

**87%** OF GHANA'S POPULATION LACK ADEQUATE SANITATION.

**WE**

ADOLESCENT OBESITY IN THE US HAS INCREASED BY **400%** IN 30 YEARS.

**CAN'T**

**40%** OF URBAN FOURTH GRADERS CAN'T READ AT THEIR GRADE LEVEL.

**WAIT**

MORE THAN **1,000,000** AMERICANS HAVE APHASIA.

**TO**

**25%** OF ADULTS STRUGGLE WITH A MENTAL HEALTH CONDITION.

**HELP.**

**1 IN 9** BOSTON-AREA RESIDENTS FACES THE THREAT OF HUNGER.

*Make a difference now at **Sargent College.***





## SPEECH, LANGUAGE & HEARING SCIENCES

A career in speech-language pathology or audiology, whether in clinical practice or research, requires advanced study. And many graduates of our Bachelor of Science program are admitted into excellent graduate programs, both at BU and elsewhere. This undergraduate curriculum includes communication, linguistics, anatomy, physiology, and more, plus a broad liberal arts foundation. Students are exposed to a wide range of communication disorders at Sargent College's in-house clinical centers; they also volunteer at Boston's top medical facilities and in dozens of campus outreach programs.



### ALYSSA MIGNONE

SPEECH, LANGUAGE & HEARING SCIENCES  
LITERACY PROGRAM, BOSTON PUBLIC SCHOOLS

WE CAN'T WAIT

*to improve our children's  
literacy skills.*

**ONE IN FIVE** school-aged children in the US struggles with reading, a skill fundamental to success in life. Alyssa Mignone found a way to help when her language disorders professor asked for volunteers to assist graduate students in a Boston Public Schools literacy program.

For two hours a week at Baldwin Early Learning Center, Alyssa works with four- and five-year-olds who have been pre-screened for potential reading problems. Individually and in small groups, she helps the children identify letters and associated sounds, often keeping them focused and engaged through games. "Overall, the children have shown visible improvement each week," she says. Helping one little girl reach an "Aha!" moment while learning to write her name was especially rewarding.

Alyssa has learned a lot about literacy skills, children, and working in a school. "It's helpful to have grad students there as models, knowing they value my presence," she says. "And it's great to get this kind of experience before grad school."



**IMPACT:**  
BALDWIN  
EARLY  
LEARNING  
CENTER



Of Baldwin children who were performing below benchmark at the start of the 2013 school year showed growth (reduced risk) in their end-of-year testing.

WE CAN'T WAIT

*to bring health care to those who have none.*

**DEKOIYA BURTON** thought he understood what limited access to health care meant. But he wanted to see it in another country, at another level, so he volunteered for a Global Medical Brigades trip to Honduras.

With 41 other students and five health care providers, Dekoiya visited isolated, rural communities with minimal access to even basic health care. The Brigades team distributed medicine, spoke on health issues, and used posters they had prepared to talk about healthy living habits. For the children, they provided fluoride dental treatments and performed entertaining, educational plays they'd written. In another village, they helped lay the concrete foundation for a permanent health clinic. Today, after work by subsequent Brigades teams, that clinic is fully functional.

Dekoiya was moved by the villagers' appreciation. "I never thought I could do things like this at such a young age," he says. "And I've seen friends do amazing things. At Sargent, all you have to do is say, 'I want to do this.'"

## HUMAN PHYSIOLOGY

With its focus on human biology, anatomy, and physiology, our Bachelor of Science Program in Human Physiology is an excellent alternative to a traditional biology degree for anyone seeking a career in medicine. It's also ideal preparation for pursuing health care professions from dentistry to biotechnology. The program is part of our Health Sciences Department, where many faculty members hold joint appointments with other BU colleges, including the School of Medicine. This means HPhys students can access specialized research and clinical centers across the University. For their semester-long senior practicum, they work in hospitals, clinics, labs, and/or community organizations.

