As an independent graduate school of health sciences, 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.
As we reflect on the years since the 1977 founding of MGH Institute of Health Professions, we are awed by how far we’ve come. We could not be where we are today were it not for our dedicated founders—Massachusetts General Hospital Nursing Director Ruth Sleeper, and General Directors John Hilton Knowles and Charles A. Sanders—who nearly four decades ago had both the vision to imagine a different future for the education of health professionals and the drive and persistence to translate their vision into reality.

The founders’ dream was realized by the pioneering men and women who came together to design and launch a truly innovative graduate school, one that was ahead of its time in creating an interprofessional community of faculty scholars and leaders, and with a forward-looking curriculum to prepare students for the emerging future of health care.

The dream came to fruition with the admission of the first students, who looked beyond the risk of attending a fledgling graduate school and instead saw an institution whose reputation and quality were assured by virtue of its link with a world-class hospital and the Institute’s forerunner, the MGH School of Nursing.

Although the Institute experienced some turbulent times over the years—including the uncertain 1990s, when its very survival was in question—its future was solidified early in the 21st century, when it purchased and moved into the Catherine Filene Shouse Building in the historic Charlestown Navy Yard.

Over the past decade, the Institute has grown to 1,221 students—more than a 100 percent increase—doubled the number of faculty and staff, expanded from one to six buildings in and adjacent to the Navy Yard, added several new programs, and made significant progress in the diversity of its students, faculty, and staff.

In addition, technology and innovations in teaching and learning have transformed our classrooms and labs into highly interactive venues that engage students and prepare them to thrive in the rapidly changing health care environment.

We are realizing the benefits of recent investments in raising our research profile, with a new emphasis on hiring well-funded researchers and the arrival of our first cohort of students to the PhD program. Our faculty and staff have rated us a “Great College to Work For” three years in a row in The Chronicle of Higher Education’s annual survey, and we continue to attract the best and brightest students, and stellar faculty and staff.

Although the forces of change are perhaps greater than ever—in both health care and higher education—we will embrace the opportunities they bring as we strive to meet society’s health care needs. We will continue to be unwavering in our commitment to our mission and core values while advancing the MGH Institute’s excellence and impact at the crossroads of these two vital sectors of our society.

We hope you enjoy the highlights of 2012–2013 in this report, and thank you for your continued support of MGH Institute of Health Professions.
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MGH Institute of Health Professions enrolled 1,221 students in 2012–2013, as the school continued to grow for the sixth consecutive year. The school has doubled its student population over the past decade.

The Massachusetts Board of Higher Education in April 2013 approved a new entry-level Doctor of Occupational Therapy program, which will admit its first students in June 2014. Story, page 4.

The MGH Institute moved into a sixth location, Building 79/96, located near the new Spaulding Rehabilitation Hospital at the east end of the Charlestown Navy Yard, to accommodate the needs of new School of Nursing Professor Lisa Wood and her research team (Story, page 6) as well as anticipated future faculty researchers. The school also added another 10,000 square feet in Building 34 to accommodate several administrative units, and 4,000 square feet in One Constitution Center for faculty and staff in the Department of Physical Therapy.

The Institute marked its 35th anniversary, celebrating its more than 4,800 graduates and the countless faculty and staff who have contributed to its success. Highlights of the first 35 years, pages 18–19.

A record 492 students graduated in May 2013. Keynote speaker Rebecca Onie, Chief Operating Officer of Boston-based Health Leads, urged graduates to challenge assumptions and bring new energy and ideas for developing better patient care strategies and outcomes: “Let us choose, together, to measure our health care not by how many diseases we cured, but by how many diseases we prevented. Not by the excellence of our specialists or the sophistication of our technologies, but by how rarely we used them,” she said. “You are as ready as you ever will be to create the new health care system that we as a nation so desperately need.”

At Commencement, Department of Physical Therapy Assistant Professor DJ Mattson, PT, DPT, EdD, SCS, received the coveted Nancy T. Watts Award for Excellence in Teaching. Kathleen M. Gill-Body ’86, ‘02, PT, DPT, NCS, received the Bette Ann Harris ‘83 Distinguished Alumni Award, the highest form of recognition awarded to an alumnus. J. Aleah Nesteby ’07, MS, RN, FNP, received the Emerging Leader Alumni Award, granted to an alumnus who graduated less than 10 years ago.

(continued on page 5)
Building on its success over the last 35 years of preparing health care leaders, the MGH Institute will add Occupational Therapy to its existing suite of entry-level degree offerings in the School of Health and Rehabilitation Sciences (SHRS).

Developed under the leadership of Regina Doherty, OTD, MS, OTR/L, a clinician and educator with more than 20 years of experience in the field, the program will be the first entry-level Doctor of Occupational Therapy (OTD) offered in the Northeast, and one of just nine in the United States.

“An innovative and highly interprofessional curriculum will prepare graduates to think critically about occupational therapy practice, and provide them with the skills needed to excel in today’s dynamic health care and education systems,” said Dr. Doherty.

The program will prepare students with advanced skills and scholarly experience beyond current master’s degree programs, specifically in such areas as leadership, health policy, outcomes measurement, and interprofessional collaboration.

“Our new Doctor of Occupational Therapy degree is designed for the person who wants to become a leader in occupational therapy, contributing to the future growth of the profession and the well-being of the public,” said SHRS Dean Leslie Portney, PT, DPT, PhD, FAPTA.

The Institute expects to admit 30 students to its first OTD class, scheduled to begin in June 2014. The applicant pool is likely to be a mix of recent college graduates, as well as career changers from professions outside of health care.

The entry-level Doctor of Occupational Therapy program has been granted candidacy status by the American Occupational Therapy Association’s Accreditation Council of Occupational Therapy Education. It was approved in April 2013 by the Massachusetts Board of Higher Education.

The OTD program is currently accepting applications for its first class. Go to www.mghihp.edu/OT to learn more.
Four members of the academic community were named Professor Emerita by the Board of Trustees: Mary Carey, PhD, RD, who founded the Dietetics Program; Bette Ann Harris ’83, PT, DPT, a former Physical Therapy Program Director and Associate Provost; Alexandra Paul-Simon, PhD, RN, the first Assistant Dean of the Accelerated Bachelor of Science program; and Cynthia Zadai, PT, DPT, CCS, FAPTA, who led the transitional Doctor of Physical Therapy program. Collectively, these women devoted nearly 100 years of service as teachers and leaders at the school. They join 13 other former faculty members who have previously been designated as Emeriti.

President Janis P. Bellack, PhD, RN, FAAN, was named editor-in-chief of the Journal of Nursing Education. She is responsible for the overall quality, integrity, and content of the premier publication for research in nursing education. Dr. Bellack also was appointed to the Board of Directors of the Association of Independent Colleges and Universities of Massachusetts, and the accountability committee of the National Association of Independent Colleges and Universities.

The Board of Trustees welcomed three new members: Elizabeth (Trish) Joyce, BS, whose father is Dr. Charles A. Sanders, former General Director of Massachusetts General Hospital who was instrumental in the founding of the Institute; Marc Nivet, EdD, MA, Chief Diversity Officer for the Association of American Medical Colleges, who was the MGH Institute’s 2010 Commencement speaker; and José de Jesus Rivera, JD, a former United States Attorney for the District of Arizona. Longtime member John M. Connors III, BA, was named an Honorary Trustee upon the completion of a 12-year term.

For the third consecutive year, the MGH Institute was named one of the best colleges in the nation to work for, according to The Chronicle of Higher Education. In all, only 103 institutions in the United States achieved “Great College to Work For” recognition for specific best practices and policies. The Institute was included in the Small Colleges division, for schools with fewer than 3,000 students.

