of the on-line post-professional MS program and have a projected enrollment of 31 FTE’s for Fall 05. We are in process of preparing a Stage 1 proposal for an on-line post-professional OTD program to present to the College for review in the Fall. A market analysis by Embanet/EKG was favorable and they have indicated interest in working with us to launch this program (if approved by the College and the University).

In 2004-2005 the Occupational Therapy faculty implemented an innovative new curriculum in the Master of Science in Occupational Therapy (MSOT) program. The new curriculum is designed to prepare excellent practitioners meet current and future societal needs. It has three organizing threads that guide all instruction: a clear emphasis on engagement in occupation as the focus of the profession, a commitment to client-centered practice, and a strong belief that practice must be guided by the best scientific evidence available. Two important features distinguish the new curriculum:

1. Academic and clinical learning are integrated throughout the program with four semester-long fieldwork experiences that provide exposure to multiple settings and populations. Fieldwork experiences are integrated with other coursework through assignments that require investigation analysis, and problem-solving related to issues from the fieldwork setting. In addition, students participate in a weekly integrative seminar to help them draw together and synthesize the learning from academic and clinical experiences.

2. The curriculum takes a holistic approach to occupational therapy assessment and intervention. All the clinical courses are taught from a life-course perspective rather than the traditional divisions by diagnosis (mental health; physical disabilities) or by age group (pediatrics; geriatrics). In addition, a series of clinical cases guide the
introduction of relevant assessment, intervention, and systems issues as they would typically occur in relation to each part of the life course.

**Physical Therapy**

**Undergraduate Program**
Although the overall number of students enrolled in the undergraduate Health Studies program continues to decline, freshman enrollments for Fall 2005 suggest a turn in the declining tide. We had 202 students in Fall 2002, 159 students in Fall 2003, and 154 in Fall 2004. The enrollment of freshmen in the BSHS program in Fall 2004 was 46 and we have 53 paid deposits for AY2005-06. In addition, the accelerated AT/DPT program has 18 paid deposits from an application pool of 108 (see AT program annual report for a full description). Thus, there are 68 freshmen who would be expected to matriculate into the DPT program during their senior year.

An important issue concerning the undergraduate program addressed by the faculty this year was that of attrition. The DPT program had a higher than desired attrition rate due to the higher grade point average(3.0) needed to remain in the program compared to the previous MS program. In looking at those students who were having difficulty in the program it seemed that those freshmen who had been rated as a 5 on admission had difficulty maintaining adequate grades to succeed in the program. The goal for the 2005-2006 was to admit only applicants with admission scores of 1-4 to the freshman class. We anticipate that this will reduce the attrition due to academic failure.

**Graduate Program**
In Fall 2004, 21 new post-baccalaureate students and 42 seniors entered the on-campus full-time DPT program. Mainly due to the large attrition in the undergraduate Health Studies program we had a smaller class compared to previous years. Our recruitment efforts for AY2005-06 have resulted in 41 paid deposits for post-baccalaureate admission, implying that we have successfully impacted the downward trend over the past 6 years in enrollment of new students. The larger number of post-baccalaureate students also allows us to counterbalance the large attrition at the undergraduate level. We anticipate 35 post-baccalaureate students will matriculate into the program in AY2005-06. This far exceeds our goal of 25 post-baccalaureate students for Fall of 2004. This increased enrollment may be the result of advertising our professional programs at the APTA conferences and the aggressive marketing of our on-line tDPT program to all physical therapists in the US. Again, these efforts have clearly increased our visibility at a national level.

The on-line tDPT program continues to thrive. Twenty-seven students completed the first residency portion of the on-line program and graduated January 25, 2005.
Rehabilitation Counseling

Undergraduate Program
The enrollment of students in the BS program in Rehabilitation and Human Services (BSRHS) in Fall 2004 increased to 41 as compared to Fall 2003 when 22 students were enrolled in the BSRHS program, although no new students entered as freshman in 2005. This program has never had significant numbers in the freshman year and the BSRHS program currently relies more on transfer students. Currently the BSRHS program has 15 minors who may be potential transfer undergraduate or graduate students. This is the result of more aggressively advertising the Minor in Rehabilitation and Human Services within BU. It is important to note that the new SAR marketing initiatives and the reconfiguration of the departments may have an impact on freshman enrollment in the future as well as with transfers.

The increased enrollment in the Rehabilitation Counseling service courses has been an area of on-going success. Not only are we able to generate significant credit hours, but also we are in a unique position of providing course content to students from other programs in SAR, CAS and other programs. We have been soliciting input from SAR programs to make the course information most relevant when possible. Of particular note are the projected enrollments for the following courses, which relate to the mission and goals of the Rehabilitation Science Department and SAR:

- HP252: Disability in the Life Span (Soydan-Sullivan) - 48 students from SAR;
- RC412: Abnormal Behavior in Rehabilitation (Nemec) - 75 students from SAR and other programs;
- RC500: Helping Skills (Miranda) - 51 students from SAR and SMG.

Graduate Program
In Fall 2004 we experienced an increased enrollment in the MS program, suggesting that we have successfully impacted the downward trend in enrollments that we have experienced over the past 5 years. This was, however, largely due to the availability of more scholarships for post-baccalaureate students. Intensified recruitment and marketing activities for our individual programs are necessary to increase the number of new students enrolled in our programs. With less scholarships (Unit 16 and external training grants funding) available for AY2005-06, an enrollment of 5 MS students is expected for Fall 2005.

Doctoral Program in Rehabilitation Sciences
In the second year of its existence, the ScD program in Rehabilitation Sciences attracted 7 new doctoral students during AY2004-05 (5 in Fall 2004 and 2 in Spring 2005). Again students from many different countries (Japan, Israel, Taiwan and USA) entered the program. It is expected that at least 35 doctoral students will be enrolled in AY2005-06. As a result, most research faculty have a full load in supervising doctoral students. Therefore we accepted less new students for Fall 2005; our projection is that 3 new students will enter the program. The ScD program in Rehabilitation Sciences was advertised at the national professional conferences in the fields of
Athletic Training, Occupational Therapy, Physical Therapy and Rehabilitation Counseling. A folder was developed for advertising purposes and the Sargent College website for the ScD program in Rehabilitation Sciences was revised to make it more attractive to future students.
Faculty Awards

Arthur E. Dell Orto, Professor in Rehabilitation Counseling, received the Distinguished Career Award from the National Council on Rehabilitation Education in Tucson, AZ. February 2005.

Arthur E. Dell Orto, Professor in Rehabilitation Counseling and Patricia Nemec Clinical Associate Professor in Rehabilitation Counseling, received the Rehabilitation Services Commissioner Award for Excellence Doctoral Education, Washington DC. October 2004.

Marianne Farkas received a National Commendation Award in recognition of research, teaching and advocacy in the field of disability from the National Association of Rehabilitation 2005 for Service to Field Research and Training Centers.

Marianne Farkas received the Lifetime Achievement Award, New York International Association for Rehabilitation Services 2004.

Linda Fetters, Associate Professor in Physical Therapy, received the Sargent College Award of Merit for outstanding leadership in the development of physical therapy education programs at Boston University.

Karen Jacobs, Clinical Professor of Occupational Therapy received a Fulbright Scholar award to spend the fall 2005 semester at the University of Akureyri in Iceland.

Karen Jacobs, Clinical Professor of Occupational Therapy received the 2004 Herbert J. Hall Award which honors contributions and service to the occupational therapy profession.

Judith Schotland, Assistant Professor in Health Sciences, received the Whitney R. Powers Teaching Excellence Award from Sargent College.

Janet Turner, graduate financial aid administrator, received the Sargent College Award of Merit for her extraordinary efforts and advocacy on behalf of the College’s graduate students.

Other Faculty Activities

Helen Barbas, Professor of Health Sciences, served as a member of the COG NIH Study Section.
Sue Berger, Clinical Assistant Professor in Occupational Therapy, served as a member of the American Occupational Therapy Association Gerontology Board Certification Panel.

Sara Brown, Clinical Associate Professor in Athletic Training, was re-elected as vice-president of the National Athletic Trainers’ Association Board of Certification (BOC).

Clinical Associate Professor Sara Brown and Clinical Assistant Professor Mark Laursen served as site visitors for the Commission on Accreditation of Allied Health Education Programs.

Sharon Cermak, Professor in Occupational Therapy, served as a member of the Advisory Board for the Maternal and Child Health Program at the Boston University School of Public Health.

Wendy Coster, Associate Professor in Occupational Therapy, chaired an International Conference on Evidence-based Occupational Therapy sponsored by the American Occupational Therapy Association and the American Occupational Therapy Foundation and funded by a grant she wrote to AHRQ. Representatives from 13 countries met to initiate collaborative efforts to disseminate evidence to the international OT practice community.

Wendy Coster, Associate Professor in Occupational Therapy, served on the Editorial Board of the journal Physical and Occupational Therapy in Pediatrics.

Arthur Dell Orto, Program Director and Professor in Rehabilitation Counseling, was reappointed Commissioner of Professional Standards and Accreditation for the Council on Rehabilitation Education.