**DEKOIYA BURTON**  
HUMAN PHYSIOLOGY,  
PRE-MED  
GLOBAL MEDICAL  
BRIGADES, BU CHAPTER



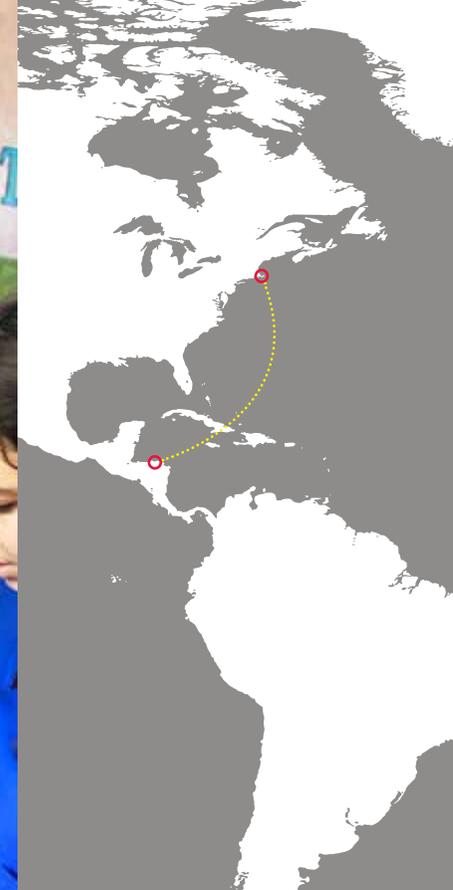
**IMPACT:**  
GLOBAL  
MEDICAL  
BRIGADES

**600**

Honduran  
villagers served

**1**

New health clinic  
foundation built





## INTERPROFESSIONAL INTENSIVE TREATMENT PROGRAM FOR INDIVIDUALS WITH APHASIA

Can an intensive, team-based intervention help restore language and physical abilities lost to a stroke years before? Since 2011, a groundbreaking Sargent College pilot program has found that it can. And every summer, the program continues to improve. Six participants with aphasia undergo the rigorous treatment program led by BU faculty and staff specialists in speech-language pathology, occupational therapy, physical therapy, and nutrition. Each participant receives an iPad® with special apps that help improve cognitive and language scores, as shown by evaluation with program data. Results were presented at the annual Clinical Aphasiology Conference.

KATE KENNEDY

MEMBER, BU APHASIA RESOURCE CENTER

WE CAN'T WAIT

to bring language back to life.

**KATE KENNEDY** had a one-year-old son and a career as a physical therapist when she experienced a stroke. Suddenly, she became one of the million Americans who have aphasia, a communication disorder caused by damage to the brain's language zones. A rehabilitation clinic helped her recover her motor skills, but she was still largely unable to express ideas or follow a conversation.

Fortunately, Kate came to the BU Aphasia Resource Center in time to enter an innovative pilot program: four weeks of intensive, interprofessional treatment for six stroke survivors with aphasia. "It was hard," she remembers. "I was so tired every day, and I had homework, too." But the results were worth the effort. Kate improved significantly in finding words, formulating sentences, and understanding others. Just as important, she found a sense of community with the other participants.

Four years later, Kate is preparing to make a lengthy toast at her sister's wedding in front of 200 people—a major triumph. "Some things I feel like I can't do. But you have to just do it," she says. "And now I can make a toast. It's crazy!"



**IMPACT:**  
INTERPROFESSIONAL  
INTENSIVE  
TREATMENT  
PROGRAM

4

Weeks per  
program,  
run annually  
since 2011

25

Unique  
participants in  
the first 4 years

50

Sargent College  
students received  
interprofessional  
training



Statistically  
significant  
improvements  
in language  
performance,  
functional com-  
munication, and  
quality of life



JENNIFER LA SPINA

DOCTOR OF PHYSICAL THERAPY PROGRAM  
OLDER ADULT FITNESS CLASSES,  
BLACKSTONE COMMUNITY CENTER



LINDSEY STIRRAT

WE CAN'T WAIT

*to reduce health risks  
through fitness.*

**PHYSICAL** activity is vital for everyone. But for the older adults in a special fitness class in Boston's South End, it's even more important. Being from low-income and minority communities puts them at higher risk for obesity, cardiovascular disease, and other adverse health conditions; they also face age-related risks such as falls, osteoporosis, and cognitive decline. The good news? An effective exercise program can reduce all of these risks.

That's the goal of two Sargent College DPT students, Jennifer La Spina and Lindsey Stirrat. For their academic practicum, they researched, designed, and created educational handouts for a 12-week class they teach at the BU Fitness & Wellness Center in Blackstone Community Center. Jennifer explains, "Besides improving the participants' health and fitness, we're giving them the tools and confidence to continue exercising beyond the class."

The practical experience, both students agree, is invaluable—and enjoyable. "I love it," says Lindsey. "We're exercising. They're having fun. They even taught me some dance steps."