The blog authored by Provost and Vice President for Academic Affairs Alex F. Johnson, PhD, CCC-SLP, was named one of the country’s best provost blogs by OnlineColleges.com.

To assist graduating students and alumni in their employment efforts, the Office of Career Services was created in March 2013. Led by Russell Abbatiello, MEd, it offers a wide range of services such as résumé critiques, interview practice, job search strategies, and networking opportunities.
The first health care professionals who attended the MGH Institute were true pioneers.

They enrolled in a new kind of school, with no track record, an evolving curriculum, and no guarantee that their degree would benefit them once they graduated.

But come they did. 23 practitioners who wanted to advance their career, lured by the promise of a new kind of education that focused on an interdisciplinary team approach to patient care and an affiliation with a world-class hospital.

“There are numerous studies on the education of health professionals and on the relationship of education and practice,” wrote the school’s first leader, Julian F. Haynes, in the 1982–1983 Annual Report. “The establishment of the Institute of Health Professions … created the environment for a new relationship between a health care agency and a graduate school.”
More than 1,200 full- and part-time students, a majority of whom had no prior health care experience, comprise today’s student body. They come from across the country and around the globe, each of them seeking to either launch a new career or learn how to enhance their current health care expertise.

During the past decade, the Institute has experienced a dramatic increase of students, many of whom move to Greater Boston specifically to attend the school. They are drawn by the opportunity to attend a school with highly ranked programs, benefit from unparalleled access to expert faculty practitioners, and learn in arguably the country’s health care and higher education epicenters.

More than three decades after its founding, the vision and expectation that the MGH Institute would draw the best and brightest students continues to be realized.
Several years ago, leaders at the MGH Institute made a concerted effort to expand the school’s research activity and significantly enhance its profile. Recruiting an established and recognized faculty researcher was a crucial step in building a top-tier research team.

Lisa Wood, PhD, RN, FAAN, has proven to be the perfect choice.

“I was thrilled to be coming to a school like the Institute that was at the early stages of expanding its research capacity,” says Dr. Wood, who arrived in September 2012 after spending the previous 10 years at Oregon Health & Science University School of Nursing. “I’ve been given a unique opportunity.”

Dr. Wood, who became the Institute’s third Amelia Peabody Chair in Nursing Research, funded by the Amelia Peabody Charitable Fund, is one of the country’s leading scholars investigating the molecular origins of cancer treatment-related fatigue, or CTRF.

During her first year in the School of Nursing, she and her team have been awarded almost $800,000 in research grants to investigate one of the most common and debilitating side effects of cancer treatment. Because the number of people who recover from the disease has increased dramatically, there is a pressing need to understand CTRF.

In addition, she has served as guest lecturer in classes, and has helped several faculty write and submit their own grant applications.

“Dr. Wood is a first-class, bench-to-bedside clinical scientist,” says Director of Research Programs Robert Hillman, PhD, CCC-SLP. “She already has met or exceeded all of our high expectations.”

Looking ahead, Dr. Wood anticipates continued growth in the research arena, starting in July 2013 with the arrival of renowned Communication Sciences and Disorders faculty researchers Drs. Jordan Greene and Tiffany Hogan.

“There are existing clusters of interests with faculty in all the school’s disciplines that promise greater interprofessional collaboration,” she notes. “The future of research at the Institute is very bright.”
The impact that MGH Institute of Health Professions has within Boston’s health care community was clearly evident during and following the tragic Boston Marathon bombing on April 15, 2013.

Dozens of alumni, faculty, and students in nursing, physical therapy, and speech-language pathology participated in the immediate care, and subsequent therapy, of more than 250 victims who were injured or maimed by the two blasts that rocked the city to its core.

“It’s not surprising to know that members of the Institute community played a big role in the aftermath of this senseless tragedy,” said President Janis P. Bellack, PhD, RN, FAAN. “We’ve been preparing health care leaders for 35 years, and it is in times like this their leadership comes to the fore.”

Teamwork at the Finish Line
Doctor of Physical Therapy graduate Dave Nolan ’06, PT, DPT, OCS, CSCS, as he has for the past decade, was the lead coordinator of physical therapists stationed at the finish line when the bombs exploded. The 70 therapists were part of a team that included 100 athletic trainers, 200 nurses, and 200 physicians, along with hundreds of volunteers who were there to help the more than 26,000 runners.

“We had to get the runners who were in the tent triaged to make room for the more serious victims of the bombs,” said Nolan, a clinical specialist in the sports physical therapy department at Massachusetts General Hospital. “We had to try to make sure that people with the most serious injuries could get to the hospitals as soon as possible.”

School of Nursing graduate Roz Puleo, MS, RN, was a volunteer in one of the tents.

“We were nervous because we didn’t know if there were other bombs,” recalled Puleo, a family nurse practitioner at Lynn Community Health Center. “But I’ll tell you—it was the most impressive display of teamwork I’ve ever been a part of. The way everyone’s instincts kicked in was unbelievable.”

Cline, who was 50 feet from the second explosion, ran down Boylston Street to help victims in those critical first minutes.

Jumping in To Help the Victims
The first bomb went off 500 feet away from Laura Cline, sounding like a canon shot. Moments later a second blast went off, a fireball of flame just 50 feet away.

In the middle of the chaos, the second-year Master of Science in Nursing student saw a spectator whose hand had been blown off. Without hesitation, she ran to the man and applied her belt as a tourniquet until an EMT arrived.

“There was blood, a lot of it, and I knew someone had to help,” recalled Cline. “I didn’t have time to think about if I would get hurt. My instincts just took over.”

She saw another victim, a man with a gaping hole through his foot. The urge to help trumped her own personal safety concerns once again; Cline raised the victim’s leg to stem the flow of blood while they waited for medical personnel to arrive.

“It was like something you’d see in a horror movie, only I was right in the middle of it,” she said. “It was unreal.”

It wasn’t until the next day that she began to reflect on what she had witnessed, starting a months-long process of trying to sort it all out and cope with the emotional aftermath.

“I said to myself, ‘Did I really do that?’ I still can’t believe it, but I’m glad I did. I feel I helped make a difference that day.”
Conti visited the Boylston Street memorial several weeks after the bombing.

The Long View to Recovery

Master of Science in Nursing student Lisa Conti was just 50 feet away from the second explosion. While she was among the fortunate spectators who were not injured, by the next day she decided to participate in the healing process by starting a fledgling nonprofit to assist injured victims to pay for their medical expenses.

“I know a lot of people have donated to the One Fund, and that’s great,” she said, referring to the charity that raised more than $70 million. “When I first asked people about what they thought of me doing this, many said they would like to know exactly where their money would be going.”

While she expects initially to distribute money to Marathon victims, she is taking a longer view.

“Do I think I’m going to be able to raise millions of dollars? Probably not,” said Conti, who is scheduled to graduate in 2014. “But I’m going to spend the rest of my life working in health care helping people, so I saw this as a way to begin that now so money can go to people who most need financial assistance.”

An Important Role Behind the Scenes

While most of the media attention after the bombing focused on the physicians and nurses who tended the victims’ wounds, and the physical and occupational therapists who helped them begin to relearn physical activities, one group of health professionals that received little attention was speech-language pathologists.

“This area was quite often overlooked in the acute-care setting because the immediate concern was to stabilize the patients by treating their physical trauma,” said Amy Crespi ’10, who works at Spaulding Rehabilitation Hospital. “Once they arrived here, many patients began to identify changes in attention, memory, or problem solving.”

“The majority of patients did not know what speech therapy was all about, so the education piece was very important,” Crespi added. “We played a big role in the survivors’ care.”

