Changing the Landscape of Health Professions Education
Mission Statement

As an independent graduate school of health sciences, the MGH Institute of Health Professions prepares health professionals and advances care for a diverse society through leadership in education, clinical practice, research and scholarship, professional service, and community engagement.

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Editor
John Shaw

Contributing Writer
Yvonne Pesquera

Proofreaders
Elizabeth Durant
Paul Murphy
Susan Reynolds

Photography
Justin Knight

Design
Zayd Media

Letter from the Chair and President

A Health Care Workforce for a Changing World

While MGH Institute of Health Professions celebrated its many achievements in 2011–2012, we must continue evolving to ensure our graduates are prepared to be leaders in their fields.
As noted in the Josiah Macy Jr. Foundation’s 2011 Annual Report, “We will not have robust sustained health care reform unless we have a health professional workforce that is prepared to work in and lead the future system.” The Institute is committed to being a leader in this regard.

Beyond being well-educated and equipped to practice safely and competently in their chosen professions, our graduates must be prepared to:

• Practice effectively in teams with other health professionals to improve the coordination, efficiency, and outcomes of care, and to enhance patient and professional satisfaction;
• Participate in managing the health care of diverse patient populations, especially those that are high risk and high cost;
• Improve the health of individuals and their communities by involving them in better self-management of their care;
• Effectively use and leverage clinical information systems, including electronic health records, to manage, document, evaluate, and improve health care, both for individuals and for the system of care itself;
• Understand the policy, financial, and regulatory structures of the evolving health care system, including accountable care organizations and primary health care homes, and the implications for their roles as clinicians and leaders in improving access and quality while also controlling costs; and
• Make a commitment to continued learning throughout their careers as medical and scientific knowledge expands and the health care system continues to change.

The Institute’s faculty and academic leaders are engaged in reviewing curricula and making adjustments in content, teaching strategies, and student learning experiences to assure our graduates are equipped to participate effectively in a reformed system.

With a growing and more diverse population that is experiencing an increasing burden of chronic disease, an expanding emphasis on wellness and primary care, growth in the use of information and medical technologies, and changing payment structures to control costs, the need for changes in health professions education is more pressing than at any time in our history. We believe our faculty, staff, students, and leaders are prepared to meet this challenge to ensure the Institute remains a recognized leader in health professions education, and most importantly, a leader in making a difference in health care.

We hope you enjoy this report of the highlights of 2011–2012, and we thank you for your continued support of the MGH Institute.

George E. Thibault, MD
Chair, Board of Trustees
President, Josiah Macy Jr. Foundation

Janis P. Bellack, PhD, RN, FAAN
President and John Hilton Knowles Professor
The MGH Institute begins its 35th Anniversary year commemoration with 1,111 students and 423 graduates—both school records.

The MGH Institute began a year-long recognition of its 35th year of existence during the 2011–2012 year, commemorating the school’s March 18, 1977 birth date. Several of the school’s former leaders attended 2012 Commencement, where a new 35th Anniversary logo was unveiled, while a number of events have been planned for the 2012–2013 year. Next year’s Annual Report will commemorate the school’s history, which continues to exceed its founders’ expectations as a graduate school that educates health care leaders who significantly impact the delivery of health care across the United States and around the globe.

The Institute graduated the largest class in its history on May 10 when 423 students became members of the Class of 2012. Commencement speaker Joia Mukherjee, MD, MPH, Chief Medical Officer and Director of the Institute of Health and Social Justice for Partners In Health, urged the new graduates to play a key role in improving health care throughout the United States and around the globe.

“The lack of access, in my view, is about the silos we have created—between rich and poor, black and white, nurses and doctors, patients and providers. What is needed to break these silos and to bring the best of our collective strength, competencies, and passion is a movement for health as a basic human right,” Dr. Mukherjee said. “There is no place I know of that educates health professionals at the graduate level with more consciousness about the concept of team than the MGH Institute.”

Department of Communication Sciences and Disorders Professor Charles Haynes, EdD, CCC-SLP, received the coveted Nancy T. Watts Award for Teaching Excellence. Jessica Gosnell Caron CSD ’07, received the Emerging Leader Alumni Award, and Lauren A. Katz CSD ’95, received the Bette Ann Harris Distinguished Alumni Award.

Responding to the continued nationwide shortage of health care professionals, the Institute increased its student population to 1,111 students studying nursing, physical therapy, communication sciences and disorders, and medical imaging. That’s an 83 percent increase from the 612 students who attended the school for the 2005-2006 school year. Eleven new faculty members were hired at the start of the academic year to accommodate the growth.

More than a dozen East Boston students discovered what it takes to become health care professionals when they toured the Institute. Led by Department of Communication Sciences and Disorders Clinical Instructor Charles Jeans, MS, CCC-SLP;
Adding to Our Academic Offerings

Interprofessional PhD in Rehabilitation Sciences and Master of Science in Health Professions Education degrees are launched.

The MGH Institute continued to expand its academic offerings in 2012 when two new degrees—an Interprofessional PhD in Rehabilitation Sciences and a Master of Science in Health Professions Education—were approved by the Massachusetts Board of Higher Education.

The PhD, in particular, is a watershed mark in the school’s history. Now, the Institute offers the full range of academic degrees—baccalaureate, master’s, clinical doctorate, and now a research doctorate—which will accelerate research efforts to elevate its status among Boston’s elite universities and health care facilities.

The degrees promise to attract a new type of student to the Charlestown Navy Yard campus, including professionals from traditional rehabilitation disciplines such as physical therapy, occupational therapy, and speech-language pathology as well as nurses who concentrate in rehabilitation work.

The Health Professions Education degree, formed in collaboration with the Harvard Macy Institute and the Center for Medical Simulation, will be one of the first three health professions programs in the United States to offer a concentration in simulation-based teaching techniques.

“The ultimate goal is to think about how to educate our next generation of health care providers with an eye on working together in interprofessional teams, something the MGH Institute has been emphasizing for years,” explains Center for Interprofessional Studies and Innovation Assistant Professor Deborah Navedo, PhD, CPNP, CNE, interim director of the master’s program.

The first cohort of the Interprofessional PhD in Rehabilitation Sciences comprises students from Communication Sciences and Disorders, Occupational Therapy, and Physical Therapy (from left): occupational therapist Hannah W. Mercier, MS, OT; speech-language pathologist Anna A. Allen, MS, CCC-SLP; physical therapist Catherine T. Schmidt, DPT, MS; speech-language pathologist Jarrad Van Stan, MS, CCC-SLP; and speech-language pathologist Meg Simione, MA, CCC-SLP.
School of Nursing Clinical Assistant Professor Daniel Kane, MS, RN, CEN, CCRN, CFRN, EMTP; and Department of Physical Therapy Assistant Professor DJ Mattson, DPT, EdD, SCS, the students saw how simulation mannequins are used to help the graduate school’s students practice their skills before they work with live patients. The visit was coordinated by the Massachusetts General Hospital’s Center for Community Health Improvement.

Leslie Portney, DPT, PhD, FAPTA, was appointed Dean of the School of Health and Rehabilitation Sciences (SHRS). The school, which includes the Departments of Physical Therapy and Communication Sciences and Disorders, and the Post-Baccalaureate Program in Medical Imaging, is expected to add new programs in the coming years. Dr. Portney, who has led the Department of Physical Therapy since 2003, has served as interim Dean of SHRS since its 2010 inception. With more than 40 years of experience, Dr. Portney is recognized as a national leader in physical therapy education and research. She joined the IHP faculty in 1990.

“With the appointment of a full-time dean, the School of Health and Rehabilitation Sciences is now in an excellent position to claim a leadership role in the areas of rehabilitation and other health sciences,” said Provost and Vice President of Academic Affairs Alex F. Johnson, PhD, CCC-SLP.