**IMPACT:**  
BLACKSTONE  
FITNESS  
CLASSES

12

Older adult  
participants

12

Classes

12

Educational  
fitness guides

## PHYSICAL THERAPY

BU's Doctor of Physical Therapy Program ranks among the nation's best. We're one of only 20 programs in the country with a five-year, 100% first-time passing rate for the licensure exam. And for the last three years, every program graduate who has sought employment has found a job. The program is challenging: five semesters and a summer of coursework, 44 weeks of full-time clinical education, and a six-month internship. Our tightly knit PT family—including our Physical Therapy Center, Fellowship Program, and innovative Center for Neurorehabilitation—operates within a major research university. We have few equals in providing broad-based clinical experience and rewarding volunteer activities.





ROCHELLE LI

NUTRITION & HEALTH,  
COMMUNICATIONS FOCUS  
COOKING CLASSES FOR  
KIDS, BLACKSTONE  
COMMUNITY CENTER

WE CAN'T WAIT

to start kids on the path  
to healthy eating.

**“I WISH** I’d learned these skills when I was younger,” says Rochelle Li. She leads a team of four Sargent College undergraduates teaching a weekly, after-school cooking class for kids ages 7 to 14. Created by two Sargent seniors in 2014, the program fulfills Rochelle’s practicum requirement—and her desire to give back to the community.

Each class focuses on a simple recipe using healthy, affordable ingredients, and the children learn basic kitchen skills like measuring and chopping. Just as important, they sample foods they haven’t tried before, from veggie wraps to mango salsa; Rochelle hopes that openness to trying new foods will become a lifelong habit. To engage parents in the experience, the kids take home healthy meal kits, including all the ingredients of the class recipe, to prepare and enjoy at home.

Nutritional lessons are blended into the doing and tasting, Rochelle explains. “They don’t want to be talked at about the benefits of kale. We have conversations about what the kids are eating now and suggest healthier alternatives.”



**IMPACT:**  
BLACKSTONE  
COMMUNITY  
CENTER

**224**

Sargent Choice  
healthy meal  
kits sent home  
with children for  
their families

**NUTRITION**

Eating well is fundamental to good health, including the health of our communities. Our students and faculty help by working in food pantries, nutritional research studies, and projects like the Intensive Stroke Program. The BU Bachelor of Science in Nutritional Science Program offers three options: Nutritional Science for careers in medicine or life sciences, Dietetics to prepare for becoming a registered dietitian, and Nutrition & Health with a focus in either public health or communications. Each track includes a broad background in the biology, chemistry, and nutritional sciences, plus all the advantages of a small program within a large research university.

TEACHING,  
TESTING, AND  
TEAMING UP  
IN *Ghana*



### FIVE THOUSAND MILES FROM

Sargent College, 21 student volunteers and two faculty mentors set out for their first day of service at Cape Coast, Ghana. Their goal: to bring health screenings and education to rural villages with minimal access to health care.

The students, from first year to graduate level in five different disciplines, were embarking on an education of their own. Like our previous service learning trips, the two-week Ghana program was designed to prepare them for a world in which health professionals collaborate as they treat patients from varied cultural backgrounds.

In small groups accompanied by a local non-governmental organization (NGO) and Ghanaian community leaders, students and faculty brought mobile “pop-up clinics” to dozens of small villages, taking vital signs and screening for disease. They visited schools, where they gave presentations on hygiene and sexual health, and were often astonished at the lack of sanitary facilities and health education. In one village, they pitched in at the construction site of a new community center to help build a facility where health care will someday be available.

The lessons learned were both professional and personal. One student commented that she would no longer take a patient’s health knowledge for granted. Or—she added—electricity and warm showers.



**IMPACT:** CAPE COAST, GHANA

**21** Students  
**30** Communities visited  
**2** Faculty members

**9** Service days  
**500** School children given lessons in public health and prevention  
**500** Ghanaians screened for hypertension, BMI, malaria, and worms

**“IN SERVICE LEARNING, PEOPLE OFTEN THINK THEY’RE GOING TO CHANGE THE WORLD. AND REALLY, STUDENTS WALK AWAY BEING TRANSFORMED THEMSELVES BY THE EXPERIENCE. THAT OCCURS ALMOST 100% OF THE TIME.”**

—ANNA MONAHAN  
CO-DIRECTOR, INTERNATIONAL SERVICE LEARNING PROGRAM;  
DIRECTOR OF INTERNSHIPS IN HUMAN PHYSIOLOGY

**AN INTERNATIONAL, INTERPROFESSIONAL JOURNEY**

The World Health Organization (WHO) recognizes interprofessional education as an approach that can help meet global health challenges. At Sargent College, we see it as an exciting initiative in collaborative, patient-centered clinical training, too. We accepted students from five disciplines—health science, human physiology, speech-language pathology, occupational therapy, and nutrition—to join forces on the Ghana trip.