Crespi was among several MGH Institute speech-language pathology alumni, including Kate Mulrane ’05, Brooke Lenahan ’10, and Maureen Altobelli ’12, who worked with victims.

Mulrane pointed out that the speech-language pathologists collaborated with their physical therapy and occupational therapy colleagues to provide comprehensive care. “These co-treatment sessions really highlighted how important an interprofessional approach to patient care was in maximizing their recovery and progress.”

> THE MAJORITY OF PATIENTS DID NOT KNOW WHAT SPEECH THERAPY WAS ALL ABOUT. WE PLAYED A BIG ROLE IN THE SURVIVORS’ CARE.

Speech-language pathology alumni Mulrane, Crespi, and Lenahan played a key role in helping victims.
Physical Rehabilitation Begins

The challenges physical therapists faced in the bombings’ aftermath were unprecedented.

“The sheer number of having so many patients who had amputations was the hardest thing we’ve ever had to deal with,” said Department of Physical Therapy Adjunct Professor Linda E. Arslanian ’03, PT, DPT, director of Rehabilitation Services at Brigham and Women’s Hospital, where more than 30 amputees and dozens of other victims were transported. “But I was proud of my entire staff that they were able to block out all the chaos and give the patients the care and treatment they needed.”

Second-year Doctor of Physical Therapy student Adam Soiref said that victims, most of whom previously were active and healthy, had to deal with far more than physical rehabilitation.

“I had to assist in building their confidence and restoring hope by having them prove to themselves that they would be able to ambulate around their homes and communities, return to work, and have the same roles in their families as they did before the Marathon,” said Soiref, who was in a clinical rotation at Massachusetts General Hospital.

Like many therapists, Dara Casparian ’13, PT, DPT, developed a special bond with some of her patients at Spaulding Rehabilitation Hospital. Heather Abbott, whose recovery efforts were widely chronicled, asked Casparian to be with her at Fenway Park on May 11 when the Red Sox honored many of the victims. As they made their way to the pitcher’s mound to throw out the first ball, a rumble of cheers engulfed the venerable ballpark.

“It was immediately clear at that instant—Boston stood as one strong community, supporting each other throughout those difficult times,” Casparian said. “It was a perfect moment—and she threw one heck of a pitch!”

A Vow to Finish the Race

The three members of the MGH Institute community who ran the Marathon to raise money for the school plan to finish in 2014 what they started in 2013.

Communication Sciences and Disorders faculty members Margaret Kjelgaard ’97, PhD, CCC-SLP, and Joanna Christodoulou, EdD, and Physical Therapy alumna Kate Grevelding ’00, ’02, PT, DPT, had passed the 20-mile mark when the two bombs exploded. Like thousands of other runners, they were directed off the course, unharmed. Later, they determined they would complete the race next year.

“I was heartened by the support and warmth from the MGH Institute community, which I felt leading up to the race, during, and since the bombing,” said Christodoulou, who as part of Team IHP helped raise more than $16,000 for student scholarships. “I plan to return and make a once-in-a-lifetime experience into a twice-in-a-lifetime one.”

Kjelgaard, who previously had run the Boston race, said, “I went back and forth on this decision, but in the end, I would be remiss if I didn’t run again and finish it.”

Added Grevelding, “I am sick over the events that occurred, but will not let them take away from how proud I am of what each of us accomplished.”
Several faculty and alumni are inducted into professional organizations.

Three members of the MGH Institute nursing community were among the 176 nurses inducted as Fellows of the American Academy of Nursing in October 2012: Amelia Peabody Professor in Nursing Research Lisa Wood, PhD, RN; Associate Professor Linda Tyer-Viola, PhD, RN; and alumna Sara Looby PhD, MS ’00. They join seven current School of Nursing faculty who also are Fellows.

The Institute received the 2012 Public Service Award from Boston’s Center Club to recognize the assistance nursing students provided to the day program’s clients. Three groups of students created a wellness journal for members to track doctor’s visits, health concerns, and wellness goals; held a weekly blood pressure clinic; and organized a walking group as a smoking cessation tool.

The National Academies of Practice inducted four faculty members as Distinguished Practitioners and Fellows of the NAP. They are: Clinical Associate Professor Ellen Long-Middleton, PhD, RN, FNP-BC; Clinical Associate Professor Patricia Reidy, DNP, RN, FNP-BC; Clinical Assistant Professor Gail Gall, PhD, RN, APRN, BC; and Assistant Professor Deborah Navedo, PhD, RN, CPNP, CNE.

Two graduates of the Doctor of Nursing Practice program, Jeanette Ives Erickson ’11, DNP, RN, FAAN, and Marianne Ditomassi ’11, DNP, MBA, RN, co-authored a new book that details the professional practice model that has improved system outcomes and increased patient, family, and staff satisfaction. Fostering Nurse-Led Care: Professional Practice for the Bedside Leader, published by the Honor Society of Nursing, Sigma Theta Tau International, also was co-authored by Dorothy A. Jones, EdD, RNC, FAAN. The authors are three of Massachusetts General Hospital’s top nurse executives.

A group of nine nurse practitioner students spent a week in the mountains of the Dominican Republic with Clinical Professor Mertie L. Potter, DNP, RN, PMHNP-BC, during the 2013 winter break, treating residents and collecting information they hope to use to implement better health care programs. The students travelled to the small hillside village of San Jose Adentro. They worked in conjunction with Mark McDonald of Christian Medical Missions, the local nonprofit Project Hearts, and a physician from the nearby Good Samaritan Hospital.

(continued on page 12)
Nurse practitioner student Matt Ellam wasn’t sure what to expect when he was first paired with students from Harvard Medical School (HMS) to treat patients as part of the Crimson Care Collaborative (CCC) student-faculty collaborative practice.

The initiative, launched in 2010 by Harvard medical students, provides care for vulnerable populations without a primary care provider and little or no insurance.

Ellam was pleased to discover that the CCC also offers an interprofessional environment in which students from both disciplines learn strategies to practice effectively in interprofessional teams, a key component of contemporary health care practice.

“IT’S BEEN GREAT WORKING WITH THE MEDICAL STUDENTS,” SAID ELLAM. “WE BRING A DIFFERENT KNOWLEDGE BASE TO CARING FOR PATIENTS, SO BEING ABLE TO LEARN HOW TO WORK TOGETHER IS CRUCIAL.”

According to School of Nursing Clinical Associate Professor Patricia Reidy, DNP, RN, FNP-BC, who organized the MGH Institute’s participation that began in fall 2012, “It’s a great opportunity for our students to experience a real-world approach to patient care.”

The student teams, which are precepted by nurse practitioner and physician faculty, alternately take the lead in working with patients based upon the students’ year in their respective academic programs.

“She’s been great working with the medical students,” said Ellam, one of two dozen Institute nursing students who volunteer several evenings at Massachusetts General Hospital community health clinics in Chelsea and Revere, as well as in a medical practice at the hospital. “We bring a different knowledge base to caring for patients, so being able to learn how to work together is crucial.”

According to School of Nursing Clinical Associate Professor Patricia Reidy, DNP, RN, FNP-BC, who organized the MGH Institute’s participation that began in fall 2012, “It’s a great opportunity for our students to experience a real-world approach to patient care.”

The student teams, which are precepted by nurse practitioner and physician faculty, alternately take the lead in working with patients based upon the students’ year in their respective academic programs.