Arthur Dell Orto, Program Director and Professor in Rehabilitation Counseling, served on the editorial board of the Psychiatric Rehabilitation Journal.

Linda Duncombe, Clinical Associate Professor in Occupational Therapy, served on the editorial board of the journals Occupational Therapy in Health Care and Occupational Therapy in Mental Health.

Marianne Farkas, Research Assistant Professor, Center for Psychiatric Rehabilitation, served on the Board for the World Association of Psychosocial Rehabilitation.

Marianne Farkas, Research Assistant Professor, Center for Psychiatric Rehabilitation, was selected Chair, Research and Best Practices Committee of the World Association of Psychosocial Rehabilitation and Chair, Training Committee of the National Association of Rehabilitation and Research Training Centers.

Linda Fetters, Associate Professor of Physical Therapy, was a member of the editorial board of the journal Pediatric Physical Therapy and the Journal of Developmental and Behavioral Pediatrics.
Norm Hursh, Associate Professor of Rehabilitation Counseling, served as the Chair-Elect and Commissioner, Certification of Disability Management Specialists and a member of the editorial board for Work: A Journal of Prevention, Assessment and Rehabilitation.

Karen Jacobs, Clinical Professor of Occupational Therapy, served as a delegation leader for a group of occupational therapists who went to Russia as a part of the Ambassadors People to People Program.

Susan Kandarian, Professor of Health Sciences, served on the SMEP study section of NIH and on the editorial board of American Journal of Physiology: Cell Physiology.

Gerald Kidd, Professor of Communication Disorders, served as the Associate Editor of the Journal of the Acoustical Society of America.

Steve Lewis, Associate Professor of Health Sciences, served on the editorial board of the Journal of Musculoskeletal Pain.

Nancy Lowenstein, Clinical Assistant Professor in Occupational Therapy, served on the Massachusetts Professional Licensing Board for Allied Health Professions.

Melanie Matthies, Associate Professor of Communication Disorders, served as a Section Editor for the Ear and Hearing Journal.

Deanne McCraith, Clinical Associate Professor of Occupational Therapy, served as a board member of the Massachusetts Brain Injury Association.

Diane Parris, Clinical Assistant Professor of Communication Disorders, was the organizer for the Stuttering Foundation of America biannual workshop which was held at Boston University.

Nancy Peatman, Clinical Assistant Professor in Physical Therapy, was elected secretary of the Education Section, American Physical Therapy Association.

Maria E. Restrepo-Toro, Research Assistant Professor, Center for Psychiatric Rehabilitation, concluded her term one-year term on the board of USPRA (United States Psychiatric Rehabilitation Association) and was elected to serve as the Chair of the USPRA Multicultural Committee.

Maria E. Restrepo-Toro, Research Assistant Professor, Center for Psychiatric Rehabilitation, served on the Board of Directors of MASS- USPRA (Massachusetts chapter United States Psychiatric Rehabilitation Association).

Joan Salge-Blake served as the Chairperson of the Nominating Committee of the Massachusetts Dietetic Association.

Gary Skrinar, Professor of Health Sciences, served on the Executive Committee of
the New England chapter of the American College of Sports Medicine.

**Wayne Tyrell**, Clinical Associate Professor of Rehabilitation Counseling, served as an executive committee member of the Council of Rehabilitation Education.

**Robert Wagenaar**, Chair of the Rehabilitation Sciences Department, was an invited member of a strategic planning session entitled Opportunities for Rehabilitation Research in Chronic Stroke sponsored by the National Institutes of Health, USA and Istituto Superiore di Sanita, Italy, Pisa/Rome, Italy, November, 2004.

**Gloria Waters**, Professor of Communication Disorders and **Linda Tickle-Degnan**, Associate Professor in Occupational Therapy were invited to participate in the Interagency Committee on Disability Research workshop on “Capacity Building for Research in Rehabilitation Science Professions”, Washington, D.C., June, 2005.

**Student Awards**

**Rebecca Additon** (BS in Health Studies) received a Sargent College community service award.

**Ayelet Ben-Sasson and Ling-Yi Lin** (Sc.D. in Occupational Therapy) received travel awards to present their research at the Gatlinburg Conference on Theory and Research in Intellectual and Developmental Disabilities in Annapolis, MD in March.

**Gayle DeDe** (ScD, Communication Disorders) received a NRSA Pre-doctoral Fellowship from the NIH.

**Nina Gluchowski** (BS, Human Physiology), was one of two Boston University students to receive a Melville Scholarship.

**Kelly Hannon** (MSOT II) received an Albert Schweitzer Fellowship. Her project involves an organization called "Project Respite Care".

**Andrew Judge** (Ph.D. in Applied Anatomy and Physiology) won a Young Investigator Award based on the presentation of his work at the Skeletal Muscle and Stem Cells conference sponsored by the Federation of American Societies for Experimental Biology.

**Hero Fiona McNaughten** (BSOT) received the Florence Hunter Award (established for excellence of scholarship while also fulfilling demanding work responsibilities).

**Megan Murai** (BS Athletic Training) received the Bernard Kutner Award and the Scarlet Key award.
Lisa Olshefski (BS Communication Disorders) received the Pamela Posen Endowed Memorial Scholarship which is awarded to support travel supplementing the student's study abroad.

Katherine Perlsweig, (BS Athletic Training) received the Anthony A. Schepsis & David W. Zimmer Award, presented annually to an exceptional student in the Boston University Athletic Training program.

Amy Porter (Sc.D Rehabilitation Counseling) received the Rehabilitation Services Commissioner’s National Student Scholar Award, Washington DC. October 2004.

Victoria Sacoccio (BS Nutritional Science) was awarded a Harold C. Case Scholarship.

Louise Stanczak (Sc.D. Communication Disorders) was one of five doctoral students nationwide to receive a New Century Scholar doctoral scholarship from the American Speech and Hearing Foundation, November, 2004.

Louise Stanczak (Sc.D., Communication Disorders) received a travel award from the American Speech and Hearing Association.

Louise Stanczak (Sc.D., Communication Disorders) received the Sargent College Dean’s Award at Boston University’s Science and Engineering Day.

Louise Stanczak (Sc.D., Communication Disorders) received a fellowship to attend the Summer Institute in Cognitive Neuroscience at Dartmouth Medical School.

Jeanna Tachiki (BS in Nutritional Sciences) received the Twiness Award and the American Dietetics Association Outstanding Dietetics Student Award for 2005.

Betty Yung (BS/MSOT) received the Student Activity Award (established for recognition of student contribution to College, University, and community activities).

Janelle Ziobro (BS Communication Disorders), Orley White (BS/MSOT), and Courtney Bryan (BS in Rehabilitation and Human Services) received Sargent College Professional Contribution Awards for their great potential professionally as demonstrated by their scholarship, research, clinical experience, and promotion of their program to the community.

Other Student Activities

Megan Murai submitted a case study to the Southeastern Athletic Trainers’ Association (SEATA) student symposium. Her submission was rated the best out of over 70 papers. She presented the case study at the SEATA meeting in Atlanta, GA and is preparing it for publication in *Athletic Therapy Today*.

Students of the BU PT Program won an honorable mention in the Marquette Challenge, raising $2,000 for the Foundation for Physical Therapy.
Sponsored Research
As can be seen in the following tables and graphs, the number of proposals submitted (N=64) for external funding was down this year compared to the previous 6 years (average =75). However, this can be accounted for by the fact that the Center for Rehabilitation Effectiveness headed up by former Dean Jette moved from Sargent College to the newly formed Health and Disability Research Institute at Boston University in July, 2004. This move also had an effect on the number of awards and total research dollars in 2004-2005. Total award dollars were stable in 2004-2005 if the monies awarded to the Center for Rehabilitation Effectiveness is taken into account ($5,924,741 in 2003-2004 vs. $5,730,280 in 2004-2005). It should also be noted that total research dollars are affected by the fact that there are currently 5 unfilled tenure-track faculty lines in the college.

Several new awards are of particular note:

The Center for Psychiatric Rehabilitation received a 5-year competitive renewal of its Rehabilitation Research and Training center funded by NIDRR for $3,750,000.

Dean Waters received a 5-year $1,250,000 grant from the Department of Education to develop a new, computerized assessment battery for older children who are struggling readers.

Professor Leher Singh who joined the Communication Disorders faculty in 2003 as a junior faculty member received two separate R03 grants from NIH for her work on language acquisition.