**WE**



**CAN'T**



**WAIT**

*to bring change to the world of health.*

**“EVERY TIME I TRAVEL** for a purpose related to health care,” says Jean Peteet, “I come back realizing the disparities, and more determined that we have to change things. The change really starts within *us*—how we help.”



**JEAN PETEET**  
CLINICAL ASSISTANT PROFESSOR,  
PHYSICAL THERAPY PROGRAM  
CO-LEADER, GHANA TRIP

The ultimate goal is to train community health care workers to be screeners and educators.

Jean believes Sargent students now view health care through a new lens. In Ghana they learned to listen to, and see community members as, the ones who truly understand the problems. “Students have many opportunities to serve diverse, low-income communities in Boston,” she observes. “But being in a different country and culture is life-changing for them.”

Accepting such limitations was difficult. Still, says Jean, there is impact over time through the long-term presence of BU’s partner NGO.

*to share our knowledge.*

**“EDUCATION IS THE GREATEST** gift you can give a child,” says Kasthuri Sivalogan. “And in Ghana, a little education can go a long way.” She notes that many rural villagers can’t travel or afford to see a doctor for screenings or medication, so prevention is the most valuable thing Sargent College students can teach them. Even the basics, from sanitation to sex education, are often unknown.



**KASTHURI SIVALOGAN**  
COMBINED HUMAN PHYSIOLOGY BS/  
MASTER OF PUBLIC HEALTH PROGRAM

villagers turned out to hear the students’ presentations than his own.

Already drawn to a career in public health, Kasthuri says she has gained new insight into global health issues and the ways she can make a difference. “I feel it’s my duty to help. Seeing the impact we made with something as simple as hand-washing, I realize how much you can do with so little.”

Local fascination with *abrunis*, or foreigners, gave the students a larger audience for their educational presentations. In fact, Kasthuri recalls, the Ghanaian nurse from the coordinating NGO estimated that five times more

*to be role models.*

**SOMETIMES THE TEACHER** matters as much as the lesson. That’s what Katherine Dority learned when her group spoke to a high school class about preventing teen pregnancy, a serious but rarely discussed problem in Ghana.



**KATHERINE DORITY**  
HEALTH SCIENCE

The BU students stressed the importance of staying in school. “I know we made a huge impact because they asked so many questions,” says Katherine. “Afterward, a group of girls came up and thanked us. They said they hoped they could be like us one day, talking about this subject and teaching sex education.”

Katherine’s experiences in Ghana—in mobile clinics as well as classrooms—had a powerful effect on her, too. When she applied to go on the trip, she was a freshman in the undeclared major. Now she is enrolled in the Health Science program and teaches low-income teens in health workshops as a volunteer. She knows she wants to help people through direct contact, possibly in a clinical setting. “I was happy the trip showed me that,” she says. “I’ve been waiting for something to open my eyes.”



CLARA BURR-LONNON  
HEALTH SCIENCE



WE CAN'T WAIT

*to learn as we teach.*

**“NOW I KNOW** what I want to do with my life,” says Clara Burr-Lonnon. A sophomore who had recently transferred to Sargent College, she jumped at the chance to join the Ghana trip. By the time she came home, she had decided to pursue a Master’s in Public Health.

One of Clara’s most memorable experiences took place on her first day in a Ghanaian school. She had prepared posters for the children explaining how to wash their hands correctly and why it was important. In the

classroom, however, she quickly learned the value of live demonstration.

After asking one boy to wash his hands with soap in a bowl of water, she and her colleagues noticed how dirty the water had become. They carried the bowl around the class for all to see. The reaction was shock—and then a clamor from everyone in the room to wash their own hands and see the result. The technique was so effective, Clara used it in every school, always with the same response. “The kids were very engaged,” she says. “They really wanted to learn.”

“HOW HAS  
GHANA  
*changed*  
YOU?”

That’s what faculty mentors Sue Berger and Jean Peteet asked the students on their last night in Ghana. A few of their reflections:

“I BECAME **OK WITH BEING UNCOMFORTABLE.** I HOPE THAT GOING BACK HOME, I WON’T GET AS COMFORTABLE.”