“Students are working in an environment where there is no distinction between a nursing student and a medical student,” said Jessica Zeidman, MD, who coordinates the HMS students, “and that almost never happens in a traditional health care setting. This is a small step toward changing how health care professionals interact.”
In the spring, Professor Inge Corless, PhD, RN, FAAN, led a group of nurse practitioner students and new alumnae to South Africa as part of her course that includes an international experience. The Zulu Scholars spent time in Murchison Hospital in Port Shepstone, KwaZulu Natal. It was the fourth time Dr. Corless has travelled with students to Africa.

Dean Laurie Lauzon Clabo, PhD, RN, was appointed to the editorial board of the Journal of Professional Nursing, the official journal of the American Association of Colleges of Nursing (AACN). Dean Clabo also was appointed to chair AACN’s National Task Force on Clinical Training for Advanced Practice Nursing.

Clinical Assistant Professor Sheila Davis, DNP, RN, ANP-BC, FAAN, was named one of only 20 Robert Wood Johnson Foundation Executive Nurse Fellows in 2012. Dr. Davis, Director of Global Nursing at Partners in Health, joined a select group of nurse leaders chosen to participate in this three-year, world-class leadership development program that is enhancing nurse leaders’ effectiveness in improving the nation’s health care system. She joins Dean Laurie Lauzon Clabo, PhD, RN, who is a member of the 2011 cohort.

The following awards were presented at 2013 Commencement:

**Addie F. Schwarz**
Harriet Towle Excellence in Clinical Nursing Practice Award

**Paula J. Fortuna**
Rebecca Colvin Prize

**Linda Jean Sugarbaker**
Josephine Mangio Keaveney Memorial Nursing Prize

**Joana Shubert** and **Afusat Taiwo Oshodi-Abikan**
Exceptional Advanced Practice Clinician and Mentor Award

**Sylvia M. Durette, MS, RN, ARNP, PMHCNS-BC**
Judith A. Fong Nursing Faculty Prize

**Jennifer Lynn Singer** and **Kemper N. Thompson**
Faculty and Student Recognition for Academic/Clinical Excellence

**Brendan Roarke McDonald**
Loyd Nichols Staats Scholarship

**Zoe Owers**
Miriam “Mim” J. Huggard, SON ’31 Nursing Scholarship

**Judith Formanek ’90, MS, RN**
Exceptional Advanced Practice Clinician and Mentor Award

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**LEGACY CREATED FOR NURSING LEADER**

The Institute community was saddened by the unexpected passing in August 2012 of one of its most beloved faculty members, School of Nursing Professor Lena Sorensen, PhD, RN.

Her legacy at the school will continue with the Lena Sorensen Fund for Travel and Study, created in her honor by her family and friends.

“Lena was a valuable member of the faculty in the School of Nursing and a significant contributor to the life of the Institute community,” said Dean Laurie Lauzon Clabo, PhD, RN.

Dr. Sorensen, who taught health informatics, quickly made her mark at the Institute; she was elected chair of the Faculty Senate just three years after her 2008 arrival, and had developed strong connections with the Partners’ health informatics community.

The endowed fund will provide financial support for nursing faculty to attend national or international conferences, or for travel for their own research. Dr. Sorensen was an advocate of the value of travel for both sharing ideas and building relationships with colleagues.

“Lena was devoted to connecting people, whether it was patients with their caregivers, students with faculty, faculty with their leaders, or institutions with the community,” said Provost and Academic Vice President Alex F. Johnson, PhD, CCC-SLP. “It’s appropriate that the Lena Sorensen Fund is being used to allow people to connect to their peers, which is a wonderful legacy for her.”
As the health care system becomes even more complex, the ability to lead exceptional teams in professional practice, along with having the skills necessary to manage the business of care delivery, is a highly desirable combination.

Elaine Bridge ’11, DNP, MBA, RN, brings this mix to her leadership role at Newton-Wellesley Hospital. In 2012 she was named interim Chief Operating Officer and was immediately able to put into practice the knowledge she gained while earning her Doctor of Nursing Practice (DNP) degree at the MGH Institute School of Nursing.

“I gained a higher-level perspective and expanded my knowledge while at the Institute,” says Dr. Bridge, who was a student in the Nurse Executive cohort of the DNP program. “As a nurse leader, sometimes I wanted to solve all the issues on a given day. But it is more appropriate to let my leadership team manage day-to-day situations, which allows me to consider matters from a broader perspective.”

Since joining Newton-Wellesley in 2001, Dr. Bridge has been the hospital’s Senior Vice President for Patient Care and Chief Nursing Officer, a position she continues to hold. During her tenure, she used her business acumen to oversee multiple construction and expansion projects including a new 36,000-square-foot Emergency Department, and also led an effort to reduce the average patient length of stay by 11 hours, saving the hospital millions of dollars.

While pursuing her DNP degree at the MGH Institute School of Nursing, she had the opportunity to interact with other high-level nurse executives such as her colleague at Massachusetts General Hospital, Jeanette Ives Erickson, ’11, DNP, RN, FAAN, gaining the valuable real-world experience and perspective that prompted Newton-Wellesley to put her in charge of its daily operations.

“I think having a nurse in this role, at this level, is a good thing for the hospital and for nursing,” says Dr. Bridge. “My strong clinical experience, coupled with my MBA, allow me to be a balanced advocate for nursing while understanding the perspectives of patients, physicians and the entire hospital.”

These were the classroom teaching tools during the early years of the Institute, the same as had been used for several decades.

Students learned the old-fashioned way—reading a copious number of textbooks at the Treadwell Library at Massachusetts General Hospital, absorbing information while attending faculty lectures, and writing class notes and exams by hand.

With computers not readily available, students wrote their papers and journals on typewriters (using white-out to make corrections), and made slides for a manual slide projector by taking a photo of a hand-written page.

In clinical settings, students hand-adjusted IV flow rates, viewed x-rays on light tables, and made triplicates of hand-written patient notes that often were illegible.
Learning is highly interactive today, thanks to the significant investment in classroom technology the Institute has made over the past decade.

All Institute students are required to attend class with a laptop, enabling them not only to take notes electronically but to access and create files, slideshows, and videos. The Institute has built several state-of-the-art classrooms, which allow students to share and view each other’s work and spur discussion. In addition, faculty use high-fidelity simulation computerized mannequins and other advanced learning technologies, providing students a safe environment in which to practice their skills prior to working with live patients.

Students also use the Institute’s new education-based electronic health records (EHR) to access patient information, which allows them to track a patient’s progress and determine how best to provide care.

In addition, many classes are taught online, allowing students to learn at their own pace as well as interact with peers and instructors from around the world.
DPT program chosen as national pilot, and alumnus signs on to work with Red Sox players.

The Doctor of Physical Therapy (DPT) program was chosen as one of only two programs in the country (along with two clinical sites) for a study to determine how to best deliver physical therapy education. The project, entitled “Physical Therapist Education for the Twenty First Century (PTE-21): Innovation and Excellence in Physical Therapist Academic and Clinical Education,” is funded by the American Physical Therapy Association. “Being chosen for this study is a validation of the excellence of the Institute’s DPT program,” said Department Chair Pamela K. Levangie, PT, DPT, DSc, FAPTA.

The first physical therapists were admitted in fall 2012 to the restructured one-year Clinical Residency in Orthopaedics program. Residency clinical partners Massachusetts General Hospital and Spaulding Outpatient Center Framingham provide the resident-employees with mentored practice experience in orthopaedic patient care. Residents also serve as laboratory instructors in physical therapy clinical courses at the Institute.

The Department also launched a new Elevating Practice in Orthopaedic Physical Therapy continuing education course in fall 2012. The intermediate-level course is the only comprehensive continuing education course offered in the Northeast in which physical therapist participants can expand their knowledge base in orthopaedic physical therapy practice.