Professor Helen Barbas received a 5-year grant for $1,867,345 from NINDS for her work on Prefrontal Anatomic Pathways in Executive Control and a 4-year grant for $1,453,500 from NIMH for her work on the Organization of Prefrontal Feedback Circuits.
### Sargent College of Health and Rehabilitation Sciences
#### Sponsored Programs FY 2005

### APPLICATIONS

**July 2004 - June 2005**

<table>
<thead>
<tr>
<th>Program</th>
<th>Research</th>
<th>Training</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
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<tr>
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<td>Amount</td>
<td>N</td>
<td>Amount</td>
</tr>
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<tr>
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_N - denotes number of applications
_Amount $ denotes funding requested_

### NEW APPLICATIONS

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### CONTINUING APPLICATIONS

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<td><strong>Totals:</strong></td>
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</table>
In July 2004, the Health & Disability Research Institute (HDR) was established expanding on the scope and strengths of the Center for Rehabilitation Effectiveness. Sponsored funding, effective July 1, 2004, for HDR is exclusive of Sargent College.
### Sargent College of Health and Rehabilitation Sciences
Sponsored Programs FY 2005

#### AWARDS

#### July 2004 - June 2005

<table>
<thead>
<tr>
<th>Program</th>
<th>Research</th>
<th>Training</th>
<th>Other</th>
<th>Totals</th>
</tr>
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<tbody>
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<td></td>
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<td><strong>Totals</strong></td>
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*Subtotals: 14 $1,950,454 3 $165,606 17 $2,116,060 16 $2,088,528 12 $1,570,209 1 $149,944 28 $3,808,681*

*N - denotes number of awards

#### NEW AWARDS

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#### CONTINUING AWARDS

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<th>Other</th>
<th>Totals</th>
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<td><strong>Subtotals</strong></td>
<td>16</td>
<td>$2,088,528</td>
<td>12</td>
<td>$1,570,209</td>
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43
### Sargent College of Health and Rehabilitation Sciences
#### Sponsored Programs FY 2005

**AWARDS**

<table>
<thead>
<tr>
<th>SAR/Center for Rehabilitation Effectiveness*</th>
<th>Center for Psychiatric Rehabilitation</th>
<th>Health Sciences</th>
<th>Rehabilitation Sciences</th>
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<td>Total Award $</td>
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*In July 2004, the Health & Disability Research Institute (HDR) was established expanding on the scope and strengths of the Center for Rehabilitation Effectiveness. Sponsored funding, effective July 1, 2004, for HDR is exclusive of Sargent College.
The college completed FY 2004-2005 with a $119,260 surplus in its unrestricted budget of $8,221,746. This surplus was due to unspent monies associated with unfilled faculty lines.

Unrestricted Boston University/Sargent College Budget

<table>
<thead>
<tr>
<th>Budgeted</th>
<th>Actual Expense</th>
<th>Margin +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Administrative Departments $3,533,024</td>
<td>$3,558,335</td>
<td>-$ 25,311**</td>
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<tr>
<td>b. Academic Departments $1,729,313</td>
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<tr>
<td>Health Sciences</td>
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<tr>
<td>Rehabilitation Sciences</td>
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<td>$171,104</td>
</tr>
<tr>
<td>c. Centers $8,221,746</td>
<td>$8,127,797</td>
<td>+$119,260*</td>
</tr>
<tr>
<td>Center for Psychiatric Rehabilitation</td>
<td>$171,159</td>
<td>$171,104</td>
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</table>
| **The over-expenditure in the Administrative Departments will be paid by the University.**

*The positive balance was rolled-over into the respective department’s capital equipment account.

Entrepreneurial Units

<table>
<thead>
<tr>
<th>Income</th>
<th>Expense</th>
<th>Cumulative Margin +/-</th>
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<tr>
<td>a. Sargent College Clinical Centers $1,249,646</td>
<td>$1,235,028</td>
<td>$14,618</td>
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<tr>
<td>Orthopedic/Sports Medicine</td>
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<td></td>
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<tr>
<td>Speech and Language</td>
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<td></td>
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<tr>
<td>b. Center for Psychiatric Rehabilitation $158,185</td>
<td>$161,314</td>
<td>-$ 3,129</td>
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<tr>
<td>Career Support Services $ 41,553</td>
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<td>Technical Assistance Services $ 116,582</td>
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<td>Publications- Margin</td>
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<td>Training for the Future</td>
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<td>Rehabilitation Initiatives $ 357,029</td>
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<td>$1,095,131</td>
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Development & Alumni Relations
DEVELOPMENT HIGHLIGHTS

Development

The table below details the non-federal gift income by source for Sargent College from 1999 to 2005.

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<th>Source</th>
<th>FY 99-00</th>
<th>FY 00-01</th>
<th>FY01-02</th>
<th>FY02-03</th>
<th>FY03-04</th>
<th>FY04-05</th>
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<tbody>
<tr>
<td>Individuals:</td>
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<td>$924,159</td>
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</table>

As can be seen from the table, after 4 years of steady growth there was a sharp decline in gift income in FY 03-04. The particularly strong figures seen in FY 02-03 were attributed to the successful campaign to fund Sargent House, as well as the launching of the campaign for the Services Division of the Center for Psychiatric Rehabilitation.

The downward trend was reversed somewhat this year as a result of a 21% increase in individual contribution dollars in FY05, due to a variety of factors, including:

- Large increase in bequest dollars
- Success of newly implemented Annual Giving Leadership Societies
- Targeted asks to friends/parents and other affiliated groups
Reunion class gift support declined in FY05, primarily due to a weak cycle of reunion classes, resulting in a decrease in total alumni giving, although number of gifts and payments was up (1,005 vs. 980 in FY04). Classes were asked to support the following with their class gifts:

- 1930, 1935  Dean’s Fund
- 1940, 1945, 1955  Mary Tierney Coutts Scholarship Fund
- 1950  Sargent Visibility Fund
- 1960  Dean’s Fund (Fisk Lounge Renovation)
- 1965  Dean’s Fund (Cohen Undergraduate Lounge Renovation)
- 1970 – 2000  Sargent Fund

Corporation support decreased again, while Foundation support saw an increase thanks to a larger than expected gift to the Center for Psychiatric Rehabilitation. There has been a noticeable drop in available funds for outlay; this trend is not expected to slow in the short-term.

Highlights:

- A goal of $100,000 was set for FY05 for the Sargent College Fund, to be specifically used to make Sargent a “wireless” school, in addition to providing educational enhancements for students and faculty. This goal, like last year, was met and exceeded, with $106,846 being raised by alumni and friends of the College. This represents a $29,000 dollar increase from FY04.

- The implementation of the Annual Fund Leadership Giving Societies program has turned out to be very successful, with 24 alumni, parents and friends donating at least $1,000, $2,500 or $5,000 for yearly membership in a named society.

- The Campaign for the Center for Psychiatric Rehabilitation’s services division increased its fundraising to $488,960, an $118,000 increase over FY04.

**Capital Campaign**

Due in large part to funds raised in 2001-2002 and 2002-2003, Sargent College is in the top tier of BU schools that are reaching overall university campaign goals. We are at $5,936,648 (app. 50%) of our $12 million campaign goal, with at least two years to go. Campaign priorities have shifted somewhat with a new dean onboard. These now include:

- Creating an Institute for Sports Medicine and Rehabilitation at Sargent College. The Ryan Center for Sports Medicine and Rehabilitation at the new Fitness and Recreation Center in the John Hancock Student Village will provide services and bring increased visibility to the areas of physical therapy, athletic training and nutrition. The creation of an Institute for Sports Medicine and Rehabilitation
would allow us to attract top-notch scholars in this area and create opportunities for collaboration between the Sargent College Clinical Centers that are a part of the Ryan Center and the academic units. Research is currently underway to determine costs and fundraising goals. (preliminary endowment goal - $6 million)

- Implementing a Boston Aphasia Resource Center at Sargent College - Aphasia refers to the loss or reduction of language following brain damage, typically as a result of a stroke. The Boston Aphasia Community group was founded 15 years ago as a support group for people who have language problems (aphasia) after stroke and for their families. The group has been meeting once a month at the Spaulding Rehabilitation Hospital. In the past year, Sargent College has joined with the Boston Aphasia Community Group to provide increased services for individuals with aphasia. These services have provided wonderful clinical training opportunities for our students, an important community service, and research opportunities. We will begin a $4-6 million mini-campaign for the creation of a resource center to provide services in our in-house clinic in the area of Neurorehabilitation.

- A $2 million campaign to endow a Chair in the area of Neurorehabilitation.

- A $2 million campaign to endow the George Makechnie Distinguished Chair in Health Science at Sargent College. This endowed chair will be named after Dean Emeritus George Makechnie, dean of Sargent College from 1946 to 1972. Many consider Dean Makechnie the second founder of Sargent College. He passed away in 2005 at the age of 98.

- $100,000 for the creation and $250,000 for maintenance endowment of a Nutrition Kiosk at the new Fitness and Recreation Center. The kiosk would be staffed by Nutrition students and would provide nutrition information to the Boston University community.

Other:
- Various trips with alumni events took place to introduce the new dean, Gloria Waters, to alumni prospects and others. Locations included: Florida (Sarasota, Naples, Ft. Lauderdale, West Palm Beach), Arizona (Tucson), Texas (San Antonio/Kerrville) and Alabama (Birmingham).
ALUMNI RELATIONS
HIGHLIGHTS

The overall mission for the 2004/2005 academic year was to increase alumni giving and participation by implementing programs that emphasized outreach to current and future alumni; to foster alumni pride, interest in and loyalty to Sargent; and to promote alumni involvement both financially and through alumni activities.