“I **APPRECIATE WHAT IT FEELS LIKE TO BE A FOREIGNER.**”

“IT GAVE ME A NEW PERSPECTIVE ON LIFE AND THE WAY I’VE BEEN LIVING. THINGS ARE HAPPENING IN THE WORLD **BIGGER THAN MY LIFE.**”

“IT CHANGED MY PERSPECTIVE ON MY OWN CHILDHOOD. I GREW UP POOR WITH A SINGLE MOM, AND **THIS EXPERIENCE HELPED ME SEE THAT BEING POOR IS NOTHING TO BE ASHAMED ABOUT.**”



## WHERE WE'VE BEEN. HOW WE'VE HELPED.

The fourth annual trip in our International Service Learning program, the Ghana experience introduced a new continent—but not a new concept—to the students of Sargent College. Each year, we bring help to underserved populations and return home with a deeper understanding of the world's cultures and health challenges.

### ONE MEASURE OF THE PROGRAM'S SUCCESS:



In 2014, student applications for the trip increased by 60% from the previous year.



### 2013 COSTA RICA

**GOAL:** To explore issues of access and equity in providing health care to rural and immigrant communities

<b>10</b> Students	<b>10</b> Days
<b>2</b> Faculty/staff	<b>300</b> Adults received basic health screenings
<b>5</b> Communities visited	<b>1</b> Woman diagnosed with breast cancer whose treatment was facilitated

### 2011 BELIZE

**GOAL:** To understand type 2 diabetes risk factors in the region and educate the public on prevention

<b>14</b> Students	<b>14</b> Days	<b>6</b> Communities visited	<b>180</b> Adults screened for health data, including blood pressure and glucose levels	 Raised awareness of diabetes in the community
<b>2</b> Faculty/staff	<b>1</b> Registered nurse	<b>2</b> Staffed health clinics (walk-in and mobile)		

### 2012 BELIZE

**GOAL:** To determine the effects of social factors, lifestyle, and care-seeking behavior on diabetes in the community

<b>14</b> Days	<b>1</b> Faculty member	<b>13</b> Students	<b>14</b> Communities visited	<b>200</b> Adults screened for health data, including blood pressure and glucose levels	 Correlated diabetes incidence to ethnicity
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## THE NITEO PROGRAM

In Latin, *niteo* (nih-TAY-oh) means “to bloom.” At Boston University, it means an innovative program of recovery services and support for students who have left college due to serious psychiatric challenges. Our goal is to equip them with the cognitive, emotional, social, and academic skills they need to return to school and find a valued role in the community. Classes teach coping skills like mindfulness and stress tolerance, as well as academic skills from writing to test preparation. Since mental illness and its treatment often lead to physical challenges, Niteo also offers access to wellness programs at the BU Fitness & Recreation Center.

### DORI HUTCHINSON

DIRECTOR OF SERVICES,  
BU CENTER FOR  
PSYCHIATRIC REHABILITATION

ASSOCIATE CLINICAL  
PROFESSOR

WE CAN'T WAIT

*to help restart  
interrupted lives.*

**DORI HUTCHINSON** wants to change one fact about college students who leave school for mental health reasons: most don't go back. At home, they can become socially isolated. Their cognitive functioning and physical wellness may be affected by their problems, experiences, and medications. And, says Dori, there are no programs to teach them how to keep moving forward.

But for the 12 students in the Niteo pilot program at our Center for Psychiatric Rehabilitation, things are different. On leave from 12 universities, they come to BU three times a week for classes, coaching, and social connections. The intensive, individual coaching continues through a second semester, when the student is either back at school or working.

“Leaving school can start a trajectory toward disability, poverty, isolation, and discrimination. We have a chance to change that trajectory,” says Dori. She adds that she loves her job. “It’s an amazing gift to be able to enter someone’s journey of healing at the beginning.”



### IMPACT: NITEO PROGRAM



10 out of 12 students  
completed the first semester.



Of these,  
7 returned to  
school, and



3 found employment and  
plan to return to school  
after a second semester.

CORINNE PLAISIR

HEALTH SCIENCE,  
PRE-MED

HEALTH LEADS,  
BU CHAPTER



WE CAN'T WAIT

to help people find  
critical resources.

**THE WOMAN** who came to Boston Medical Center's OB/GYN clinic was pregnant, homeless, and hungry. And because she spoke almost no English, she didn't know help was available.

Corinne Plaisir, a Sargent student and Health Leads advocate, helped her apply for a government assistance food program. That started a chain of events that included a job, housing, a GED class, and a healthy baby. "One simple thing had a huge trickle-down effect on her health and her entire life," says Corinne.