The Department announced that it would phase out the transitional Doctor of Physical Therapy program as of fall 2013, ending the program that was begun in 2000 to provide master’s-level physical therapists the opportunity to earn their clinical doctorate.

Barbara Adams, a longtime supporter of the Department of Physical Therapy, passed away in January 2013, at the age of 91. Ms. Adams was one of the Institute’s earliest supporters, making her first gift in 1978, just a year after the school was formed. She supported many areas of the Institute over the following 35 years. Most notably, she created the Adams Fellowship Awards, given yearly during Commencement to two new physical therapy graduates.

(continued on page 16)
Janet Callahan, PT, DPT, NCS, had an inkling she would become a full-time faculty member some day.

As a clinical specialist for the past several years at Massachusetts General Hospital, responsible for mentoring and educating therapists involved in neurologic practice, she had increasingly spent more time teaching seminars at state and national conferences.

So when a clinical assistant professor position opened up in 2012 at the MGH Institute, she decided to make the leap and join the Department of Physical Therapy. “Teaching had become more and more of what I was doing, so it was a natural move to make,” says Dr. Callahan, who has more than 30 years of experience as a practicing physical therapist. “I’m very glad I made the switch—I just wish I’d done it sooner.”

In the classroom, she finds it fulfilling to see “light bulbs” going off as students grasp new or difficult topics. “Classroom knowledge is important,” she says, “but you also need critical thinking and application in a clinical setting to maximize the learning experience.”

Nationally recognized for her expertise in vestibular rehabilitation, she has teamed up with Assistant Professor Janet Kneiss, PT, PhD, to research lower-extremity focal dystonia at the Institute’s Biomotions Lab.

Dr. Callahan has received several awards in recent years, including the Award for Clinical Excellence in Neurology from the American Physical Therapy Association’s (APTA) Neurology Section; the Outstanding Achievement in Clinical Practice award from the Massachusetts chapter of APTA; and the Stephanie M. Macaluso, RN, Excellence in Clinical Practice Award from Mass General.

“We have a stellar clinician, and a superb new faculty member with a national reputation making a late-career move,” says Department of Physical Therapy Chair Pamela Levangie, PT, DPT, DSc, FAPTA. “She has been an outstanding addition.”
Dan Dyrek, PT, DPT, pictured left, a 2003 graduate and former Institute faculty member, was promoted by the Boston Red Sox to Coordinator, Sports Medicine Service, to help players such as slugger David Ortiz stay on the field and off the disabled list. During his 30 years as a physical therapist specializing in orthopaedics, he has also treated such stars as Boston Celtics legend Larry Bird, Boston Bruins center Patrice Bergeron, and former New England Patriots wide receiver David Givens, as well as Olympic, international, and collegiate athletes.

The following awards were presented at 2013 Commencement:

- **Eli Cole-Epstein**
  Marjorie K. Ionta Award for Clinical Excellence (Entry-level)

- **Mitali Vyas**
  Adams Fellow Award
  (Post-Professional)

- **Tricia Andrea Carmen Pinto**
  Marjorie K. Ionta Award for Clinical Excellence (Post-Professional)

- **Renu Narayanan**
  Mary Mankin Prize

- **John Thomas Barry**
  Adams Fellow Award (Entry-level)

  **Joan Drevins, PT, DPT, CCS**
  Outstanding Clinical Educator Award

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From Israel to the United States

Noam Segal learned firsthand about physical therapy when he injured his knee and went through several weeks of rehabilitation while serving in the Israeli army.

“I realized that physical therapy allowed a therapist to be a major part of a person’s healing process and have a real effect on his life,” says the first-year Master of Science in Physical Therapy student. “I decided this is what I want to do as a profession.”

Segal, who was born and raised in a kibbutz in Israel, enrolled at the University of Haifa, located in the country’s third largest city, where he received his bachelor’s degree in physical therapy.

After working in a school for children with disabilities and in an orthopaedic outpatient clinic, he decided the United States was the best place to advance his education—just like so many other international physical therapy students who are an integral part of the Institute’s daily fabric.

“Studying abroad was always on my wish list, and I decided the MGH Institute was the best program as it offered clinical rotations in the neurological rehabilitation field,” Segal says. “This was crucial to me since my primary goal was to experience and study the nature of physical therapy practice here in the United States.”

Since arriving at the Institute, Segal has assumed a leadership role as the class representative to the department’s Student Advisory Board.

“It is pretty clear the Institute is another milestone in what promises to be an impressive career in physical therapy for Noam,” notes Department Chair and Professor Pamela Levangie, PT, DPT, DSc, FAPTA.
Rebecca Stephenson’s physical therapy career focus on women’s health took root when she treated pregnant women who were complaining about severe back and pelvic girdle pain.

That was more than 35 years ago, when the prevailing wisdom among physicians was that the pain would subside after the woman’s baby was born.

“We now know this is not true,” says Stephenson ’06, PT, DPT, WCS, Coordinator of Women’s Health Physical Therapy at Brigham and Women’s Hospital. “Evidence shows the pain will continue and some women may choose not to have children because of the threat of back pain.”

She submerged herself in the topic, and over time became a childbirth educator, learned about labor and delivery, and applied her physical therapy skills to helping women in the early stages of pregnancy.

“It made sense to me that working with women when they were three months pregnant rather than when they were eight months along was a better approach,” says Dr. Stephenson, one of only 194 board-certified specialists in women’s health within the American Board of Physical Therapy Specialties. “So what happened? Patients got better, stayed better, there were fewer complaints, and providers were happy.”

She also discovered that there was little research on the subject, so she co-wrote Obstetric and Gynecologic Care in Physical Therapy as its primary author, now in its second edition. Considered the authoritative textbook on the subject, it helped spur interest in establishing women’s health as a separate, specialized practice; it is now one of eight clinical specialties of the American Physical Therapy Association.

In her current role as president of the International Organization of Physical Therapists in Women’s Health, a subgroup of the World Confederation for Physical Therapy, she now brings to a global audience her passion to change the status quo, just as she did in America.

Stephenson says, “I always try to live by something [world-renowned physician] Deepak Chopra says: ‘Discover your own discontent and be grateful, for without divine discontent there would be no creative process.’ I think that’s a good way to go about life.”
To be ahead of the dramatic change that was coming in health care, Dr. John Hilton Knowles and Dr. Charles A. Sanders were among many who championed the creation of a new kind of graduate school, one that would focus on educating leaders who would advance a new interprofessional approach to patient care.

Thirty-five years later, MGH Institute of Health Professions is a leader in health professions education, with more than 4,800 graduates who have made their mark on health care in the United States and throughout the world.

We invite you to read this brief history of the Institute.

1983
The first degree, a Master of Science in Physical Therapy, is awarded to Bette Ann (BA) Harris. Enrollment: 160

1985
The MGH Institute is incorporated, receives initial accreditation from the New England Association of Schools and Colleges, creates its first Board of Trustees, hires its first president, and graduates its first direct-entry Master of Science in Nursing students. Enrollment: 156

1991
The first students in direct-entry Master of Science in Speech-Language Pathology begin. Enrollment: 209

2007
The Accelerated Bachelor of Science degree admits its first students, one of the country’s first Doctor of Nursing Practice programs is launched, and the first Gala is held to generate student scholarship funds. Enrollment: 865

2009
The nursing programs are reorganized into a School of Nursing, the PT and CSD programs become departments within the new School of Health and Rehabilitation Sciences, and the Institute expands into two additional buildings. Enrollment: 900
1977
The Commonwealth of Massachusetts grants Mass General Hospital degree-granting authority, thus allowing the creation of MGH Institute of Health Professions. The first approved programs are in nursing, physical therapy, social work, and dietetics.