Highlights:

- **eConnection**, a bi-monthly electronic newsletter was successfully launched. Designed to serve as a means to keep alumni connected to Sargent in the interim between Sargent publications, the newsletter included interesting and topical updates on various college initiatives, current research, and faculty/staff profiles. In addition, information about local, regional and national alumni events, as well as pertinent university information was shared.

- The Alumni Association Board continued its work to strengthen the roles of each member, with the following program highlights:
  - Aging Gracefully, a full-day seminar discussing various aspects of aging, was attended by over 80 alumni and guests
  - Student/Alumni relations continue to be a priority, with alumni attending various student events throughout the year.
  - Reunion weekend attracted approximately 200 alumni and guests, with the highlight being that the alumni luncheon and awards ceremony was held in a new location – the Club Room in the new Harry Agganis Arena. Seven outstanding alumni were recognized for their professional and personal accomplishments with the following awards:
    - **Twiness Awards**: Jacqueline Francis '55, Jane Koomar '80, Charles Inniss '98
    - **Special Recognition Awards**: Barbara Waddell '55, Roger Fielding '83, Cara Topalian Soderquist '95, Anthony Zipple '87.

    A BU Young Alumni Social reception atop of the State Street Building (BU Club) took place to attract younger alumni to reunion.

- Alumni office staff made personal thank you calls to all alumni who gave to the annual fund in ’05

- The Alumni Office continues to work with departments to host receptions for alumni and clinical associates at annual conferences.
Centers Report
The Sargent College Clinical Centers consists of 6 centers that provide comprehensive preventive and rehabilitative care to its clients. The centers include the BU Physical Therapy Center (PTC), the BU Athletic Enhancement Center (AEC), the BU Nutrition and Fitness Center (NFC), the BU Speech, Language and Hearing Center (SLHC), and the BU Vocational Rehabilitation Center (VRC). In addition to providing state-of-the-art care, the centers support the educational mission of Sargent College with more than 30 Sargent students involved in Center activities ranging from educational experiences to employment. The PTC, AEC, NFC, and VRC are mainly entrepreneurial endeavors, while the SLHC is the in-house clinic that is required by professional accreditation standards and primarily serves the educational needs of the MS program in Speech-Language Pathology.

The 2004-2005 year was a challenging one for the PT clinics due to the need to move to a new facility in the downtown location and the pending move of the main PT clinic from 930 Commonwealth to the new Ryan Center for Sports Medicine and Rehabilitation in the Fitness and Recreation Center. Nonetheless, the 2004-2005 year was marked by continued growth in depth and scope of programming and continued increase in positive exposure for the Centers.

**Financial Highlights:**

Of greatest significance are the following accomplishments:

- Despite a large amount of one-time expenses related to acquisition of a permanent downtown Financial District location and Ryan Center development costs, the Physical Therapy Center exceeded expectation of break-even and generated a surplus within the fiscal year.
- Both the AEC and NFC achieved the primary goal of becoming self-sufficient under the leadership of Adam Naylor and Stacey Stimets, respectively.

<table>
<thead>
<tr>
<th></th>
<th>2003-2004</th>
<th>2004-2005</th>
<th>% Change</th>
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<tr>
<td><strong>Total Income</strong></td>
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<td><strong>Total Profit</strong></td>
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<td><strong>NFC Income</strong></td>
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<td><strong>PT Visits</strong></td>
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</table>
Physical Therapy Centers (PTC)
The 2004-2005 year saw continued growth, despite the fact that operations ceased on the South Shore due to the high cost of Clinic Licensure. Focus on clinical excellence yielded outstanding patient and referral source feedback. The major highlights for the year were:

- A permanent location was secured for the downtown clinic in the Financial District.
- The physical space in the Ryan Center was completed in the spring with plans to take residence in the summer of 2005.
- Patients Served – over 18,400 treatment visits were provided to 1,700 individual patients, representing a total increase of 8% from last year.
- Emerging Identity – gains were made in creating a brand identity for BUPTC that will be uniform across all media.
- Staff – the professional staff consisted of 13 full and part time clinicians, in addition to 3 administrative staff.

Athletic Enhancement Center (AEC)
After moving to its new location within the state of the art Track and Tennis Center, over 130 individual athletes and 7 teams chose to train under the guidance of the AEC. Subscription to the AEC newsletter has grown to over 300 recipients and the Center and staff has been featured in many articles, publications, and other forms of media exposure.

Workshops Provided
- Raising the Student Athlete (2x)
- The Complete Runner (2x)
- Injury Prevention for Military Training for BU ROTC
- Injury Prevention for Soccer Officials for Mass Soccer Referee’s Association
- Athletic Excellence for High School Athletes
- Great Coaching = Organized Chaos: Coaching Athletes with Learning Disabilities for Newton Youth Hockey

New Programs Introduced
- Open Houses – Introduction to BUAEC
- Off-Site Team Coaching – Newton North Indoor Track, Waltham Track

Nutrition & Fitness Center (NFC)
- 2005 saw continued success with our partnership with the Human Resources Office and the Fitness Evaluation program. This year, the program was expanded to include a weight loss option (“Weight Loss Essentials”), which was very well received by faculty and staff.
- Continued growth was experienced in the individual counseling programs, where faculty and staff participated in nutritional and physical activity instruction.
• The Sargent Choice program was initiated, a collaboration between Sargent College and BU Dining Services for the purpose of enhancing, expanding and promoting healthy food options at BU. This valuable service will provide the University with great support for adopting healthy practices, while providing Sargent College with increased exposure.
• 2006 will build on this strong foundation by creating stronger ties to the Sargent academic programs, as well as establishing other University partnerships.

Other
The Speech-Language and Hearing Center and the Vocational Rehabilitation Center continued to provide service to the community and meet the goals of the academic departments.
MISSION
A person who has experienced a psychiatric disability has the same basic wants and needs as any other person: a place to live, a job, a chance to learn, and people for support and friendship. Our mission at the Center for Psychiatric Rehabilitation is to increase the likelihood that people who have a history of psychiatric disability can reach their goals. We conduct research, develop educational materials, disseminate new knowledge, and provide training and program consultation in the area of psychiatric rehabilitation.

GOALS AND ACCOMPLishments 2004-2005
The Center is organized into 6 divisions: Research Division (Director: Sally Rogers); Training Division and International Division (Director: Marianne Farkas); Publications and Production Division (Director: Linda Getgen); Services Division (Director: Dori Hutchinson); Development Division (Director: Larry Kohn); and the Operations Division (Director: Carol Crawford). Each division has pursued the Center’s goals as presented in last year’s annual report (2003–2004). The progress made with respect to these 7 goals will be discussed in the following section.

Goal 1: Apply for two NIMH research grants and re-apply for two others if needed.
Goal 1 was met. The following grants were revised for re-submission: 1) the Center’s P-20 NIMH Developing Center grant which proposed to study recovery among individuals with severe mental illness; 2) one R-34 to study assessment protocols for individuals with persistent schizophrenia in the state of South Carolina (Courtenay Harding, PI); 3) an RO-1 on literacy and mental illness with the Boston University Department of Psychiatry (Courtenay Harding, sub contractor).

In addition, Drs. Barbara Scolnick and Yu Mui Wan submitted small grants to NIMH (under the B/Start program). Those grants were designed to address the following: The Scolnick study proposed to examine a 6-week program of heart rate variability (HRV) biofeedback training to determine if the intervention is safe, feasible, and efficacious for individuals diagnosed with a severe mental illness. The Wan proposal aimed to generate new knowledge on the explanatory models of mental illness used by Chinese-Americans with schizophrenia and explore how the models influence help-seeking behaviors.

Goal 2: Publish 6 articles in peer-reviewed journals and publish technical reports, books, and book chapters as needed.
This goal was exceeded. The following manuscripts were published: fourteen articles in peer reviewed journals; five editorials; four professional publications; one Center book; and two book chapters.
Goal 3: Apply for two research grants from non-NIMH sources (e.g., CMHS, RSA, NIDRR).

This goal was exceeded. Several research grants were submitted to non-NIMH funding bodies. 1) Drs. Sally Rogers and Marianne Farkas submitted (and received $3.75 million in funding) a 5-year Rehabilitation Research and Training award from NIDRR; 2) Drs. Zlatka Russinova and Sally Rogers submitted a Field-Initiated Research Grant to NIDRR to continue the current Longitudinal Sustained Employment study under the Field Initiated Research Program of the NIDRR; 3) under the same funding program Drs. Hutchinson and Gagne submitted a grant to examine health and health access among individuals with severe psychiatric disability; 4) Dr. Marianne Farkas and Debbie Nicoleellis submitted a field initiated development grant to NIDRR to focus on training rural practitioners in psychiatric vocational rehabilitation; 5) Dr. Yu Mui Wan, a former Center postdoctoral fellow, resubmitted a NIDRR individual fellowship application entitled: Explanatory Models of Illness in Chinese Americans with Psychiatric Disabilities; 6) Dr. Sally Rogers and Ms. Erin Dunn submitted a small grant to the Massachusetts Department of Mental Health to assist in the development and testing of a measure to assess satisfaction with services; 7) Dr. Courtenay Harding, in collaboration with research scientists from Norway, submitted a grant to the Norwegian Research Council designed as a 10 year prospective longitudinal study of first psychosis to examine resilience, recovery and neurocognition in the psychiatric disabled in Norway; 8) Drs. Zlatka Russinova and Bill Anthony applied to the Eli Lilly pharmaceutical company for funding for a study entitled: “Examination of the association between psychological and functional indicators of recovery among persons with serious mental illness”.