Director of Research Programs Robert E. Hillman, PhD, CCC-SLP, was awarded a new $2.4 million grant from the National Institute on Deafness and Other Communication Disorders, part of the National Institutes of Health, that will use smart phone technology to improve the diagnosis and treatment of patients with laryngeal voice disorders. The grant includes subcontracts to the Institute.

The annual Interprofessional Rounds took a road trip in 2012, as more than 400 first- and second-year students packed Boston’s historic Old Faneuil Hall in February to hear five experts explore “Unconscious Bias: How it Affects Our Interactions and Decisions in Providing Care.” Speakers for the evening event at the Revolutionary War-era building were: Center for Interprofessional Studies and Innovation Professor Anthony Guarino, PhD; School of Nursing Clinical Assistant Professor Gail Gall, APRN, BC; School of Health and Rehabilitation Sciences Associate Professor Regina Doherty, OTD, MS, OTR/L; Department of Communication Sciences and Disorders Clinical Assistant Professor Carmen Vega-Barachowitz, PhD, CCC-SLP, and Joyce Shapiro Gordon, MS, CCC-SLP.

Five faculty members were awarded their PhD degree during 2011–2012: School of Nursing Clinical Assistant Professor Gail Gall (University of Massachusetts Boston); School of Nursing Assistant Professor Susan Hamilton (University of Massachusetts Boston); School of Nursing Assistant Professor Alex Hoyt (Brandeis University); Department of Physical Therapy Clinical Assistant Professor Mary Knab (Lesley University); and School of Nursing Clinical Assistant Professor Brant Oliver (Dartmouth College).

Provost and Academic Vice President Alex F. Johnson, PhD, was part of a team from Partners HealthCare International that travelled to India in October 2011 to identify opportunities for educational collaborations in an emerging medical school and health system in Delhi.
An Incubator of Ideas

Center for Interprofessional Studies and Innovation quickly establishes itself by hosting two major forums, drawing an international audience.

It didn’t take long for the Center for Interprofessional Studies and Innovation (CIPSI) to begin fulfilling its mission of being an idea generator at the MGH Institute.

In its first year of existence, the Center hosted two major events featuring renowned speakers that drew scores of national and international participants.

“We wanted the Center to help raise the Institute’s profile by attracting a new audience to the school,” explains Interim Director Bette Ann Harris, PT, DPT. “We believe we did that, and want to expand such offerings in the coming years.”

Harvard Business School Professor Clayton Christensen, DBA, (top photo) was the keynote speaker at the inaugural Innovations Seminar in September 2011, which was co-organized with the Harvard Macy Institute. Christensen, author of several provocative books including *Disrupting Class* and *The Innovator’s Prescription*, detailed his theory of how companies and individuals must consistently change the way they operate to be successful.

In June 2012, health care experts from the United States, Canada, and Singapore gathered for the first Health Professions Education Colloquium. The three-day conference, which focused on educational innovations at academic medical centers and health professions schools, featured keynote speaker Thomas Lee, MD, MSc (bottom photo), CEO of Partners Community HealthCare, Inc., and Harvard Medical School Professor of Medicine; Robert Birnbaum, MD, PhD, director of continuing medical education at Partners HealthCare and assistant professor of psychiatry at Harvard Medical School; and Deborah Navedo, PhD, CPNP, CNE, Interim Director of the MGH Institute’s Health Professions Education program.
Trip to Swaziland, new collaboration with Harvard Medical School among the year’s highlights.

Naira Arellano became the 29th MGH Institute student to be named an Albert Schweitzer Fellow. The first-year Master of Science in Nursing student will address health disparities affecting homeless Spanish-speaking Hispanics through culturally sensitive and language-appropriate patient advocacy at the Barbara McInnis House, the medical respite facility of Boston Health Care for the Homeless program.

A team of nurse practitioner students and recent NP graduates, led by Professor Inge Corless, PhD, RN, FAAN, embarked on a two-week educational trip to Swaziland in Africa. This was the third time Dr. Corless, an international expert in palliative/hospice care as well as HIV/AIDS, led a group of students to Africa. Her 2005 trip to South Africa was the Institute’s first international educational venture, and she followed up with a return visit with another group of students in 2010.

Nine nurses associated with the MGH Institute were nominated in the 2012 Boston Globe “Salute to Nurses”: School of Nursing Professor Janice Bell Meisenhelder, DNSc, RN, and Clinical Instructor Sharon Sullivan, MSN, RN, CNE; School of Nursing Academic Support Counselor Mary Jane Scott, RN; Nancy Giallombardo, NP ’93, who works at Beth Israel Deaconess Medical Center; Noreen Leahy, NP ’98, who works at Massachusetts General Hospital; Ian Penn, BSN ’10, who works at Beth Israel Deaconess Medical Center; Kathy Savage, NP ’96, who works at North Shore PACE/Elder Service Plan of the North Shore; Nancy Schaeffer, NP ’95, who

Mertie Potter’s Palliative Care Nursing: Caring for Suffering Patients Chosen Book of the Year

A book co-authored by School of Nursing Clinical Professor Mertie L. Potter, DNP, APRN, PMHCNS-BC, was chosen last winter as one of the 2011 American Journal of Nursing Books of the Year. Rich in case studies, pictures, and reflections on nursing practice and life experiences, the book delves into key topics such as how to identify and ease patients’ suffering, gauge how they are coping, and convey the extent of suffering to members of the health care team.

“The book was written from our observations that nurses bear witness to a great deal of suffering across the lifespan and across all settings,” says Dr. Potter, who wrote the book with three former colleagues at St. Anselm College.

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First Janssen Student Scholar

Jody Sokoloff NS ’11 recognized by American Psychiatric Nurses Association.

Jody Sokoloff’s motivation to help people who suffer from chronically severe mental illnesses, combined with an undergraduate degree in psychology, led to her being named in 2012 the MGH Institute’s first Janssen Student Scholar by the American Psychiatric Nurses Association (APNA).

The 2011 Master of Science in Nursing graduate was one of just 30 students from around the country selected as a student in psychiatric mental health nursing who demonstrate exemplary academic performance and service to their school and the community.

Sokoloff says she fine-tuned her dual interests as a nurse-practitioner student during her three years at the Institute.

“My experiences on the hospital units confirmed that my career and professional goals are intertwined,” Sokoloff says. “I work to help patients through their clinical care, help patients’ families understand their loved ones’ disease, and simply develop a rapport with patients to create a healing environment that works for everyone involved.”

As a Janssen Scholar, Sokoloff received an all-expenses-paid trip to APNA’s annual conference, which was held last year at the Disneyland Resort in California. At the conference, she learned the latest research in the field of psychiatric nursing and had the opportunity to network with scholars and practitioners with interests similar to her own.

“I applied for the award to gain exposure to the latest scholarly developments and collaborate with experts in the field,” says Sokoloff. “This has helped me improve the care I give my patients by providing holistic care supported by sound evidence of what works.”

Sokoloff (above, fourth from left in back row), who received her undergraduate degree from Northeastern University, was a research assistant at McLean Hospital prior to beginning the nurse practitioner program at the MGH Institute in 2008.
works at Massachusetts General Hospital; and Marie Sheehy, NP '85, who works at Bedford VA Medical Center.

Associate Professor Elissa Ladd, PhD, RN, FNP-BC, was the only nurse faculty member in the country to be awarded the prestigious Fulbright Scholar award for India in the 2011–2012 academic year. Dr. Ladd spent six months teaching at Manipal University College of Nursing, which is affiliated with Manipal University School of Medicine, teaching several courses, including Advanced Practice Nursing and Research, and mentoring faculty in their doctoral programs of research.

More than 50 faculty and students from the School of Nursing and Harvard Medical School will collaborate on designing a team-based interprofessional curriculum to provide high-quality, safe, and effective health care for Limited English Proficiency (LEP) and culturally diverse patients. The two-year program, “Improving Quality and Safety for Diverse Populations: An Innovative Multidisciplinary Curriculum,” received a $289,000 grant, initiated by the Massachusetts General Hospital Disparities Solutions Center, from the Josiah Macy Jr. Foundation.