1980
The first physical therapy students begin classes. Enrollment: 23

1992
The school moves to larger space at 101 Merrimack Street, an office building near North Station. Enrollment: 266

1995
The first entry-level Doctor of Physical Therapy students are admitted, and the Nurse Practitioner curriculum begins. Enrollment: 535

2001
The MGH Institute moves into its first permanent home, the Catherine Filene Shouse building (Building 36), in the Charlestown Navy Yard. Enrollment: 544

2011
The Center for Interprofessional Studies and Innovation is created, as the school expands its original mission of educating students to work in interprofessional teams to provide comprehensive patient care. Enrollment: 1,111

2012
The Institute expands into a fourth building, located just outside the Navy Yard, and the first students enroll in the new interprofessional PhD in Rehabilitation Sciences, left, and Master of Science in Health Professions Education programs. Enrollment: 1,221
It made perfect sense that the MGH Institute's first classrooms were at Massachusetts General Hospital.

Not only was the fledgling graduate school founded by the world-renowned, Harvard-affiliated teaching hospital, but with its focus on the health professions it gave students close proximity to many of their clinical rotations.

Those first classes in 1981 were held in the basement of Ruth Sleeper Hall, using borrowed desks and chairs. The space worked well enough during the school's first decade, while the Institute began to establish itself as a leading institution of health professions education.

As the student population grew, the Institute moved to 101 Merrimack Street in 1992, using several floors in an office building located near North Station. It was not the ideal configuration, but it provided the school with the extra space it desperately needed at that time.
The MGH Institute is now located in six buildings in and around the Charlestown Navy Yard along Boston's waterfront.

In 2002, the school moved into a renovated former joiner's shop in the defunct naval shipyard which the government had closed in 1974 after nearly two centuries of operation. The Catherine Filene Shouse Building, or Building 36 (all buildings in the Navy Yard are numbered, a carryover from shipyard days), houses most classrooms and faculty offices.

The school’s continued growth since then prompted expansion into additional buildings to house administrative offices, add research laboratory space, and create state-of-the-art classrooms and clinical practice labs at 2 Constitution Center located just outside the Navy Yard with a bird’s eye view of the U.S.S. Constitution.

Thirty-five years after its humble beginnings in a hospital’s basement, the MGH Institute now has a world-class campus befitting its position as a leading health professions graduate school.
Faculty receive professional honors, students rally for aphasia awareness, and a professor receives an important research grant.

Department Chair and Professor Gregory L. Lof, PhD, CCC-SLP, was elected a Fellow of the American Speech-Language-Hearing Association (ASHA). The Fellowship is one of the highest forms of recognition given by ASHA for an individual’s accomplishments. He joins Director of Research Programs Robert E. Hillman, PhD, CCC-SLP, who previously received the Honors of ASHA.

More than 200 alumni and others in the CSD community attended two continuing education lectures during the past year. In September 2012, Dr. Steve Chinn, a visiting professor at the University of Derby in the United Kingdom, presented “Vocabulary, Language and Mathematics: It’s All About Communication!” In April 2013, Associate Professor Charles Haynes, EdD, CCC-SLP, and Clinical Associate Professor Leslie Maxwell, MS, CCC-SLP, joined Dr. Lof to present three separate seminars in a unique daylong event.

Director of Research Programs Robert E. Hillman, PhD, CCC-SLP, was awarded a new four-year, $2.4 million grant to use smart phone technology to improve the diagnosis and treatment of patients with laryngeal voice disorders. The study, “Ambulatory Monitoring of Vocal Function to Improve Voice Disorder Assessment,” was funded by the National Institute on Deafness and Other Communication Disorders (NIDCD), part of the National Institutes of Health. It includes subcontracts to the Institute and Massachusetts Institute of Technology. Dr. Hillman received the grant as Co-Director and Research Director of the world-renowned Center for Laryngeal Surgery and Voice Rehabilitation at Massachusetts General Hospital.

Six speech-language pathology students completed a clinical rotation at the ASPIRE summer camp program, under the direction of Clinical Instructor Michele Scesa, MS, CCC-SLP. The program is affiliated with Massachusetts General Hospital and fosters social connections for children, teens, and young adults with Asperger’s Syndrome and related autism spectrum disorders.

Professor Marjorie Nicholas, PhD, CCC-SLP, was featured in the documentary film about aphasia, After Words, which premiered during a community event at the Brattle Theatre in Cambridge. Several clients of the Institute’s Aphasia Center attended the event.

A RALLY FOR BETTERAPHASIA AWARENESS

In June 2013, more than two dozen speech-language pathology students attended Aphasia Awareness Day at the Massachusetts State House.

Organized by Karen Kelly, a woman whose mother is a client in the Institute’s Aphasia Center, it was an effort to publicize the condition that each year robs more than 80,000 Americans of their ability to verbally communicate effectively, most often caused by a stroke but also can occur from a traumatic brain injury or other disease.

“Like most people, I wasn’t aware of aphasia until it was explained to me,” Rep. Garrett Bradley, D-Hingham, told the crowd of more than 300 people, which included several clients from the Institute’s Aphasia Center. “This is not an end, but a beginning to try to get more people to understand it.”

(continued on page 22)
During his first job as a middle school English teacher, Richard Santeusanio, EdD, made a decision that changed the course of his professional career. “I realized that teaching students good reading skills would have a much greater impact on their lives than having them study Shakespeare,” recalls Dr. Santeusanio. The decision propelled him on a 30-year path focused on reading, including teaching freshmen in reading development courses at his alma mater Suffolk University, becoming reading director in the Danvers school district, and eventually leading that district for 13 years as superintendent of schools.

After retiring, and leading the US office of an Australian company that provides training in literacy to American teachers, Dr. Santeusanio began his third act in 2007 when he became the Director of the Certificate for Advanced Study in Reading program in the Department of Communication Sciences and Disorders. The 20-credit program provides teachers with the skills to help engage students in reading in an age where they are more likely to turn on an electronic device than pick up a book.

“Not everything found on the Internet is credible information from a trusted source,” says Dr. Santeusanio, “People still need to decode, comprehend, and make inferences. More than ever, it is important to raise critical readers.”

While he works primarily with teachers, Dr. Santeusanio also teaches students in the Master of Science in Speech-Language Pathology program, strengthening the emphasis on reading and dyslexia that has been a hallmark of the program since its inception.

His efforts have paid off: the program has been recognized as just one of nine in the country for meeting the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading.

“Even after more than 30 years of teaching, I found the reading program inspiring,” said 2012 graduate Carol Henriquez, who works in the Chelsea public schools. “My understanding of how a child’s language and literacy are connected from birth has grown tremendously.”
The following awards were presented at 2013 Commencement:

**Kathleen Carroll O’Halloran**  
Julie Atwood Award for Excellence

**Elizabeth S. Heller**  
Kenneth N. Stevens Student Research Award

**Yomna Elsiddig**  
Student Award for Innovation

**Lynette Holmes, MS, CCC-SLP**  
Award for Excellence in Clinical Supervision

**Clinical Assistant Professor Meredith Bosley O’Dea, ’03, MS, CCC-SLP**  
Faculty Award for Teaching Excellence

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Promoting Awareness in Sudan

When Master of Science in Speech-Language Pathology student Yomna Elsiddig traveled to her parents’ native country, Sudan, she was pleasantly surprised to find that public attitudes there about people who stutter were generally positive and comparable to Western countries.

But discovering that there are only three licensed speech-language pathologists to treat 34 million people in the African nation was shocking.