Goal 4: Increase the number of Professional Development Program options available through the Center’s continuing education function.

Goal 4 was met. Sue McNamara has continued to expand the Self-Paced Study branch of the Professional Development Program this year. A new PDP online seminar was developed in the series of Specialized Topics in the field entitled How to Write a Journal Article. Three additional PDP online seminars Listening: A Critical Skill, Communication Bloopers, and Interviewing Individuals about their Cultural Identity are currently under construction. Additional topics in the areas of psychiatric vocational rehabilitation and health & wellness are planned for the future. There were 25 participants in the current online seminars this year. A new Internet course entitled PDP 611: Family Perspectives on Illness and Disability is currently under construction. There were 14 participants in the current Internet courses this year. In addition, four new tests were developed for the Journal + Test option, which is a reading and testing format using quarterly issues of the Psychiatric Rehabilitation Journal, published by the Center for Psychiatric Rehabilitation and the United States Psychiatric Rehabilitation Association (USPRA), formerly IAPSR. There were 6 participants in the Journal + Test branch this year. Individuals involved in International projects and other Center Training activities (e.g., PVR) also enrolled in online seminars and applied for PDP hours: 29 Canadian participants; 209 Singapore participants; 23 Swedish participants as well as the 17 participants enrolled in PVR.
Finally, there were 13 participants for the existing offerings in the Book + Test branch this year. In FY 2005 (July 1, 2004 – June 8, 2005), there were 319 PDP participants, which brought the total PDP participants up to 1,459 individuals.

**Goal 5: To design, plan and implement a health promotion and recovery services initiative for persons with serious mental illness.**

This goal has been largely achieved. In October 2004, the Center sponsored The Colloquium on Health Promotion for People with Psychiatric Disabilities, which provided a unique opportunity to more clearly understand and begin to address the critical health needs of people living with psychiatric disabilities. The day was planned to stimulate dialogue among participants and to raise critical questions as Center staff sought expertise and input to formulate “next steps” focused on ensuring health and health care for this population. The Colloquium audience was an informed group of colleagues including researchers, policy makers, practitioners and consumers working as change agents to promote health and improve service options related to physical health and well being. Participants discussed the high incidence of serious co-morbidities and premature mortality among individuals with psychiatric disabilities and numerous studies and clinical findings were presented. Specific goals for this colloquium included: 1) an opportunity to learn from participants directly the meaning and implications of their work in this area; 2) to engage in thought provoking discussions related to exciting new endeavors focused on health promotion; and 3) to formulate “next steps” as the Center develops initiatives in the areas of research and services focused on the right to health for people with psychiatric disabilities. With the generous support of the Reibling Family and the ValueOptions Public Sector Division, participants enjoyed a unique opportunity to more closely examine significant policy, research and service issues to more adequately address the health needs of this population. With support and advice from this group, the Services Division has designed and planned a new service initiative, **Health and Hope**, which will begin in September 2005. Brochures have been printed and disseminated throughout the greater Boston mental health community and potential participants are currently interviewing for admission. The mission of this new program will be to enhance the functional health of persons with both a psychiatric disability and a serious medical condition through health promotion services and recovery education so that people may fully participate in their chosen roles and communities. This program is designed as a four day/week, 16-week intensive structured educational program that will include the evidenced-based practices of physical activity, food education, stress management, health and illness education and recovery education. The goal is to serve 15-20 people at one time and to provide this program twice a year. In addition participants will receive individualized support, communication and coordination with other care providers and accompaniment and coaching for self-advocacy in other health environments. Upon completion of the program, participants will receive 16 weeks of additional coaching in their communities to increase the likelihood of lifestyle change and maintenance. This new initiative provides the opportunity for cross-departmental collaboration within the Sargent community. The Nutrition and Health Sciences programs are providing program consultation and plans are underway to develop an evaluation plan for the program that will include the impact
of these services on persons with serious psychiatric disabilities and serious medical diseases.

In order to accomplish this goal, the Services Division has had to transition its five-year Recovery Center program to an alumni program. The last day of official classes for the Recovery Center was April 21, 2005 and an awards ceremony for the 400 people who participated over the five years is planned for June 30, 2005. An Alumni group has been formed and seminars and activities have been planned to help past students remain connected with the Center for Psychiatric Rehabilitation.

**Goal 6: Enhance and expand Training for the Future program to promote broader career opportunities for people with serious mental illness.**

This goal sought to update the computer curriculum to meet the diverse student skill levels and interests. A successful “Prep Course” was offered in the fall of 2004 to incoming TFTF students to help prepare them for the program. The implementation of this mini-course gave new students with psychiatric disabilities an opportunity to acclimate to the routine, the daily demands and learn the basics of the computer prior to beginning the structured program in January 2005. As a result of this prep class, new students experienced less distress and more educational success than previous groups who had not had this opportunity. In addition, QuickBooks skills are now being taught in the program to meet the student’s skill needs in business environments. New community partnerships for TFTF internships were expanded this year to include: Beth Israel Hospital, Blue Cross Blue Shield, Hypercon, and Jewish Vocational Services of Boston.

**Goal 7: Create a funding campaign for a Health Promotion Research, Training and Service Center at Boston University.**

From the October 4, 2004 Health Colloquium and the evening’s anniversary celebration, an idea for a Center fund-raising evening was developed and implemented in early December at the home of John and Barbara Hanify, parents of a TFTF graduate. $12,000 was raised at the event and from that has come the development of a fund-raising board for the Center. Eight people who have made financial donations to the Center have agreed to be part of the board to help raise money for the Health Promotion Program and other Center services. One donor was solicited for a leadership gift for the Health and Hope Program and donated $30,000 to allow for the hiring of a Wellness Coordinator for the program.

**Publications and Presentations**

The Sound Field Laboratory (SFL), which was established in 1997 and significantly upgraded in 1999 through a joint construction venture by Sargent College of Health and Rehabilitation Sciences and the Boston University Hearing Research Center is a multi-user, multipurpose research space that provides a flexible but controlled and calibrated reverberant environment for auditory and acoustics research. Since the SFL was first established, it has served as the site of a large number of faculty, student and affiliate research studies many of which have resulted in work that has been/will be published in peer-reviewed journals and that have formed the basis for NIH/NIDCD and other externally-funded work.

During the past year, a number of faculty and student research projects were undertaken, completed or published that were supported by the Boston University Hearing Research Center and its Sound Field Laboratory Facility located within Sargent College. External support for these activities was provided by a number of sources, including a continuing P30 award from NIH's National Institute on Deafness and Other Communication Disorders. A competing renewal of this award was submitted February 1, 2005, requesting an additional five years of support. Other continuing research grants from NIH/NIDCD that supported work in this facility include "Binaural Hearing" (H. Steven Colburn, PI, Dept. of Biomedical Engineering), "Central Factors in Auditory Masking" (Gerald Kidd, Jr., PI, Dept. of Health Sciences), and "Spatial Auditory Plasticity" (Barbara Shinn-Cunningham, PI, Dept. of Cognitive and Neural Systems). Furthermore, Dr. Frederick Gallun, a postdoctoral fellow working in the laboratory, is supported by an NIDCD National Research Service Award "Allocating Attention to Complex Auditory Stimuli." Other currently active grant support for this work includes two grants from the Air Force Office of Sponsored Research: "Spatial Hearing in Echoic Environments" (Barbara Shinn-Cunningham, PI) and "Spatial Hearing, Attention and Informational Masking in Speech Identification" (Gerald Kidd, Jr. and Nathaniel I. Durlach, Co-PIs).

Because the SFL is explicitly a multi-user, multipurpose research space there were too many projects that were active during 2004-5 to describe them all so the following is a brief sample. Work from a doctoral dissertation in audiology by Tanya Arbogast, Sc.D., was published in the Journal of the Acoustical Society of America in April, 2005, ("The effect of spatial separation on informational masking of speech in normal-hearing and hearing-impaired listeners"). That study, which was conducted in the SFL, examined spatial release from energetic and informational masking for speech identification in listeners with sensorineural hearing loss. It is well known that such listeners often experience great difficulty in communicating in "noisy" environments; sometimes, this difficulty is significantly more than can be attributed to the attenuation of information due to loss of audibility (i.e., based on the audiogram). This study examined whether listeners with sensorineural hearing loss could use spatial separation of sources to reduce energetic and, particularly, informational masking in a speech recognition task.
The main new finding was the listeners with sensorineural hearing generally had a smaller release from informational masking due to spatial separation of sources than the control-group listeners with normal hearing. This result may help explain some of the difficulties experienced by such listeners in complex and uncertain acoustic environments.