Professor Patrice Nicholas, DNSc, DHL(Hon.), MPH, RN, ANP-C, FAAN, was honored by the Massachusetts Association of Registered Nurses (MARN) with the 2012 Researcher of the Year Award.

Nine nursing students participated in the Student/Resident Experiences and Rotations in Community Health (SEARCH) program through the National Health Service Corps, which sends health care students to communities with under-served populations. The students, who logged more than 140 hours of service during their summer 2011 experience, included Raya Ariella (stationed in western Massachusetts), Courtney Graham (upstate New York), Aisha Ellis (Louisiana), Brandon Jensen (Oakland, California), Anh Lewin (Irvine, California), Heather Lorier (Oregon), Carolyn McNamara (Maine), Kate Nycz (East Los Angeles, California), Althea Swett (urban Boston), and Raquel Sztaimberg (Louisiana).

The following awards were presented during 2012 Commencement:

- Harriet Towle Excellence in Clinical Nursing Practice Award: Lauren E. Strouffer
- Rebecca Colvin Prize: Siri Chand Kaur Khalsa
- Josephine Mangio Keaveney Memorial Nursing Prize: Carolyn M. McNamara
- Exceptional Advanced Practice Clinician and Mentor Award: Noreen M. Leahy, APRN, BC
- Judith A. Fong Nursing Faculty Prize: Richard L. Ahern, DNP '10
- Faculty and Student Recognition for Academic/Clinical Excellence: Carolyn L. Regan
- Loyd Nichols Staats Scholarship: Heather V. Quirk
- Miriam "Mim" J. Huggard, SON '31 Nursing Scholarship: Elizabeth Marie Sivertsen

Being Part of an Historic Event at Massachusetts Statehouse

A group of students in the Master of Science in Nursing program’s Gerontological Nurse Practitioner seminar group participated in an historical event at the Massachusetts Statehouse when Governor Deval Patrick officially designated November 13–19 as Nurse Practitioner Week in Massachusetts. According to Assistant Professor MJ Henderson, MS, RN, GNP-BC (above, third from left), this was the first time in state history that a sitting governor had made such a proclamation. The students visited with the staffers of the Senate and House and made their case for supporting pending health care bills.

“This was an excellent opportunity to introduce NP students to the business of policy in the making that affects daily practice,” said Henderson.
BSN Program Accelerates

Rising demand prompts Institute to launch second yearly cohort.

When the MGH Institute decided in 2008 to launch an Accelerated Bachelor of Science in Nursing degree program, some worried it might draw applicants away from the school’s highly ranked Direct-Entry Master of Science in Nursing program that has been a foundation of the Institute since its inception.

That worry was unfounded. Just four years later, both programs are thriving. But it was the Accelerated BSN program, under the direction of Assistant Dean Alexander Paul-Simon, PhD, RN, that had grown exponentially. It had become so popular—applications had more than doubled to almost 600 during this time—that the School of Nursing created a second class that began in January 2012.

“We had been forced to turn away a number of highly qualified applicants, and the demand kept increasing,” says Dean Laurie Lauzon Clabo, PhD, RN. “Adding a second class each year allows us to both provide options for talented candidates who wish to enter nursing and to meet the demands of an aging and increasingly diverse society with needs for complex, highly skilled care."

While the nursing shortage has eased during the current recession, the U.S. Bureau of Labor Statistics projects the total number of job openings for nurses due to growth and replacements will be 1.2 million by 2020. Thus, demand for the Institute’s BSN program will likely continue to be strong—good news for college graduates who wish to change careers and enter one of the country’s most stable and well-paying fields.

Accelerated Bachelor of Science in Nursing
Assistant Dean Alex Paul-Simon, PhD, RN
(above, fourth from left), has taught at the MGH Institute since 1991.
New department chair appointed, movement analysis lab created, and faculty recognized during 2011–2012.

Pamela Levangie, DPT, DSc, FAPTA, was named Chair of the Department of Physical Therapy. Dr. Levangie, who joined the MGH Institute in 2010 as Associate Chair, previously held faculty and administrative positions at Boston University and Sacred Heart University. She also has held many leadership positions in the American Physical Therapy Association (APTA). Dr. Levangie succeeds former longtime Chair Leslie Portney, DPT, PhD, FAPTA, who concurrently was appointed Dean of the School of Health and Rehabilitation Sciences.

Clinical Assistant Professor Jane Baldwin, PT, DPT, PCS, served as Chief Delegate for the Massachusetts Chapter of the American Physical Therapy Association (APTA) at the organization’s 2012 House of Delegates, its highest policy-making body.

The following awards were presented at the 2012 Commencement:

- Adams Fellow Award
  - Entry-Level: Vanessa Kennedy
  - Post-Professional: Jigisha Parekh

- Marjorie K. Ionta Award for Clinical Excellence
  - Entry-Level: Derek Sople
  - Post-Professional: Alla’a Hassan

- Mary Mankin Endowment Fund for Outstanding Post-Professional Thesis
  - Sowmya Sridhar

- Outstanding Clinical Educator Award
  - Jennifer L. Connors, DPT ’10, MS, PCS; co-owner, Jump Start Physical Therapy.

Associate Professor Marianne Beninato, DPT, PhD, received a faculty teaching fellowship from the Institute for “Reconstructing Human Gross Anatomy Based on Constructivist Learning Theory.”

Clinical Associate Professor Tracy Brudvig, PT, DPT, PhD, OCS, received a faculty teaching fellowship from the Institute for her proposal, “Development of Reflection Skills in Post-Professional Master’s Students.”

Assistant Professor Janet Kneiss, PT, PhD, was awarded the Institute’s 2012 Faculty Geriatric Research Fellowship Award for her pilot study, “Feasibility of implementing a portable sit-to-stand measure among participants with hip fracture who have mild cognitive impairments.”

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The Joys of Physical Activity

Maria Fragala-Pinkham DPT ’10 develops adaptive sports programs for children with special needs.

A passion to help children with physical limitations experience the joys of ice skating and bicycle riding has spurred Maria Fragala-Pinkham, DPT ’10, to launch adaptive sports programs.

A nationally recognized expert and speaker in the area of physical fitness for children with disabilities, Dr. Fragala-Pinkham developed the programs as an offshoot of her work as a researcher and physical therapist at Franciscan Hospital for Children in Boston’s Brighton neighborhood.

Dr. Fragala-Pinkham, an adjunct faculty member at the Institute, believes these foundation-funded programs help children with disabilities and their families to engage in the healthy physical activity they need. Parents often report that participation in Franciscan programs provides the initial training and confidence for the whole family to pursue skating or bike riding as a healthy, recreational activity.

Doctor of Physical Therapy students participated in a 2012 adapted bike demonstration day at Franciscan. Children and youth had the opportunity to ride adapted bikes, and therapists and DPT students provided evaluations to determine which type and size AmTryke Therapeutic Bicycle was best suited for each child.

A former recipient of the Outstanding Achievement in Clinical Practice award from the Massachusetts chapter of the American Physical Therapy Association, Dr. Fragala-Pinkham has plans to pilot an adaptive baseball program in 2013.

“These are activities all kids want to do,” she says. “As a physical therapist, I am happy to promote physical activity and family and community participation.”
Assistant Professor DJ Mattson, DPT, EdD, SCS, became a Credentialed Provider for the Boston Health Care for the Homeless program. He was also appointed this past year to the Advisory Board of the Boston Chapter of Back on my Feet, a nonprofit organization dedicated to creating independence and self-sufficiency among the homeless and other underserved populations.

The Physical Therapy Club, an active student organization at the IHP, raised $4,300 for the annual Pittsburgh-Marquette Volleyball Challenge that supports physical therapy research.