Today, Corinne is a Health Leads triage specialist who gets referrals from doctors, speaks to patients about their needs, explains Health Leads services, and assigns cases to advocates. The work has radically broadened and changed the way she views medicine and health. For example, the solution to childhood obesity isn't just diet, she's learned—it's also safe, patrolled parks where kids can run and play. "Health Leads opened my eyes to how social disparities directly correlate to health disparities. But it also gave me hope that we can narrow the gaps."



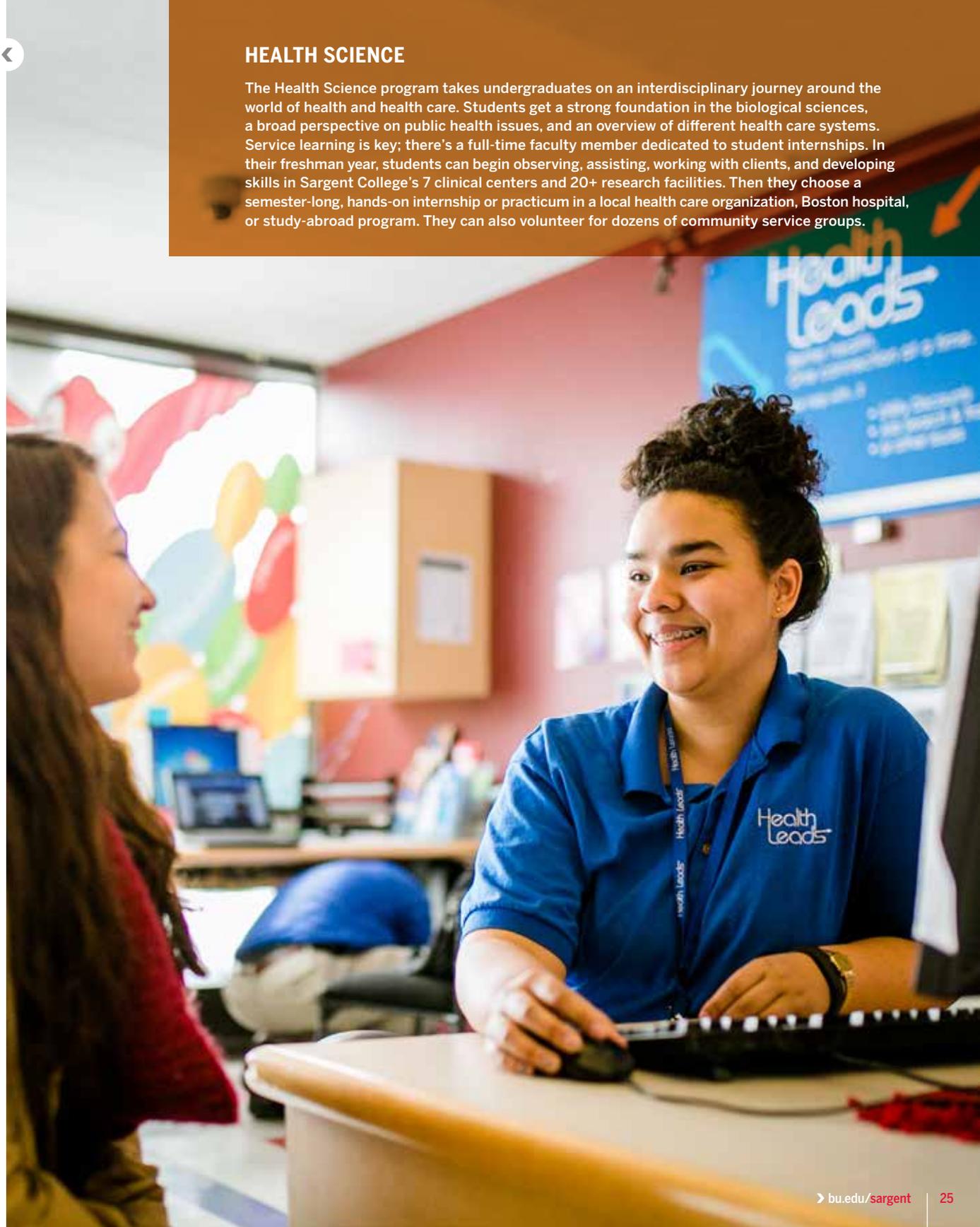
**IMPACT:**  
HEALTH LEADS

7

Hours spent  
per week  
by advocates  
connecting  
low-income  
families with  
resources that  
can have a  
major impact  
on their health

HEALTH SCIENCE

The Health Science program takes undergraduates on an interdisciplinary journey around the world of health and health care. Students get a strong foundation in the biological sciences, a broad perspective on public health issues, and an overview of different health care systems. Service learning is key; there's a full-time faculty member dedicated to student internships. In their freshman year, students can begin observing, assisting, working with clients, and developing skills in Sargent College's 7 clinical centers and 20+ research facilities. Then they choose a semester-long, hands-on internship or practicum in a local health care organization, Boston hospital, or study-abroad program. They can also volunteer for dozens of community service groups.