Becky Poon used the SFL laboratory as the primary site for the initial data collection, analysis and processing for her dissertation ("Interaural time sensitivity with bilateral cochlear implants") in the Harvard-MIT Speech and Hearing Science Doctoral degree program under the joint supervision of Don Eddington, Ph.D. and H. Steven Colburn, Ph.D. The focus of the project is on sound localization in listeners with bilateral cochlear implants. The SFL was chosen as the preferred testing site, as opposed to an anechoic chamber, because of the better representation it provides of the actual listening environments her listeners encounter in everyday situations and because of the capability to control and specify the acoustic environment. In addition to conducting extensive sound field localization studies with her subjects, Poon also recorded head-related transfer functions (HRTFs) of the cochlear implant subjects so that variations on the implant processing could be implemented using the subjects microphones under realistic listening conditions. This study is ongoing but the results from three subjects indicate an initial improvement in localization performance with experience with bilateral implants (one subject however, regressed somewhat as of the most recent testing). All subjects (including the one for whom only the initial post-surgery results have been obtained), performed significantly better with bilateral implants than with their previous monolateral implant.

Ruth Litovsky, Ph.D., formerly of the Department of Biomedical Engineering at Boston University, recently published a study conducted in the SFL ("Speech intelligibility and spatial release from masking in young children," J. Acoust. Soc. Am., 117, 3091-3100, 2005). That article reported a portion of the results from a 2-year study that focused on speech recognition in multi-source environments (e.g., the "cocktail party" problem) in children ranging in age from 4-7 years. She compared the ability of children and adults to use spatial separation as a means for improving speech recognition (SRTs) when the target was masked by 1 or 2 other talkers, or by speech-envelope modulated noise. Both children and adults showed significant spatial release from masking in most conditions. Interestingly, although the children had higher quiet SRTs than the adults, the amount of masking they experienced was about the same as the adults and they were generally able to take advantage of spatial separation of target and masker to the same extent. This suggests that children with normal hearing are able to use binaural cues to overcome both energetic masking (from both types of maskers) and informational masking (from the intelligible speech maskers).
Projects Supported by HRC/SFL During 2004-2005

Theses and Dissertations Supported by the Sound Field Laboratory Core

Ng, Gerald "Localization of varied-spectrum noises in the median-sagittal plane", Ph.D. thesis, Dept. of Biomedical Engineering, Boston University (expected 2005)


Publications supported by the Sound Field Laboratory Core


Presentations at scientific and professional meetings supported by the Sound Field Laboratory Core


Presented at the Eighth International Conference on Cognitive and Neural Systems, Boston, MA
Center Activities

Academic year 2004/2005 has been a very successful year for the Center for Neurorehabilitation. The research activities of the Center were centered on four research projects funded by the National Institute of Health and focused on the evaluation of rehabilitation diagnostics and treatment in patients with Parkinson’s disease. Consistent with the goal of promoting interdisciplinary work, more faculty, staff, research assistants and students from the various disciplines represented at Sargent were involved in Center activities this year. Several grant applications were submitted, which – if awarded - will allow us to expand our research efforts to the study of functional recovery after stroke. All our research efforts are based on strong collaborations with rehabilitation hospitals in the Boston region, and research institutes in the US and abroad. The Center has drawn the attention of patient support groups, foundations (e.g., Michael J. Fox Foundation), and national organizations (e.g., NIH), which may facilitate our future endeavors, which is in part the result of our increased dissemination efforts.

Research Projects

Rehabilitation for Self-Management of Parkinson’s Disease

The activities in Year 2 were focused on 1) the recruitment of subjects, 2) the reliability and validity of the Activity Monitor in recording body positions and movement activities such as walking, sitting and standing, and 3) the similarity of caregiver’s and care receiver’s viewpoints on the quality of life of the care receiver. Currently 98 individuals with Parkinson’s disease have signed informed consent. In addition, eleven persons dropped out after medical screening but before signing informed consent at Sargent. Four persons dropped out after randomization and before the initiation of the intervention condition. Eight cohorts consisting of a total of 96 persons have completed the treatment group sessions. There was one drop-out once treatment was initiated. This attrition (14%) corresponds to our projected attrition rate of 14% in the original application. We projected an attrition from 140 down to 120 subjects. This attrition rate is very common in large randomized controlled trials. As indicated in our first progress report, the patient compliance rate in attending the treatment sessions (i.e., clinical rehabilitation sessions, social activity sessions and home sessions) is approximately 92%. Overall, we are satisfied with our recruitment efforts, attrition rates and participant compliance. There are no untoward outcomes experienced by the subjects as a result of participating in this study.

We completed the following two studies as part of our study on the effects of rehabilitation for self-management in Parkinson’s disease: 1) the reliability and validity of the Activity Monitor in recording body positions and movement activities such as
walking, sitting and standing, and 2) the similarity of caregiver’s and care receiver’s viewpoints on the quality of life of the care receiver.

1. Fourteen participants have been included in a study on the reliability and validity of the Activity Monitor. A repeated measures design (two 24-hour and one 48-hour recording at weekly intervals) was implemented to evaluate the test-retest reliability. In addition, the recordings of the Activity Monitor were compared with video-recordings. For the majority of the activities lasting longer than 5 seconds the Activity Monitor demonstrated adequate reliability and validity. The findings with regard to the validity of the Activity Monitor have been submitted for publication to the Journal of Neurologic Physical Therapy. Currently we are preparing a manuscript on the test-retest reliability of the Activity Monitor.

2. Twenty-one participants and their caregivers completed questionnaires about participant quality of life in order to assess the degree to which participant and caregiver agreed about the participant’s quality of life. The findings suggest that the quality of life measure was differentiating generally in an appropriate manner between participants, regardless of whose perspective was used. The results have been submitted for publication in the Journal of Physical and Occupational Therapy in Geriatrics.

**Optic Flow and Spatial Navigation in Parkinson’s disease**

We completed the second year of the NIH funded research project “Optic flow and Spatial Navigation in Parkinson’s disease” conducted in collaboration with the Department of Psychology at Boston University. The project focuses on the differences in optic flow perception within the left and right visual field in patients with Parkinson’s disease and its effects on spatial navigation during locomotion. Using the virtual reality equipment and the Optotrak motion recording system in the Clinical Movement Sciences lab at Sargent, the effects of a symmetric and asymmetric manipulation of optic flow speed at about 0.8m/s on walking speed, stride parameters, coordination of walking and veering in young adult (N=18), older adults (N=18) and patients with Parkinson’s disease (N=20) were evaluated. This summer we will complete the experiments involving the patients with Parkinson’s disease. Ying-hui Chou, a doctoral student in the ScD program in Rehabilitation Sciences, completed her thesis reporting the differences in the effects of the optic flow manipulations on gait coordination between young and older adults. Her main finding is that both the symmetric and asymmetric optic flow speed manipulations result in small but significant modulations of walking speed and stride parameters, which confirms the results reported in the literature. No significant differences between the younger and older adults with regard to the effects of the optic flow manipulations were observed.

**Culture, Gender, and Health Care Stigma in Parkinsonism**

Linda Tickle-Degnen, associate professor of Occupational Therapy, together with colleagues from Taiwan (Ma, H. National Cheng Kung University, Taiwan) completed protocols and pilot testing of assessment instrument as part of the NIH/NINDS research project “Culture, Gender, and Health Care Stigma in Parkinsonism”. This grant focuses
on cultural and gender effects on health care practitioner’s ability to diagnose non-verbal and verbal expression in people with Parkinson’s Disease. The purpose of this project is to elucidate the consequences of facial and bodily movement stereotype processes on practitioner impressions of and conclusions about patients with Parkinson’s disease. The objective of Year 2 has been to prepare Taiwanese and American patient videotape excerpts for use in practitioner judgment studies in the next year (Year 3). During the second year, 24 American and 19 Taiwanese participants consented to participate in the study and were videotaped during a health care interview. Currently, we are going through excerpt selection and matching procedures (across culture and gender) to control for possible confounding variables. Practitioner enrollment in the study will begin in Fall 2005. In addition to data collection, we performed a reliability study for our facial activity measures and assessed the content validity of one of our screening measures, the Geriatric Depression Scale, for individuals with Parkinson’s disease.

Effects of a Movement Disorders Program in Parkinson’s Disease

Terry Ellis, Clinical Assistant Professor of Physical Therapy, has collaborated with the Neurology and Rehabilitation Departments at Braintree Rehabilitation Hospital to develop a movement disorders program. Over the past year, a database has been established to record the activity of patients in this program. To date, a total of 90 patients with typical and atypical Parkinson’s disease have participated in the program. In addition, DPT student practicum experiences and clinical internships have been established to support the rehabilitation staff’s efforts to carry out the movement disorders program and maintain the database. An investigation of the feasibility and efficacy of a movement disorders program in an inpatient rehabilitation environment will be conducted.