Helen Bresler, DPT Class of 2013, was selected as a 2012 Paul Ambrose Scholar through the Association for Prevention Teaching and Research and the Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services. Her project was “Go4Life: Older Adult Activity Class,” the focus of her work with the Somerville Council on Aging.

A Global Collaboration

Doctor of Physical Therapy students participate in the first International Innovation Project in Helsinki.

“The ability to think in an innovative and entrepreneurial manner is important for health professionals of the future,” explains Department of Physical Therapy Clinical Instructor Kelly Macauley, PT, DPT, GCS, CCS. “New solutions will be needed for emerging demographic, economic, and organizational challenges.”

Dr. Macauley is the IHP’s faculty representative to the International Innovation Project, a first-of-its-kind program for physical therapy, occupational therapy, and social work students.

“Interprofessional programs are always worthwhile, but this program added the new dimension of international collaboration,” notes Dr. Macauley, who expects the program to be an annual occurrence.

“It was a unique and valuable learning experience for our students.”

DPT students Vanessa Kennedy (left, in photos), and Janelle Meyer collaborated with other European students to help a group of patients who expressed that they often felt socially isolated and overly dependent on others. A Facebook page they created, called the “HelsinkiLinki,” allowed the patients to communicate and solve critical issues, such as how to get to school or work independently by using public transportation instead of relying on others.

“I gained a new perspective as a physical therapist,” says Kennedy, who graduated in 2012. “I no longer look at the confines of what a patient can’t do, but at the creativity of what they can do.”
Steps in the Right Direction
New Movement Analysis Lab to accelerate research on biomotion.

Department of Physical Therapy faculty members Douglas Haladay, DPT, PhD, OCS, CSCS, and Janet Kneiss, PhD, PT, MS, may be pursuing different research tracks, but both are using the same technology in the MGH Institute’s new Movement Analysis Laboratory to study human movement.

Located in the school’s new 2 Constitution Center building, the lab is outfitted with movement analysis equipment such as motion tracking sensors that, when placed on a person, identify the movement of limbs. Motion capture cameras are used to record the person’s movement and provide precise research data. The lab also includes a raised walkway that has force plates to measure joint force.

“We believe the research we perform in this specialized lab will contribute to knowledge in the field of physical therapy, benefit patients, and help the Institute raise its research profile,” Dr. Kneiss predicts.

Dr. Haladay focuses on abdominal muscle performance in young to middle-aged individuals who suffer from chronic back pain. Dr. Kneiss studies movement patterns in elderly individuals with post-hip fracture and osteoporosis.

Once clients begin coming to the lab for evaluation, the duo will collect data and begin to analyze their findings—an essential prerequisite to submitting articles for publication and research grant proposals.

They also anticipate the lab will expand beyond their disciplines and serve as a resource to other researchers.

“With the equipment and what we learn from our research in this lab, there is potential for us to collaborate with our faculty colleagues in other departments to conduct interprofessional research on health problems of common interest,” says Dr. Haladay. “We believe it’s a great addition to the Institute.”
Department hosts forum on new degree possibility, reading programs recognized nationally.

The Institute’s Certificate of Advanced Study in Reading and the Master of Science in Speech-Language Pathology’s Reading Concentration were designated as having met the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading, one of just nine schools in the United States cited by the organization.

Clinical Instructor Charles Jeans, MS, CCC-SLP was among just 30 people in the United States to be accepted into the American Speech-Language-Hearing Association Leadership Development Program. He will be working on a module to help students learn leadership skills as they move into their careers.

Clinical Assistant Professor Maggie Kjelgaard, PhD, CCC-SLP, was one of just eight faculty members in the United States selected for the 2012 American Speech-Language-Hearing Association Clinical Research Institute. The Institute’s purpose is to accelerate the generation of research to support evidence-based practice in Communication Sciences and Disorders.

Adjunct Professor Joanna Christodoulou, EdD, received the George E. Burch Fellowship in Theoretic Medicine and Affiliated Theoretic Sciences at the Smithsonian Institution for 2012–2014.

With a clinical doctorate as the preferred professional practice degree in physical therapy and occupational therapy, it’s not surprising that leaders in speech-language pathology, the third discipline in the rehabilitation sciences triad, are also pondering a similar path.

The Department of Communication Sciences and Disorders took a leading role in this emerging idea when more than 75 academics from 50 programs around the country attended a two-day forum on the MGH Institute campus in June 2012.

Academic leaders from Boston University, Vanderbilt University, and the University of Pittsburgh joined their MGH Institute peers in leading the conference and bringing together their colleagues from other schools to consider the creation of a post-professional Doctor of Speech-Language Pathology for existing practitioners who hold a master’s degree and certification in speech-language pathology.
To say that Robert E. Hillman, PhD, CCC-SLP, Director of Research Programs and the new PhD in Rehabilitation Sciences program, is reluctant to talk about his vast array of accomplishments is an understatement. An adjunct Professor in the Department of Communication Sciences and Disorders for the past 16 years, Dr. Hillman’s humble personality belies his record of achievement.

Dr. Hillman is also Professor of Surgery at Harvard Medical School and Co-Director and Research Director of the renowned Center for Laryngeal Surgery and Voice Rehabilitation at Massachusetts General Hospital (MGH Voice Center). In his clinical work he has helped manage singers such as Julie Andrews, Roger Daltry of The Who, and Stephen Tyler of Aerosmith. He’s also secured millions of dollars of research grant funding and produced more than 100 publications in scientific and professional journals.

His peers, however, have now thrust him into the spotlight by choosing him to receive the field’s highest achievement: Honors of the American Speech-Language-Hearing Association (ASHA).

“This award perfectly captures Dr. Hillman’s role as someone who has played a significant role in advancing speech science,” said Provost and Academic Vice President Alex F. Johnson, PhD, CCC-SLP, who also is a speech-language pathologist.

“His contribution to research and education, his leadership in the subspecialty of voice disorders, and his commitment to mentoring are second to none. We’re extremely proud he’s a member of the IHP community and most fortunate to have the benefit of his guidance and mentoring as the Institute’s research leader.”

The Honors is ASHA’s most prestigious award, given to a select few members each year to recognize individuals who have been nominated because the impact of their work has “changed the course of their profession.”
The following awards were presented during 2012 Commencement:

- **Julie Atwood Award for Excellence:** Amy Joy Maguire
- **Award for Excellence in Clinical Supervision:** Charlotte Lunde '03
- **Faculty Award for Excellence:** Assistant Professor Lauren Zipse, PhD, CCC-SLP
- **Kenneth N. Stevens Student Research Award:** Jessica Chiew Jia Chiaann
- **Student Award for Innovation:** Alexis Nicole Smith

Eve Berne gave the student address during the morning’s hooding ceremony.

Professor **Charles Haynes, EdD, CCC-SLP**, received a $15,000 grant from the American Speech-Language-Hearing Association (ASHA) to develop, pilot, and disseminate an online bilingualism and bi-literacy course that he anticipates will become a model for communication sciences and disorders programs across the United States. Dr. Haynes, who began using the prototype in the fall of 2011, has served as principal or co-principal investigator on funded grant projects totaling more than $2.5 million. Several of his projects are located in the Middle East, where he is helping colleagues develop diagnostic and intervention tools for spoken and written Arabic. He has been a member of the Institute’s faculty since 1992.

With Retirements, Department Loses a Wealth of Knowledge

The Department of Communication Sciences and Disorders honored more than 50 years of expertise and collective knowledge when Clinical Professor Pamela Hook, PhD, and Professor Julie Atwood, MEd, CCC-SLP, retired at the conclusion of the 2011-2012 academic year and were named the 12th and 13th Faculty Emeriti in MGH Institute history.

“We’ve lost two of the people who were present at the inception of the Speech-Language Pathology program,” said Chair and Professor Gregory L. Lof, PhD, CCC-SLP (middle, in top photo). “They have played a key role in educating nearly every CSD student who has graduated.”