## OCCUPATIONAL THERAPY

The BU Occupational Therapy program is consistently top-ranked by *U.S. News & World Report*. One reason is our faculty, which includes some of the best-known names in the field. Students interact with them closely, benefiting from individual attention in small classes, many with fewer than 20 students. The curriculum integrates challenging coursework and practical fieldwork. While receiving an evidence-based, client-centered professional education, students participate in the research and scholarship that shape the profession. Our urban location offers broad clinical exposure to different settings and populations, and students can find both fieldwork and volunteer opportunities in community outreach.



### ALANNA WOLF

OCCUPATIONAL THERAPY  
ALBERT SCHWEITZER FELLOWSHIP,  
WEBSTER HOUSE

WE CAN'T WAIT

*To find our purpose  
through our work.*

**WHEN ALANNA WOLF** began her fieldwork at Webster House, she had no experience in or inclination toward mental health care. But at this Brookline clubhouse for adults with psychiatric disabilities, something unexpected happened: “I fell in love with the community,” she says.

Alanna was amazed at the members’ persistence and optimism in spite of their difficulties. She also discovered the painful stigma they faced and the lack of adequate funding for mental health care. After her eight-week fieldwork placement, she was determined to go back. So she applied for—and received—a Schweitzer Fellowship, which sponsors graduate students in under-resourced community projects. Now back at Webster, she teaches a life skills workshop to help members become more independent.

“This experience has had an incredible impact on my life,” she says. “I’ve become extremely passionate about supporting, encouraging, and advocating for change for adults with psychiatric disabilities. And now I feel I have the tools to do it.”



**IMPACT:**  
WEBSTER  
HOUSE

**24**

Weekly classes in  
life skills

**200**

Service hours in  
one year

**50+**

Members taught,  
counseled,  
or helped

**13**

Sargent College  
Occupational  
Therapy students  
honored as  
Schweitzer Fellows  
since 2000

# WE'RE MAKING A DIFFERENCE *now*



People utilized the Sargent Choice Nutrition Center in one year

# 170

Individuals who live with psychiatric disabilities are served each semester at BU's Center for Psychiatric Rehabilitation

PAGE 22

# 22

International rank of BU health programs in the 2013–14 *Times Higher Education* World University Rankings, conducted by Thomson Reuters

# 125

BU student volunteers who work at Health Leads during one academic year

PAGE 24

# 2,435

Health Leads clients seen by BU student volunteers at Boston Medical Center and The Dimock Center in a single year



SLHS students have taught literacy skills to children at the Baldwin Pilot Early Learning Academy (since the program started) PAGE 2

# 2,199,312

Student miles traveled from Sargent College to bring health care to underserved communities in developing countries (That's 88 circles around the globe!)

# 72

Sargent students have participated in our International Service Learning program providing basic health care services to underserved communities PAGE 20

# 1,400

Clinical sites throughout the US and abroad where Sargent students have the opportunity to develop their skills in real-world, interdisciplinary settings

# 100%

Participants who showed significant language improvements after completing BU's Interprofessional Intensive Stroke Rehabilitation Program for individuals with aphasia PAGE 6



#### Statistics on cover:

Source: Retrieved from <http://kff.org/global-indicator/access-to-sanitation/>

Source: CDC (<http://www.cdc.gov/healthyouth/obesity/facts.htm>)