Submission of Grant Proposals

Two NIH/R01 grant proposals were submitted:

Visual spatial deficits in Parkinson’s Disease. PI: Alice Cronin-Golomb; Co-Investigator: Wagenaar, R.C.; NIH/R01; $ 500,000; September, 2005 – August 31, 2008. not awarded, priority score 196.

Education and Dissemination

1) All Center activities involved significant participation of multidisciplinary undergraduate and graduate students at Sargent College of Health and Rehabilitation Sciences. Five doctoral students of the ScD program of Rehabilitation participated as externally funded research assistants in the various research projects writing protocols, carrying out assessments, managing data, and writing manuscripts. A total of 20 undergraduate and graduate students participated in the clinical activities related to the
“Rehabilitation for Self-Management of Parkinson’s Disease” study. Students from several of the various disciplines represented at Sargent participated, that is, Physical Therapy, Occupational Therapy and Speech-Language Pathology.

2) Four educational seminars were held in the community to disseminate information to both individuals with Parkinson’s disease and their caregivers. These seminars focused on addressing issues related to the role of exercise in Parkinson’s Disease. They were as follows:

- Lecture to Parkinson’s Disease Support Group; Quincy, MA; “The role of exercise in Parkinson’s Disease”, February, 2005
- Lecture to Parkinson’s Disease Support Group; Newton-Wellesley Hospital; “The role of exercise in Parkinson’s Disease”, March 2005
- Lecture to Parkinson’s Disease Support Group; Harvard Club, Boston, MA; “A Self-Management Approach to Rehabilitation for people with Parkinson’s Disease”, March 2005
- Lecture to Parkinson’s Disease Support Group; Winchester, MA; “A Self-Management Approach to Rehabilitation for people with Parkinson’s Disease”, April 2005

3) Staff members were very active at an international, national and state levels, for example:

- Dr. Terry Ellis presented at a Parkinson’s Disease Symposium at the Annual American Physical Therapy Association Conference on “Advances in Rehabilitation for Individuals with Parkinson’s Disease.”
- Dr. Linda Tickle-Degnen had meetings in Taiwan as part of the NIH/NINDS research project “Culture, Gender, and Health Care Stigma in Parkinsonism”.
- Dr. Terry Ellis and Dr. Linda Tickle-Degnen presented at the Neurorehabilitation Conference on Traumatic Brain Injury, Stroke and Parkinson’s disease in Boston, MA (November, 2004) on “Interdisciplinary Rehabilitation for the Self-Management of Parkinson’s Disease”.
- Dr. Robert Wagenaar was part of a strategic planning conference organized by the National Institutes of Health and Istituto Superiore di Sanita in Italy (November, 2004) on the rehabilitation after stroke.

We organized two symposium/courses:

‘Functional outcomes in the rehabilitation of patients with Parkinson’s disease: State of the art and new insights’ at the conference organized by the American Conference Rehabilitation Medicine and the American Society of Neurological Rehabilitation (ACRM/ASNR) in Florida (September 11th, 2004). This symposium
focused on several issues related to the rehabilitation for self-management in patients with Parkinson’s disease, that is; 1) a research synthesis of rehabilitation outcomes in PD, 2) self-management as a rehabilitation method in PD, and 3) the validity of the Activity Monitor in PD. The symposium was a success and well attended.

“Evidence-Based Rehabilitation for the Self-Management of Parkinson’s Disease” at the annual conference organized by the American Occupational Therapy Association (AOTA) in Long Beach, California (May 14, 2005). This symposium had a similar focus as the one that was held at the ACRM/ASNR conference.

In addition, staff members held two key-note presentations and four invited presentations at international conferences, four presentations at New England rehabilitation institutes, and four invited presentations at patient support group meetings to enhance visibility and outreach of the center.

**Collaborations**

Formal collaborations exist with:

1) Department of Neurology, Boston Medical Center, Boston University, as part of the awarded NIH grant titled “Rehabilitation for Self-Management in Parkinson’s Disease”

2) Department of Psychology, Boston University, as part of the NIH grant titled “Optic flow and Spatial Navigation in Parkinson’s Disease”

3) Health South Braintree Hospital with Terry Ellis being appointed as a consultant in neurorehabilitation

4) Departments of Physical Therapy and Neurology, VU Academic Medical Center on the effects of rehabilitation strategies in patients with Parkinson’s disease and stroke patients

5) H. National Cheng Kung University, Taiwan, as part of the NIH grant titled “Culture, Gender, and Health Care Stigma in Parkinsonism”.

**Publications and Presentations**

*See Publications and Presentations for Terry Ellis, Linda Tickle-Degnen, and Robert C. Wagenaar below.*
Faculty and Staff Transitions
FACULTY ACTIONS

New Appointments

a. Full-time Faculty

Jeffry Coady, Assistant Professor, Communication Disorders Program, Department of Health Sciences (9/1/2004)
Monica Pessina, Instructor, Occupational Therapy Program, Department of Rehabilitation Sciences (9/1/2004)
Elizabeth Hover, Clinical Assistant Professor, Communication Disorders Program, Department of Health Sciences (9/1/2004)
Vasileios Zikopoulos, Research Associate, Health Science Program, Department of Health Sciences (3/1/2004)

b. Part-time Faculty

Jerome Kaplan, Lecturer, Communication Disorders Program, Department of Health Sciences
Sean Sweeney, Lecturer, Communication Disorders Program, Department of Health Sciences
Karen Rocco, Lecturer, Communication Disorders Program, Department of Health Sciences
Jonathan Cardoza, Lecturer, Health Sciences Program, Department of Health Sciences
Michelle DeBiasse, Lecturer, Health Sciences Program, Department of Health Sciences
Erin Brennen, Lecturer, Physical Therapy Program, Department of Rehabilitation Sciences
Patricia Vasiliadis, Lecturer, Physical Therapy Program, Department of Rehabilitation Sciences
Lisa Murray, Lecturer, Physical Therapy Program, Department of Rehabilitation Sciences
Kristy Allen, Lecturer, Physical Therapy Program, Department of Rehabilitation Sciences

c. Joint Appointments

None

Leaves of Absence

Jean Peteet, Clinical Assistant Professor, Physical Therapy Program, Department of Rehabilitation Sciences (AY 03/04)
Sabbaticals

Elsie Vergara, Associate Professor, Occupational Therapy Programs, Department of Rehabilitation Sciences (AY 04/05)

Resignations

Carolyn Patten, Assistant Professor, Physical Therapy Program, Department of Rehabilitation Sciences (August 2004)

Damien Callahan, Research Assistant, Health Sciences Program, Department of Health Sciences (August 2004)

Alexis Henry, Assistant Professor, Occupational Therapy Program, Department of Rehabilitation Sciences

Promotions/Tenure

Ann Dix, Communication Disorders Program, Department of Health Sciences, promoted to Clinical Assistant Professor effective September 1, 2004

Diane Parris, Communication Disorders Program, Department of Health Sciences, promoted to Clinical Associate Professor effective September 1, 2004

Change of Status

Jean Peteet, Clinical Assistant Professor, Physical Therapy Program, Department of Rehabilitation Sciences, 50% time effective September 1, 2004
**STAFF CHANGES**

New Hires

a. Administrative Staff

**Hana Azman**, Research Analyst, Department of Health Sciences  
(August 2004)

**Susan Forte**, Assistant to the Chairman, Department of Rehabilitation Sciences  
(August 2003)

**Robyn Martin**, Director, Distance Learning, Student Academic Support Services  
(April 2005)

**Edward Ramos**, Web Content Designer, Departments of Health Sciences and Rehabilitation Sciences  
(September 2004)

**Robert Shewack**, Research Administrator, Sargent Administration,  
(November 2004)

**Noel Vigue**, Strength Conditioning Coach, Sargent College, Clinical Centers (August 2004)

b. Support Staff

**Jean Daley**, Sr. Program Coordinator, Department of Health Sciences  
(50% time), Department of Rehabilitation Sciences (50% time)

**Elizabeth Hughes**, Physical Therapy Aide, Sargent College, Clinical Centers (September 2004)

**Shannon Kelleher**, Sr. Program Coordinator, Department of Health Sciences (March 2005)

Resignations/Lay-Offs

a. Administrative Staff

**Ashely Caulfield**, Financial Administrator, Sargent College Administration  
(January 2005)

**Andrew Chase**, Research Administrator, Sargent College Administration  
(August 2004)
Yasmin Pereyra, Research Analyst, Department of Health Sciences  
(June 2004)

Rhonda Skeete, Assistant to the Chairman, Department of Rehabilitation  
Sciences (July 2004)

b. Support Staff

Erin Adams, Executive Secretary, Sargent College Administration,  
(February 2004)

Promotions and Transfers

Kristina Kelly, Financial Administrator, Sargent College Administration  
(January 2005)

Sharon Sankey, Director, Student Services, Student Academic Support  
Services, (November 2004)

Lisa Tornatore, Executive Secretary, Sargent College Administration,  
Office of the Dean (January 2005)

Retirements

None
Publications & Presentations
**PUBLICATIONS**


in the rhesus monkey. *Cerebral Cortex.*


Davidson, L, Harding, C. M., & Spaniol, L. (Eds.). (In press). Research on Recovery from Severe Mental Illness: 30 years of Accumulating Evidence and Its Implications for Practice, 1. Center for Psychiatric Rehabilitation, Boston University.