Dr. Hook (left, in photos), who was among the first faculty hired, has played a leading role in publicizing the prevalence of dyslexia in children and adults. She also was president of the Massachusetts chapter of the International Dyslexia Association.

The 2004 recipient of the Institute’s coveted Nancy T. Watts Award for Excellence in Teaching, Dr. Hook was instrumental in co-creating a center for children and adults who struggle with spoken and written language disorders, and played a key role in obtaining state certification for speech-language pathologists as reading specialists.

Atwood (right, in photos), who became director of the Massachusetts General Hospital Speech-Language Pathology Department, is a Fellow in the American Speech-Language-Hearing Association. She also received the Distinguished Service Award from the Massachusetts Speech-Language-Hearing Association.

As the first director of the CSD department, her legacy at the Institute will continue for years to come through the Julie Atwood Award for Excellence, given annually to a graduating Speech-Language Pathology student.
A Leader on the National Stage

Kaci Rogers helps set agenda at National Student Speech Language Hearing Association.

As someone who admittedly thrives on being active, it’s not a surprise Kaci Rogers was chosen to serve on the Executive Council of the National Student Speech Language Hearing Association.

“Serving as a Regional Councillor keeps me quite busy,” says Rogers, who is scheduled to graduate from the MGH Institute in 2013 with a Master of Science in Speech-Language Pathology. “But I can’t complain. I get to work with some very interesting people to help students at all levels, including undergraduate, graduate, clinical fellowship, and doctoral.”

Rogers, who also chairs the group’s Special Events Committee, participates in three meetings per year and numerous interim conference calls to formulate policies and plan programs for the nation’s speech pathology and audiology students.

“I knew that joining would provide with me with an opportunity for growth both personally and professionally,” Rogers says. “This position has allowed me to strengthen my leadership and communication skills which will, in turn, benefit me as a future speech-language pathologist.”

Once she graduates, Rogers plans to continue her involvement with the field’s professional association, the American Speech-Language-Hearing Association.

“I want to serve as an advisor to a student chapter and encourage others,” says Rogers. “It’s been a great experience for me.”
Medical Imaging
Class of 2012 lauded for completing unique hybrid program.

The largest class in the history of the Post-Baccalaureate Certificate in Medical Imaging graduated in 2012 when 21 students completed the 18-month program to cap its seventh year at the MGH Institute.

The graduates, who are eligible for licensure as radiologic technologists, were the latest cohort to finish the country's only program that combines 100 percent online academic instruction with hands-on laboratory and clinical rotations.

"I would like to commend all of you for being outstanding classmates," said Paul Iaconis, who represented his cohort on the Student Government Association, at the program's completion ceremony in February 2012. "I believe the rigors of this program have made all of us better students and colleagues, and prepared us well as technologists."

Program Director Richard Terrass, Med, RT(R), FAEIRS, noted they will be among the best-prepared radiologic technologists in their field.

Graduate Maura Ivens (top photo, second from left, with fellow graduates Zulma Gallardo, Jaclyn Nguyen, and Marie Mullen) received the Academic Excellence Award. It was based upon her clinical competence, judgment, teamwork, caring, initiative, and leadership.

Graduate Elaina Ortelt (bottom photo, far right, with fellow graduates Linda Khoeun, Elizabeth Aiello, and Derek Medeiros) received the Clinical Excellence Award for distinguishing herself in both academic and clinical coursework. She earned the highest grade point average among her classmates, and demonstrated excellence in patient care.
Using iPhones, iPads for Elder Independence

School of Nursing Professor Diane Mahoney, PhD, devises new uses for patients with Alzheimer’s Disease.

The elderly and iPhones are not commonly linked, but School of Nursing Professor Diane F. Mahoney, PhD, APRN, BC, FGSA, FAAN, is investigating a new application that promises to help people with Alzheimer’s disease maintain their independence longer.

With the help of a $180,000 grant from the Alzheimer’s Association, Dr. Mahoney and her team are developing an application named DRESS, or Development of a Responsive Emotive Sensing System. Using iPhones installed into the front of each dresser drawer and an iPad atop the dresser, the system uses both visual and spoken word prompts to instruct people to open each drawer in sequence and provide guidance in dressing themselves.

“Alzheimer’s patients lose the ability to perform everyday functions like dressing and eating,” says Dr. Mahoney, the Jacques Mohr Professor of Geriatric Nursing Research. “We are hopeful that DRESS will extend their independence for several months or longer, while reducing the struggles over daily dressing tasks that are upsetting and frustrating to them and their loved ones.”

Dr. Mahoney notes the system also offers great comfort to adult children who, because of work or other obligations, often must leave their loved one alone at home for periods of time.

“Efforts like those of Dr. Mahoney are making Alzheimer’s more manageable for individuals affected by the disease, as well as easing some of the burden on their caregivers,” says James Wessler, President and CEO of the Massachusetts/New Hampshire chapter of the Alzheimer’s Association.
An Historic Move

Interactive classrooms, view of “Old Ironsides” highlight MGH Institute’s expansion into fourth building.

The MGH Institute took an historic step in January 2012, as the school moved into a fourth building that includes interactive classrooms and laboratory areas.

Located at 2 Constitution Center, the space includes a 104-seat interactive classroom with state-of-the-art technology, larger physical therapy labs with new equipment, and a student lounge that overlooks the U.S.S. Constitution.

“IT’s a commitment by the Institute to ensure our students have the greatest learning resources available,” declared Board of Trustees Chair George E. Thibault, MD. “It creates an environment that fosters interprofessional education that will make them better health care professionals.”
Opposite top: Murals of the Institute’s values line the main hallway.

Opposite, bottom: Students have a great view of the U.S.S. Constitution from the new student lounge.

Left: A student leading a group discussion in the new interactive classroom.

The original drawing of how the former financial services building would be transformed into modern classrooms.

The move also eases classroom crowding in the school’s main academic space, the Catherine Filene Shouse Building, that had become more prevalent during the past two years as the student population crossed the 1,100 mark.

The interactive classroom has been such a success that a second, smaller iteration was created in the Shouse Building in time for the beginning of the 2012–2013 academic year.

Students follow along on their laptops and on large monitors in the interactive classroom.

With the expansion, the Institute now has more than 100,000 square feet—a 50 percent increase since the school first moved to the Charlestown Navy Yard in 2002.
Overview

The Institute achieved positive financial results for the fiscal year ended June 30, 2012, providing important fiscal resources to support its mission, growth, and strategic plans. Total net assets increased by $4.4 million for FY12. The increase in total net assets from operating activities was $2.8 million for FY12 compared to an increase of $2.3 million for the previous year. Other changes from nonoperating activities for gifts and investment gains and changes decreased net assets by $3.4 million for FY12 compared to an increase of $4.3 million for FY11.

Assets

Total assets increased by $3.1 million to $75.0 million as of June 2012. The change was primarily due to increases in cash and property and equipment additions for new state-of-the-art classrooms and physical therapy program labs at 2 Constitution Center.

Liabilities and Net Assets

Total liabilities increased by $3.6 million to $30.4 million as of June 2012. The change was mainly due to increases in long-term obligations to finance campus expansion costs, higher levels of deferred student revenues for summer terms, and increases in amounts due to affiliates.

Total net assets decreased by $483,000 to $44.6 million as of June 2012 primarily due to net operating activities and decreases of $3.3 million from changes in non-operational activities.