Source: National Association for Educational Progress, 2013

Source: National Aphasia Association: <http://www.aphasia.org/aphasia-faqs/>

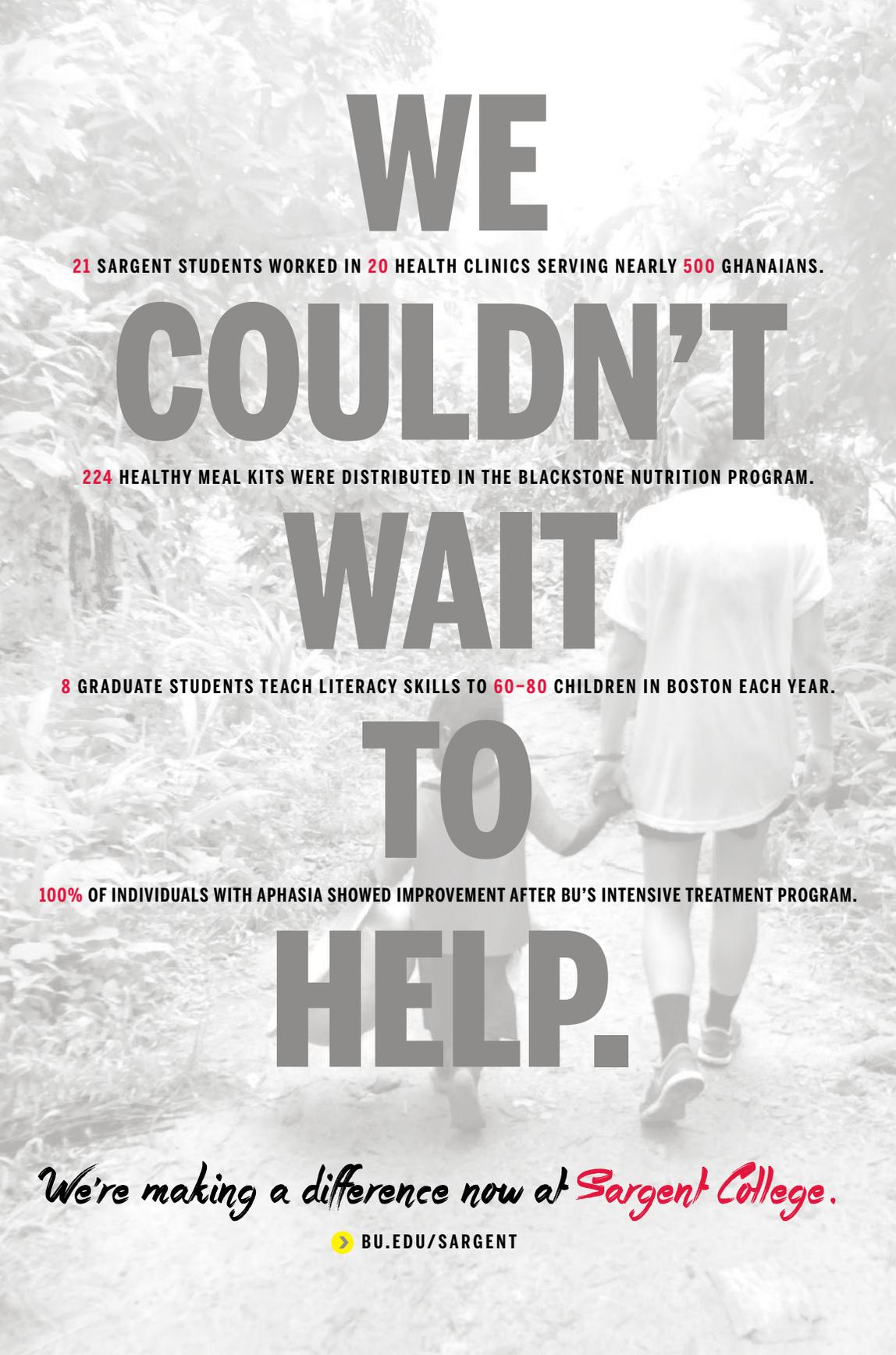
Source: NAMI: [http://www2.nami.org/factsheets/mentalillness\\_factsheet.pdf](http://www2.nami.org/factsheets/mentalillness_factsheet.pdf)

Source: Greater Boston Food Bank

Boston University College of Health & Rehabilitation Sciences: Sargent College

635 Commonwealth Avenue  
Boston, MA 02215

▶ For more information,  
visit [bu.edu/sargent](http://bu.edu/sargent).



**WE**

**21** SARGENT STUDENTS WORKED IN **20** HEALTH CLINICS SERVING NEARLY **500** GHANAIS.

**COULDN'T**

**224** HEALTHY MEAL KITS WERE DISTRIBUTED IN THE BLACKSTONE NUTRITION PROGRAM.

**WAIT**

**8** GRADUATE STUDENTS TEACH LITERACY SKILLS TO **60-80** CHILDREN IN BOSTON EACH YEAR.

**TO**

**100%** OF INDIVIDUALS WITH APHASIA SHOWED IMPROVEMENT AFTER BU'S INTENSIVE TREATMENT PROGRAM.

**HELP.**

*We're making a difference now at **Sargent College.***

 [BU.EDU/SARGENT](https://BU.EDU/SARGENT)