“There’s no undergraduate or graduate speech-pathology program in the country, so people have to travel abroad to study. Those who stay must learn things on their own, from each other, and the Internet,” says Elsiddig, whose interest was spurred by early visits to her grandfather’s remote village, where he was never treated for aphasia after having two strokes.

She made two trips to Sudan to work on her master’s thesis, receiving financial support from the Institute’s Christopher Norman ’07 Fund, which was created in 2011 in memory of the speech-language pathology alumnus who tragically passed away in 2010.

Elsiddig anticipated Sudan would mirror other Muslim countries, where many people with disabilities have difficulty integrating into society. But even with a more welcoming attitude, she notes that a majority of people—especially the 80 percent of the population that lives outside the capital city of Khartoum—never become aware of treatment opportunities.

She plans to continue volunteering in Sudan as frequently as possible after graduation, and host workshops where she can pass on what she has learned at the Institute.

“I realize that I have to start small, but every little thing can help the situation,” Elsiddig says. “There needs to be a much greater awareness that these disabilities can be treated.”
Lynette Holmes recalls vividly the words of wisdom her grandmother imparted to her when she was a little girl, growing up in Pittsburgh: “Do good, and be good.”

It is a message that Holmes, MS, CCC-SLP, has taken to heart, both in her professional and personal life.

By day, she is a full-time Clinical Specialist in Speech-Language Pathology (SLP) on the Pediatric Unit at Spaulding Rehabilitation Hospital, and an adjunct faculty member in the Department of Communication Sciences and Disorders at the MGH Institute, where in 2013 she received the Award for Excellence in Clinical Supervision.

“As I was growing up, education and striving to be your best was a mandate in our household,” Holmes says, “and as I’ve gotten older I realize how blessed I am because of it.”

She also manages to carve out time to nurture her other passion: community service. A lifelong member of the African Methodist Episcopal (AME) Church, she has been actively involved with its Young People’s Division of the Women’s Missionary Society in the New England area, teaching youth about giving back, the importance of education, and the value of mission work.

Over the years, Holmes has travelled throughout the states and overseas to Ecuador, Mexico, and several countries in Africa, including South Africa, Lesotho, Malawi and Kenya. She has helped orphanage staff assess children with speech-language issues, refurbished schools, set up pen-pal programs, delivered donated clothing and school supplies, and coordinated an eyeglass clinic. She also cofounded the Kenya Sistahs, a nonprofit organization that promotes peace, partnership, and empowerment.

“People encouraged me when I was young, so I want to pass that on and teach them that they can ‘do good’ in the world,” she explains. “To think that I have the potential to make a difference in someone’s life is a powerful motivator.”
### Overview
The MGH Institute achieved positive financial results for the fiscal year ended June 30, 2013, providing important fiscal resources to support its mission, growth, and strategic plans.

The Institute used these resources to increase financial aid to students by $0.6 million (15%), to launch two new degree programs (a Doctor of Occupational Therapy and a PhD in Rehabilitation Sciences), and to support instruction costs for a second cohort of Accelerated Bachelor of Science in Nursing students.

The Institute also succeeded in securing new research awards, increasing research spending by $0.4 million.

### Assets
Total assets increased by $5.2 million to $80.2 million as of June 2013. The change was primarily due to growth in investments and the Institute’s interest in the net assets of The Massachusetts General Hospital.

### Liabilities and Net Assets
Total liabilities increased by $0.6 million to $31.0 million as of June 2013. The change was primarily due to higher levels of summer term deferred student revenues as a result of increased enrollments.

Total net assets increased by $4.6 million to $49.2 million as of June 2013 due to increases of $1.8 million from net operating activities and increases of $2.8 million from changes in non-operating activities. Improved market returns in FY13 drove increases in net assets from non-operating activities to $2.8 million compared to a decrease of $3.4 million for FY12.

### Financials

#### Statements of Financial Position: June 30, 2013 and 2012 (in thousands)

<table>
<thead>
<tr>
<th>Assets</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and equivalents</td>
<td>$3,916</td>
<td>$4,058</td>
</tr>
<tr>
<td>Student accounts receivable, net</td>
<td>280</td>
<td>112</td>
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<tr>
<td>Pledges receivable, net and contributions receivable</td>
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<td>2,423</td>
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<tr>
<td>Other assets</td>
<td>980</td>
<td>607</td>
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<tr>
<td>Investments</td>
<td>25,679</td>
<td>21,237</td>
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<tr>
<td>Due from affiliates</td>
<td>238</td>
<td>–</td>
</tr>
<tr>
<td>Investments held in trust</td>
<td>3,788</td>
<td>3,628</td>
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<tr>
<td>Interest in the net assets of The Massachusetts General Hospital</td>
<td>18,545</td>
<td>17,736</td>
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<tr>
<td>Property and equipment, net</td>
<td>24,349</td>
<td>25,199</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$80,176</td>
<td>$75,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$3,729</td>
<td>$2,504</td>
</tr>
<tr>
<td>Due to affiliates</td>
<td>–</td>
<td>467</td>
</tr>
<tr>
<td>Deferred revenues and student deposits</td>
<td>7,031</td>
<td>5,912</td>
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<tr>
<td>Long-term obligations</td>
<td>20,262</td>
<td>21,526</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td>31,022</td>
<td>30,409</td>
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</table>

<table>
<thead>
<tr>
<th>Commitments and Contingencies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>28,513</td>
<td>25,281</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>8,966</td>
<td>8,179</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>11,675</td>
<td>11,131</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>49,154</td>
<td>44,591</td>
</tr>
</tbody>
</table>

| **Total Liabilities and Net Assets** | $80,176| $75,000|
(with summarized financial information for the year ended June 30, 2012)

#### (in thousands)

<table>
<thead>
<tr>
<th>Operating Revenues</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2013 Total</th>
<th>2012 Total</th>
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</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$37,059</td>
<td>–</td>
<td>–</td>
<td>$37,059</td>
<td>$31,882</td>
</tr>
<tr>
<td>Less: Financial aid</td>
<td>4,675</td>
<td>–</td>
<td>–</td>
<td>4,675</td>
<td>4,057</td>
</tr>
<tr>
<td>Tuition and fees, net</td>
<td>32,384</td>
<td>–</td>
<td>–</td>
<td>32,384</td>
<td>27,825</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>815</td>
<td>–</td>
<td>–</td>
<td>815</td>
<td>618</td>
</tr>
<tr>
<td>Contributions used for operations</td>
<td>613</td>
<td>229</td>
<td>–</td>
<td>842</td>
<td>1,072</td>
</tr>
<tr>
<td>Investment income</td>
<td>307</td>
<td>71</td>
<td>–</td>
<td>378</td>
<td>374</td>
</tr>
<tr>
<td>Gains used for operations</td>
<td>730</td>
<td>572</td>
<td>–</td>
<td>1,302</td>
<td>1,330</td>
</tr>
<tr>
<td>Other revenue</td>
<td>791</td>
<td>–</td>
<td>–</td>
<td>791</td>
<td>520</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>884</td>
<td>(884)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Total operating revenues</td>
<td>36,524</td>
<td>(12)</td>
<td>–</td>
<td>36,512</td>
<td>31,739</td>
</tr>
</tbody>
</table>

#### Operating Expenses

| Instruction | 19,641 | – | – | 19,641 | 16,687 |
| Institutional support | 7,178 | – | – | 7,178 | 5,686 |
| Research | 972 | – | – | 972 | 609 |
| Student services | 2,128 | – | – | 2,128 | 1,614 |
| Academic support | 4,554 | – | – | 4,554 | 4,041 |
| Facilities | 247 | – | – | 247 | 201 |
| Total operating expenses | 34,720 | – | – | 34,720 | 28,838 |