(in thousands)

<table>
<thead>
<tr>
<th>Assets</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and equivalents</td>
<td>$4,058</td>
<td>$1,251</td>
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<tr>
<td>Student accounts receivable, net</td>
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<tr>
<td>Pledges receivable, net and contributions receivable</td>
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<td>4,016</td>
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<tr>
<td>Other assets</td>
<td>595</td>
<td>570</td>
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<tr>
<td>Investments</td>
<td>21,237</td>
<td>19,636</td>
</tr>
<tr>
<td>Due from affiliates</td>
<td>-467</td>
<td>-574</td>
</tr>
<tr>
<td>Assets under split interest agreements</td>
<td>12</td>
<td>299</td>
</tr>
<tr>
<td>Investments held in trust</td>
<td>3,628</td>
<td>3,945</td>
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<tr>
<td>Interest in the net assets of The Massachusetts General Hospital</td>
<td>17,736</td>
<td>19,014</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>25,199</td>
<td>22,254</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$75,000</strong></td>
<td><strong>$71,889</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$2,496</td>
<td>$2,658</td>
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<tr>
<td>Liability under split interest agreement</td>
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<td>124</td>
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<tr>
<td>Due to affiliates</td>
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<td>-574</td>
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<tr>
<td>Student deposits and deferred revenues</td>
<td>5,912</td>
<td>4,446</td>
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<tr>
<td>Long-term obligations</td>
<td>21,526</td>
<td>19,587</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>30,409</strong></td>
<td><strong>26,815</strong></td>
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<table>
<thead>
<tr>
<th>Commitments and Contingencies</th>
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<tbody>
<tr>
<td>Net assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$25,281</td>
<td>$23,860</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>8,719</td>
<td>10,697</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>11,131</td>
<td>10,517</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>44,591</strong></td>
<td><strong>45,074</strong></td>
</tr>
<tr>
<td>Total Liabilities and Net Assets</td>
<td><strong>$75,000</strong></td>
<td><strong>$71,889</strong></td>
</tr>
</tbody>
</table>
Statement of Activities and Changes In Net Assets: Year Ended June 30, 2012
(with summarized financial information for the year ended June 30, 2011) (in thousands)

Operating Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2012 Total</th>
<th>2011 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$31,882</td>
<td>$–</td>
<td>$–</td>
<td>$31,882</td>
<td>$27,074</td>
</tr>
<tr>
<td>Less: Financial aid</td>
<td>4,057</td>
<td>–</td>
<td>–</td>
<td>4,057</td>
<td>3,537</td>
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<tr>
<td>Tuition and fees, net</td>
<td>27,825</td>
<td>–</td>
<td>–</td>
<td>27,825</td>
<td>23,537</td>
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<tr>
<td>Grants and contracts</td>
<td>618</td>
<td>–</td>
<td>–</td>
<td>618</td>
<td>718</td>
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<tr>
<td>Contributions used for operations</td>
<td>817</td>
<td>255</td>
<td>–</td>
<td>1,072</td>
<td>1,207</td>
</tr>
<tr>
<td>Investment income</td>
<td>318</td>
<td>56</td>
<td>–</td>
<td>374</td>
<td>367</td>
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<tr>
<td>Gains used for operations</td>
<td>782</td>
<td>548</td>
<td>–</td>
<td>1,330</td>
<td>1,233</td>
</tr>
<tr>
<td>Other revenue</td>
<td>520</td>
<td>–</td>
<td>–</td>
<td>520</td>
<td>899</td>
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<tr>
<td>Net assets released from restrictions</td>
<td>741</td>
<td>(741)</td>
<td>–</td>
<td>–</td>
<td>–</td>
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<tr>
<td><strong>Total operating revenues</strong></td>
<td><strong>31,621</strong></td>
<td><strong>118</strong></td>
<td>–</td>
<td><strong>31,739</strong></td>
<td><strong>27,961</strong></td>
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</table>

Operating Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
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<th>2012 Total</th>
<th>2011 Total</th>
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</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>16,687</td>
<td>–</td>
<td>–</td>
<td>16,687</td>
<td>14,221</td>
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<tr>
<td>Institutional support</td>
<td>5,686</td>
<td>–</td>
<td>–</td>
<td>5,686</td>
<td>5,311</td>
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<tr>
<td>Research</td>
<td>609</td>
<td>–</td>
<td>–</td>
<td>609</td>
<td>510</td>
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<tr>
<td>Student services</td>
<td>1,614</td>
<td>–</td>
<td>–</td>
<td>1,614</td>
<td>1,594</td>
</tr>
<tr>
<td>Academic support</td>
<td>4,041</td>
<td>–</td>
<td>–</td>
<td>4,041</td>
<td>3,725</td>
</tr>
<tr>
<td>Facilities</td>
<td>201</td>
<td>–</td>
<td>–</td>
<td>201</td>
<td>253</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
<td><strong>28,838</strong></td>
<td><strong>–</strong></td>
<td><strong>–</strong></td>
<td><strong>28,838</strong></td>
<td><strong>25,614</strong></td>
</tr>
<tr>
<td>Increase in net assets from operating activities</td>
<td><strong>2,783</strong></td>
<td><strong>118</strong></td>
<td>–</td>
<td><strong>2,901</strong></td>
<td><strong>2,347</strong></td>
</tr>
</tbody>
</table>

Nonoperating Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2012 Total</th>
<th>2011 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>467</td>
<td>369</td>
<td>931</td>
<td>1,767</td>
<td>842</td>
</tr>
<tr>
<td>Contributions used for operations</td>
<td>(817)</td>
<td>(255)</td>
<td>–</td>
<td>(1,072)</td>
<td>(1,207)</td>
</tr>
<tr>
<td>Net realized gains on investments</td>
<td>719</td>
<td>270</td>
<td>–</td>
<td>989</td>
<td>2,385</td>
</tr>
<tr>
<td>Gains used for operations</td>
<td>(782)</td>
<td>(548)</td>
<td>–</td>
<td>(1,330)</td>
<td>(1,233)</td>
</tr>
<tr>
<td>Change in net unrealized depreciation on investments</td>
<td>(949)</td>
<td>(528)</td>
<td>–</td>
<td>(1,477)</td>
<td>3,008</td>
</tr>
<tr>
<td>Change in interest in the net assets of The Massachusetts General Hospital</td>
<td>–</td>
<td>6</td>
<td>–</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Change in investments held in trust by others</td>
<td>–</td>
<td>(317)</td>
<td>–</td>
<td>(317)</td>
<td>413</td>
</tr>
<tr>
<td>Impairment charge</td>
<td>–</td>
<td>(1,950)</td>
<td>–</td>
<td>(1,950)</td>
<td>–</td>
</tr>
<tr>
<td><strong>Increase (decrease) in net assets from nonoperating activities</strong></td>
<td><strong>1,362</strong></td>
<td><strong>2,636</strong></td>
<td>614</td>
<td><strong>3,384</strong></td>
<td><strong>4,268</strong></td>
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<tr>
<td>Increase (decrease) in net assets</td>
<td>1,421</td>
<td>2,518</td>
<td>614</td>
<td>4,591</td>
<td>6,615</td>
</tr>
<tr>
<td>Net assets, beginning of year</td>
<td>23,860</td>
<td>10,697</td>
<td>10,517</td>
<td>45,074</td>
<td>38,459</td>
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<tr>
<td>Net Assets, end of year</td>
<td><strong>$25,281</strong></td>
<td><strong>$9,179</strong></td>
<td><strong>$11,131</strong></td>
<td><strong>$44,591</strong></td>
<td><strong>$45,074</strong></td>
</tr>
</tbody>
</table>

Revenues and Expenses

Record enrollment growth in the Institute’s existing academic programs improved total operating revenues by $3.8 million from nearly $28.0 million for FY11 to $31.7 million for FY12.

Total operating expenses were controlled and grew at a slower rate, increasing by $3.2 million from $25.6 million for FY11 to $28.8 million for FY12. Expenditures for instruction costs showed the greatest growth rising by $2.5 million to $16.7 million for FY12 to support higher student enrollment levels. Instruction costs comprised 57.9% of FY12 expenses vs. 55.5% for the prior year. Other expenses were incurred to strengthen organization structures, enhance academic and administrative systems and to advance the Institute’s fundraising, research, and other academic strategies.