Mortality over 10 Years in 97% of 1416 Patients with Rheumatoid Arthritis from 15 United States Private Practices. *Journal of Rheumatology*, 2, 229-34.


PRESENTATIONS


Beeghly, M. and Fetters, L. Cognitive, Motor and Behavioral Functioning of Children Born VLBW with and without WMD at 6, 18 and 30 months. *Society for Research in*
Child Development, Atlanta, GA, April, 2005.


Blake, J. S. Creating a Dynamic Application. Massachusetts Dietetics Association. New England Baptist Hospital, Boston, Massachusetts, October 2004

Blake, J. S. Nutrition and Your Dental Health. Boston University Goldman School of Dental Medicine, Boston, Massachusetts, March 2005.


Cohn, E.S. “Evidence-Based Practice: Challenges to integrating patient preferences, research evidence and professional expertise. *Colloquium on Qualitative Research in Health,* Boston, MA. Oct. 2004.


Dell Orto, A. E.  Coping and Living with medical trauma: Family Perspectives and needs. *Grand Rounds: Boston University Medical Center, Department of Physical Medicine*, Boston, MA. August 2004.


Ellis, T.  Development of an evidence-based approach to the management of patients with Parkinson’s Disease and related movement disorders. *Grand Rounds at HealthSouth Braintree Rehabilitation Hospital*, Braintree, MA. June 10, 2004.
Ellis, T. Validity, reliability and responsiveness of outcome measures used in a clinical setting for patients with Parkinson’s Disease. *HealthSouth Braintree Rehabilitation Hospital, Braintree, MA. June 24, 2004.*


Ellis, T., and Tickle-Degnen, L. Interdisciplinary rehabilitation for the self-management of Parkinson’s disease. *Neurorehabilitation Conference on Traumatic Brain Injury, Stroke, & Parkinson’s Disease, Healthsouth Braintree Rehabilitation Hospital, Boston, MA. November 2004.*


Farkas, M. Invited Keynote Panel Speaker. Recovery Revolution, Reformation and Transformation through Collaboration: Where have we been, where are we and where are we going? *New York APSRS Annual Conference, Ellenville, NY. September 30, 2004.*


Fetters, L. Evidence in Support of Clinical Practice: Developing an Evidence Based Physical Therapy Curriculum, 1 day workshop. Departments of Physical and Occupational Therapy, . II Brazilian Congress of Motor Behavior-New Horizons in Motor Behavior, Federal University of Minas Gerais State, Belo Horizonte, Brazil, September, 2004.


Harding, C. M. Lecture: Conducting Very-long-term studies: the challenges, rewards and surprises. For Research Faculty at the Dept of Psychology, University of Oslo, Norway, September 6, 2004.


Harding, C. M. 3 hr. Workshop: Evidence for improvement in serious and persistent mental illness: Implications for treatment for graduate students across disciplines (primarily nursing and occupational therapists) Oslo University College, Oslo, Norway, September 8, 2004.


Harding, C. M. Moderator: All Day Workshop – The Many Faces of Resilience with Thomas Dukes, MSW (Sch of Ed), Zlatka Russinova, Ph.D.(CPR), David Webster, OTR/L, MS (Boston VA) and Laura Lorenz of Brandeis. Center for Psychiatric Rehabilitation, Boston University, Boston, MA, April 13, 2005.


Harding, C. M. Two All Day Workshops: How to get a quick life history and How to reassess people with schizophrenia who seem to be stuck on the road to recovery. With clinical teams from Allegheny Healthchoices. Pittsburgh, PA, April 18 & 19, 2005.


Harding, C. M. All Day Workshop : How to get a quick life history and the Power of Stories and How to reassess people with schizophrenia who seem to be stuck on the road to recovery and “Recovery and Resilience. Laurel Hill Center, Eugene, OR, May 16, 2005.


Harding, C. M. Two Workshops: How to get a quick life history and the Power of Stories and How to reassess people with schizophrenia who seem to be stuck on the road to recovery and Recovery and Resilience The Village-ISA, Long Beach, CA., June 14, 2005.


Henry, A. D., Burson, K., Pitts, D., Barrows, C. Evidence-Based Employment Services for Adults with Serious Mental Illness. Workshop presented at the 85th American Occupational Therapy Association Annual Conference, Long Beach, CA, May 2005.


**Hutchinson, D. S.** Health Promotion as a Key Component of Mental Health Treatment. *Grand Rounds Shattuck Public Health Hospital*. Boston, MA, October 12, 2004.


Kandarian, S.C. Intracellular signals in disuse muscle atrophy. Presentation of research at the S. Mouchly Small Muscle Symposium – Mechanisms of muscle atrophy. Host: Priscilla Clarkson, University of Massachusetts Amherst, June 24-25, 2004 (presentation not listed last year).


Lowenstein, N. The Role of OT for Individuals with Multiple Sclerosis. Massachusetts Association for Occupational Therapy Annual Conference, Marlborough, MA, Oct 29, 2004.


**Nicolellis, D.** Consultation with and presentations to *Value Options in partnership with BCPR Consulting, Inc., Phoenix, AZ. April 4-15, 2005 & May 16-27, 2005.*


**Palaima, M., Azzam, L., Peatman, N.** Student Reports on Evidence Based Practice Activities During Clinical Education. *APTA Combined Sections Meeting. New Orleans, LA, February 5, 2005.*


**Peatman, N.** Student Reports on Evidence-Based Practice Activities During Clinical Education. *APTA Combined Sections Meeting*, New Orleans, LA February 25, 2005.

**Peteet, J. O.** Health Promotion in Rehabilitation Science: Here and Abroad. *APTA Massachusetts Chapter Student Special Interest Group Seminar*. Northeastern University, Boston, Massachusetts, April 2, 2005.


Tickle-Degnen, L. Social psychology of health and well-being in Parkinson’s disease. Invited lab presentation (Alice Cronin-Golumb), Center for Biological Psychology, Boston University, Boston, MA, November, 2004.


Vergara, E. R. Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN.  
Hospital Angeles de Pedregal, Mexico, D. F.  August – October 2004  

Vergara, E. R. Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN.  
Hospital General de México, Mexico, D. F. México. Dec. 13-18, 2005  

Vergara, E. R. Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN.  
Escuela de Profesionales de la Salud, Hospitales Angeles, Mexico, D. F., México,  Jan.  
17-21, 2005  

Vergara, E. R. Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN.  
Escuela de Profesionales de la Salud, Hospitales Angeles, Mexico, D. F., México, 
March 14-18, 2005.  

Vergara, E. R. Cuidado Individualizado de Apoyo al Desarrollo.  U. M. A. E. Gineco- 
Obstetricia, #4 Luis Castelazo Ayala, Instituto Mexicano del Seguro Social (IMSS), 

Vergara, E. R. Estimulación Temprana en el Recién Nacido (Video Workshop).  I 
Congreso Interamericano de Estimulación y Atención Tempranas.  Morelia, Michoacán, 

Vergara, E. R. Importancia del Tacto en el Desarrollo del Recién Nacido.  XIII 
Congreso Nacional de Neonatología y IV Congreso Nacional de Enfermería Neonatal, 
Federación Nacional de Neonatología de México, León, Guanajuato, México. Feb. 16- 
18, 2005.  

Vergara, E. R., and Cuebas, F..  Neurodesarrollo Neonatal.  III Congreso Médico, 

Vergara, E. R., and Hernandez-Suarez, A. Cuidado Individualizado de Apoyo al 
Desarrollo (Poster Presentation).  III Congreso Médico, Programa de Enfermería, 

Vergara, E. R.  Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN.  
Hospital General 1º de Octubre, ISSTE, Mexico, D. F. , México, April 11-15, 2005  

Vergara, E. R.  Cuidado de Neurodesarrollo en la UCIN.  Congreso de Enfermeras del 
ISSSTE.  Centro Médico Nacional 20 de Noviembre, Mexico, D. F., México, April 21, 
2005.  

Vergara. E. R.  Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN.  
Escuela de Profesionales de la Salud, Hospitales Angeles, Mexico, D. F., México,  April 
4-8, 2005  

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Vergara. E. R. Cuidado Individualizado de Apoyo al Desarrollo del Infante en la UCIN. Instituto Nacional de Pediatría, Mexico, D. F., México, April 4-6, 2005


Wagenaar, R. C. Exercise after Stroke. Harvard Medical School and Spaulding Rehabilitation Hospital’s course on “Stroke in the Prime of Life”, Waltham, Massachusetts, May 7, 2005.