Complete financial statements are available upon request.
Philanthropy

We give sincere thanks to the many alumni/ae, friends, faculty, staff, students, foundations, corporations, and organizations who invest in the next generation of health care leadership and support those who educate our students at MGH Institute of Health Professions.

The following list of donors reflects gifts and pledges made between July 1, 2011 and June 30, 2012. The MGH Institute makes every effort to ensure the accuracy of this report. If you believe that a mistake has been made, please notify the Office of Development at (617) 726-3141 or giving@mghihp.edu and accept our apology.

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Matthew Grow
Nicholas Guillera
Mrs. Mary Helen E. Gustafson, PT ’09
Mr. and Mrs. Gary Gwon
Jessica Hagenbuch
Eric Hanyak
Elizabeth Harriman, CSD ’02
Cindy Harris
Christopher Hartley and Micah Buis
Robyn M. Hayes, NS ’08
Elizabeth L. Helms, NS ’96
Valarie Hemighaus
Zara Herskovits
Tiffany Hogan
Zane Hollingsworth
Stephen and Nancy Hooley
Xudong Huang
Richard Hughes, CI ’05
Erin Hung
Martin Ingelsson
Daniel Irving
Adrian Ivinson
Mrs. Barbara M. Jacobson, NS ’85
and Mr. Dennis J. Jacobson
Mari Jette, CSD ’06
Cheryl Jost
Susan M. Jussaume
Hallie B. Kasner, NS ’00
Carol L. Katz, NS ’98
Bradley K. Kaya, PT ’96
Debbie Kearney
Robert Keegan
Dan Kelleher
Elizabeth Kiruki
Ravi Korotane
James Kozubek
Susan Krupnick, NS ’01
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Marathoners Race to Support Institute

Two students and one faculty member collectively raised more than $17,500 for the MGH Institute when they completed the 2012 Boston Marathon.

Beth Ann Rutolo (above, right), a first-year Entry-level Doctor of Physical Therapy student, raised $5,686 to support the Physical Therapy Center for Education and Health Promotion.

Heather Quirk (above, left) who graduated in 2012 from the 14-month Accelerated Bachelor of Science in Nursing program, raised $6,447 to increase scholarships for students in the School of Nursing. A scholarship recipient herself, she ran in memory of Emilene Brown, the late wife of Institute benefactor Sumner Brown, and for her late husband, Patrick Quirk Sr.

Adjunct Professor Chuck Vanderburg, PhD (above, center), raised $5,592 to support the Center for Interprofessional Studies and Innovation, the Institute’s incubator of new ideas and entrepreneurial activity.
A Legacy of Support Continues

MGH Institute founder Dr. Charles Sanders and Ann Sanders donate $500,000 to establish interprofessional scholars fund.

In 1977, Dr. Charles Sanders used his influence and prestige as General Director of Massachusetts General Hospital to ensure the dream envisioned by him and Dr. John Hilton Knowles led to the successful creation of a health sciences graduate school that would be like no other—MGH Institute of Health Professions.

Thirty-five years later, Dr. Sanders and his wife continue to care for the Institute through personal philanthropy. With a generous $500,000 gift, they recently established the Charles and Ann Sanders Interprofessional Scholars Fund.

Investing in the Institute is nothing new for Dr. Sanders, who made his first significant financial contribution to the Institute in 1979—two years before the first students arrived. He says this most recent gift is a natural progression of his commitment to the school that has provided world-class accredited education since its inception.

“Graduate education is so expensive today that Ann and I wanted to do something to help students attend the Institute,” Dr. Sanders says. “Students should be able to focus on their studies and not have to worry so much about debt when they graduate.”

Beginning in the 2012–2013 academic year, two students will be named a Sanders Scholar. Each will receive a scholarship to help defray the cost of education, along with funding to participate in a regional, national, or international interprofessional learning experience while at the Institute. Interprofessional education, which provides opportunities for students from different health disciplines to learn and practice together in health care teams, is exactly the mission Dr. Sanders originally conceived.

“A team-based approach is proven to provide better patient care,” explains Dr. Sanders. “Educating students with an interprofessional focus is the reason the Institute continues to produce the future leaders of health care.”
Endowment Funds

Institute-Wide Interprofessional Education
Charles and Ann Sanders Interprofessional Award Fund
Est. 2012 by Charles Sanders, MD and Ann Sanders

Interprofessional Scholarship
Charles and Ann Sanders Interprofessional Scholars Fund
Est. 2012 by Charles Sanders, MD and Ann Sanders

Professorships
John Hilton Knowles Professorship
Est. 1980 by Edith L. Dabney and the family of John Hilton Knowles

Research
Geriatric Educational Endowment Fund
Est. 1988 by an anonymous donor

Scholarships
Lucretia Brigham Scholarship Fund
Est. 1982 by Irene M. Newton

Lucy A. Burr Scholarship
Est. 2006 by Lucy A. Burr

Connors Family Scholarship
Est. 2007 by the Connors Family

Morris F. Darling Scholarship Fund

John Hilton Knowles Fellowship Fund
Est. 1979 by the Rockefeller Foundation, Edith L. Dabney and the family of John Hilton Knowles

Amelia Peabody Scholarship Fund
Est. 1986 by Amelia Peabody Charitable Fund

President’s Scholarship Fund
Est. 1999 by gifts in honor of President Ann W. Caldwell

Starr Foundation Scholarship Fund
Est. 1997 by the Starr Foundation

Nancy Watts Fellowship for Interdisciplinary Studies
Est. 2005 with gifts in honor of Dr. Nancy T. Watts

Sibylla Orth Young Memorial Scholarship Fund
Est. 1987 by estate of Sibylla O. Young

Unrestricted
Building Endowment Fund
Est. 2007

James E. and Mary E. Davis Fund
Est. 1978 by James E. and Mary E. Davis

Herbert Farnsworth Trust Fund
Est. 1983 by estate of Herbert Farnsworth

Institute of Health Professions Endowment Fund
Est. 1982 with MGH board-designated funds

Putnam Family Fund
Est. 1983 by George Putnam

Mrs. George S. Selfridge Fund
Est. 1971 by estate of Annie F. Selfridge

Ruth Sleeper Endowment Fund
Est. 1993 by gifts in memory of Ruth Sleeper

School of Nursing

Nursing Education
Delores DeBartolo Lectureship Fund
Est. 1983 by MGH School of Nursing, Class of ’58, March section

Betty Dumaine Fund II
Est. 1940 by Elizabeth Dumaine, SON ’26

Library Endowment Fund
Est. 1983 by MGH Nurses’ Alumnae Association

Jacques Mohr Fund for Research, Curriculum Development or Student Financial Aid in Geriatric Nursing
Est. 1996 by the estate of Jacques Mohr

Training School for Nurses Fund
Est. 1897 by originators of the Training School for Nurses

Training School for Nurses Endowment
Est. 1924 by the MGH Nurses’ Alumnae Association

Physical Therapy Education
Arthur Antonopoulos Endowment Fund
Est. 1993 by Matina S. Horner, PhD

Physical Therapy Faculty Development
Nancy T. Watts Endowed Fund for Faculty Development and International Exchange
Est. 1996 by Nancy T. Watts, PhD

Physical Therapy Scholarships
Adams Scholarship Fund
Est. 1986 by Barbara Adams

Physical Therapy Special Projects
Marjorie K. Ionta Fund
Est. 1983 by gifts in honor of Marjorie K. Ionta

School of Social Work

Nursing Professorship
Amelia Peabody Professorship in Nursing Research
Est. 1989 by Amelia Peabody Charitable Fund

Nursing Scholarships
Anson M. and Debra Beard Nursing Scholarship
Est. 2006 by Anson M. Beard Jr. and Debra Beard

Christine Bridges Nursing Scholarship
Est. 2005 by gifts in memory of Dr. Christine Bridges

Mary Clapham Endowed Nursing Fund
Est. 1995 by Mary D. Clapham

The Mabel Coffin and Albert Coffin, Jr. Fund
Est. 2000 by estate of Margaret A. Coffin

Wetherill Award Fund
Est. 1936 by E. Stanley Abbot, MD, in memory of Marion Wetherill Abbot and her mother

Nursing Prizes
Rebecca Calvin Memorial Prize
Est. 1995 by George and Regina Herzlinger

Judith A. Fong Nursing Faculty Prize
Est. 2006 by Judith A. Fong, SON ’68 and Richard Bressler

Nursing Professorship
Amelia Peabody Professorship in Nursing Research
Est. 1989 by Amelia Peabody Charitable Fund

Nursing Scholarships
Anson M. and Debra Beard Nursing Scholarship
Est. 2006 by Anson M. Beard Jr. and Debra Beard

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The Mabel Coffin and Albert Coffin, Jr. Fund
Est. 2000 by estate of Margaret A. Coffin
Continuing a Tradition
Accelerated Bachelor of Science in Nursing student Amanda Anitube ’13 is working to become the latest health care professional in her family.

With her mother a retired nurse, and two siblings who are physicians, Amanda Anitube is continuing a family tradition of health care as a student in the MGH Institute’s Accelerated Bachelor of Science in Nursing program.

American-born Anitube spent her early years in Nigeria. Seeing the consequences of an inadequate health care system, along with her recent experience working with developmentally challenged individuals, motivated her to choose a career in which she can make a difference in people’s lives.

Unlike most BSN students at the Institute, Anitube works full-time each weekend and has a two-year-old toddler at home. Her husband shares child-rearing responsibilities, providing enough study time for her to keep up with the rigorous academic workload. The paycheck helps too, as does the financial aid she received from the Institute through the Connors Family Scholarship.

Juggling work, family and school has been a challenge, she says, but it will not prevent her from emulating her mother by becoming an Ob-Gyn nurse after she graduates.

“After the birth of my son, I saw the difference good nursing care makes in the delivery room and in the maternal ward,” Anitube says. “This will be a great way to follow in my mother’s footsteps.”
# Academic Programs and Degrees

## School of Nursing

<table>
<thead>
<tr>
<th>Fall Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accelerated Bachelor of Science in Nursing (ABSN)</strong></td>
<td>91</td>
</tr>
<tr>
<td><strong>Master of Science in Nursing:</strong></td>
<td></td>
</tr>
<tr>
<td>Direct-Entry (DEN)</td>
<td>304</td>
</tr>
<tr>
<td>Post-Professional</td>
<td>48</td>
</tr>
<tr>
<td><strong>Doctor of Nursing Practice</strong></td>
<td>47</td>
</tr>
</tbody>
</table>

## School of Health and Rehabilitation Sciences

<table>
<thead>
<tr>
<th>Fall Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department of Communication Sciences and Disorders:</strong></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Speech-Language Pathology (SLP)</td>
<td>112</td>
</tr>
<tr>
<td>Certificate of Advanced Study in Reading</td>
<td>27</td>
</tr>
<tr>
<td><strong>Program in Medical Imaging:</strong></td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate in Medical Imaging</td>
<td>21</td>
</tr>
<tr>
<td><strong>Department of Physical Therapy:</strong></td>
<td></td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Entry-Level) (DPT)</td>
<td>166</td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Post-Professional)</td>
<td>57</td>
</tr>
<tr>
<td>Master of Science (for International PTs)</td>
<td>38</td>
</tr>
<tr>
<td>Certificate of Advanced Study</td>
<td>3</td>
</tr>
</tbody>
</table>

## Licensure and Certification Exam Pass Rates, First-Time Test Takers

<table>
<thead>
<tr>
<th>Exam</th>
<th>IHP</th>
<th>National Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN (ABSN)</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>NCLEX-RN (DEN)</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>NPTE (DPT)</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>PRAXIS (SLP)</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>ARRT-RAD</td>
<td>100%</td>
<td>93%</td>
</tr>
</tbody>
</table>

*Accreditation agencies report test results at varying times; national averages shown are most recent available.

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## General Information

- Founded 1977 by Massachusetts General Hospital (MGH)
- Incorporated 1985 as a subsidiary of MGH
- Member of Partners HealthCare, founded in 1994

Accredited by the New England Association of Schools and Colleges (NEASC); Commission on Collegiate Nursing Education; Commission on Accreditation in Physical Therapy Education; Council on Academic Accreditation of the American Speech-Language-Hearing Association; Joint Review Committee on Education in Radiologic Technology.

Approved by the Massachusetts Board of Registration in Nursing and the Massachusetts Board of Elementary and Secondary Education.
### Faculty and Research FY12 (July 1, 2011–June 30, 2012)

<table>
<thead>
<tr>
<th>Student : Faculty Ratio</th>
<th>8 : 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>73</td>
</tr>
<tr>
<td>Part-time</td>
<td>26</td>
</tr>
<tr>
<td>FTE Lecturers</td>
<td>76</td>
</tr>
<tr>
<td>Percent of Faculty with Doctoral or Terminal Degree</td>
<td>68%</td>
</tr>
<tr>
<td>External Grant Funding</td>
<td>$565,088</td>
</tr>
</tbody>
</table>

#### Faculty Designated as:

- Fellow of the American Academy of Nursing (FAAN) 6
- Catherine Worthingham Fellow of the American Physical Therapy Association (FAPTA) 6
- Fellow of the Speech-Language-Hearing Association (FASHA) 6
- Honors of the Speech-Language-Hearing Association (ASHA Honors) 2
- Fulbright Fellows 2

### Finances FY12 (July 1, 2011–June 30, 2012)

- **Operating Budget**: $29.9 million
- **Endowment (June 30, 2011)**: $39.6 million
- **Tuition Rate**:
  - $1,060 per credit
  - $530 per audit credit
- **Total Tuition and Fees, Entry-level Programs**:
  - Accelerated Bachelor of Science in Nursing: $49,310
  - Master of Science in Nursing: $102,030
  - Master of Science in Speech-Language Pathology: $72,950
  - Doctor of Physical Therapy: $108,385
- **Financial Aid FY12 (July 1, 2011–June 30, 2012)**
  - Percentage of Students Receiving Financial Aid: 81%
  - **Total Student Loan Volume**: $29.7 million
  - **Institutional Scholarship Budget**: $3.25 million
  - Average Award as a Percentage of Program Cost: 47%

### Students

#### Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Heads</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>694</td>
<td>62%</td>
</tr>
<tr>
<td>Part-time</td>
<td>417</td>
<td>38%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>490</td>
<td>44%</td>
</tr>
<tr>
<td>School of Health and Rehabilitation Sciences</td>
<td>424</td>
<td>38%</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>197</td>
<td>18%</td>
</tr>
</tbody>
</table>

#### Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>166</td>
</tr>
<tr>
<td>Women</td>
<td>945</td>
</tr>
<tr>
<td>21 - 29 years</td>
<td>709</td>
</tr>
<tr>
<td>30 - 39 years</td>
<td>200</td>
</tr>
<tr>
<td>40+ years</td>
<td>202</td>
</tr>
<tr>
<td>Asian</td>
<td>110</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>34</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>679</td>
</tr>
<tr>
<td>Unknown</td>
<td>271</td>
</tr>
</tbody>
</table>

#### Number of Applicants to Entry-Level Programs

<table>
<thead>
<tr>
<th>Number of Applicants to Entry-Level Programs</th>
<th>1,930</th>
</tr>
</thead>
</table>

#### Percent of Applicants Offered Admission

- 38%

#### Average GRE Score of Admitted Students

- Verbal: 151
- Quantitative: 149
- Written: 4

#### Average Undergraduate GPA

- 3.22

#### Student Clubs & Organizations

- 10

#### Graduation Rate

- 98%

#### Alumni

- 4,457

#### Students Designated as Schweitzer Fellows

- 29
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Office of the General Counsel, Partners HealthCare

Atlas D. Evans (Assistant Treasurer)

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Human Resources Manager