Increase (decrease) in net assets from operating activities: 1,804 (12) – 1,792 2,901

#### Nonoperating Activities

| Contributions | 627 | 365 | 384 | 1,376 | 1,773 |
| Contributions used for operations | (613) | (229) | – | (842) | (1,072) |
| Net realized gains on investments | 1,211 | 652 | – | 1,863 | 989 |
| Gains used for operations | (730) | (572) | – | (1,302) | (1,330) |
| Change in net unrealized appreciation on investments | 933 | 583 | – | 1,516 | (1,477) |
| Change in investments held in trust | – | – | 160 | 160 | (317) |
| Contributions receivable impairment charge | – | – | – | – | (1,950) |

Increase (decrease) in net assets from nonoperating activities: 1,428 799 544 2,771 (3,384)

Increase (decrease) in net assets: 3,232 787 544 4,563 (483)

Net assets, beginning of year: 25,281 8,179 11,131 44,591 45,074

Net assets, end of year: $28,513 $8,966 $11,675 $49,154 $44,591

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**Revenues and Expenses**

Enrollment growth in the Institute’s major academic programs improved total operating revenues by $4.8 million, from nearly $31.7 million for FY12 to $36.5 million for FY13.

Total operating expenses also grew, increasing by $5.9 million from $28.8 million for FY12 to $34.7 million for FY13. Expenditures for instruction costs showed the greatest growth, rising by $3.0 million to $19.6 million for FY13 to support higher student enrollment levels.

Instruction costs comprised 56.6% of FY13 expenses vs. 57.9% for the prior year. Other expenses were incurred to strengthen organizational structures, enhance academic and administrative systems, and advance the Institute’s fundraising, research, and new academic programs.

Complete financial statements are available upon request.
More than 300 attendees raised over $400,000 to fund scholarships for nursing, physical therapy, and communication sciences and disorders students. The final amount raised included $94,000 pledged by audience members during a live auction.

Since the first gala in 2007, nearly $2 million has been raised for student scholarships at the Institute.

The 35th Anniversary Gala was an opportunity to commemorate the Institute’s position as one of the country’s few graduate schools devoted solely to health professions education.

“From its inception, the Institute has been on the forefront in educating tomorrow’s health care leaders,” said Board of Trustees Chair George Thibault, MD. “With more than 1,200 enrolled students and almost 4,900 graduates, we continue to educate leaders who significantly impact the delivery of health care across the country and around the globe.”

Gala Honorary Co-Chairs for the event were Mrs. Francis H. Burr, Honorary Gala Co-Chair Lucy Burr, and Chairman of the Board of Partners HealthCare Edward Lawrence. Gala Co-chair Trish Joyce (seated second from left), husband Mark Joyce (seated far right), and guests with the Sanders Interprofessional Scholars Ivette Martinez (seated far left) and Emily Brandjord (seated second from right).

Two members of the Institute’s Board of Trustees served as co-chairs for the event: John H. “Joe” Knowles Jr., Executive Director, Institute for Health Metrics whose late father, Dr. John Hilton Knowles, was one of the school’s founding visionaries; and Elizabeth “Trish” Joyce, whose father, Dr. Charles A. Sanders, was Managing Director at Massachusetts General Hospital when the Institute was established in 1977.

Other members of the Gala Committee were: nursing alumna Cynthia Cardon Hughes ’88; Massachusetts General Hospital School of Nursing alumna Margery Eramo, SON ‘57; physical therapy alumna Roya Ghazinouri ’99, ’07; communication sciences and disorders alumna Janis Greim ’07; Andrea Kwiatkowski of MinuteClinic; and Eleanor Malloy of John Hancock Financial Services.

Nursing alumna Heather Quirk ’12 shares her story and pledges to support the next generation of students.

Gala Co-chair and MGH Institute Trustee Joe Knowles, Honorary Gala Co-chair Lucy Burr, and Chairman of the Board of Partners HealthCare Edward Lawrence.

Watch Heather Quirk’s inspirational video by scanning this QR code with your smartphone, or typing http://bit.ly/Hf7XMw into your browser.

Make a gift to support student scholarships video by scanning this QR code with your smartphone, or typing http://bit.ly/1Y3U1AS into your browser.
**Grants**

**Foot Disorders, Pain, and Physical Disability in Elders**
$68,043 from National Institutes of Health
K. Douglas Gross, Co-Investigator
Boston University sub award

**Ambulatory Monitoring of Vocal Function to Improve Voice Disorder Assessment**
$11,585, from the National Institutes of Health
Anthony Guarino, Co-Investigator
MGH Prime

**Scope of Practice Influences on Workforce, Workplace, and Outcomes of Care**
$245,149 from the Robert Wood Johnson Foundation
Alex Hoyt, Principal Investigator

**Brain Bases of Language Deficit**
$58,906 from the National Institutes of Health
Margaret Kjelgaard, Co-Investigator
MIT Prime

**Context Aware Computing with Motivational Counseling to Enable Dressing**
$90,000 from the Alzheimer's Association
Diane Mahoney, Principal Investigator

**AQI-3 and LLC8 Quality Improvement Collaborative**
$10,134 from Dartmouth College
Brant Oliver, Principal Investigator

**Nurse/Family Caregiver Partnership for Delirium Prevention in Older Hospitalized Adults**
$50,000, from the John A. Hartford Foundation
Deborah Rosenbloom, Principal Investigator
Penn State University Prime

**Mechanisms of Cancer Treatment Related Symptoms**
$393,525 from National Institutes of Health
Lisa Wood, Principal Investigator

**Targeting IL-1beta as a Strategy for Symptom Control in Cancer**
$393,525 from National Institutes of Health
Lisa Wood, Principal Investigator

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**Influencing Patient Care**

As the number of new physicians entering primary practice continues to decline throughout the United States, other health care professionals such as nurse practitioners are expected to fill the gaps to ensure continued access to primary health care.

However, lobbying groups often influence state legislators in determining whether or not nurse practitioners are required to work under the direct supervision of a physician, as regulations vary from state to state.

“It’s a very real workforce issue, especially as demand for primary care increases and the number of primary care physicians continues to decrease,” says School of Nursing Assistant Professor Alex Hoyt, PhD, RN.

With a two-year, $245,000 grant from the Robert Wood Johnson Foundation, Dr. Hoyt will study the influence of regulatory changes on the nurse practitioner (NP) workforce over time, how organizations interpret NP regulations, and how regulations and the workforce impact cost, quality, and access to care.

Dr. Hoyt will glean data collected from Nurse Practitioner: The Journal of Primary Health Care from 1989 to the present to compare scope of practice differences and their impact on care in health care organizations in New Hampshire and Washington State, where NPs function independently, as well as Georgia and Illinois, where they must work under physician supervision.

The Institute of Medicine recently called for the removal of regulatory barriers on nurse practitioners. Dr. Hoyt believes his research may shed an objective light on the issue.

“No one’s ever analyzed these data, so I’m curious to see the results,” he says. “I expect that it will influence policy at the state level on nurse practitioner scopes of practice.”
The Institute would not exist without the determination and financial support of its founders. Dr. John Hilton Knowles, Dr. Charles A. Sanders, Francis “Hooks” Burr, and Natalie Petzold to name just a few, were committed to the idea of a health professions graduate school affiliated with Massachusetts General Hospital. It was to be a new kind of school, with programs in Nursing, Speech-Language Pathology, Physical Therapy, Dietetics, and Social Work.

Through their vision and hard work, they recruited experts in these fields to develop the curriculum, pursue accreditation, and recruit the first students.

The philanthropic commitment from these founders, along with funding they secured from other early benefactors, provided the foundation to pursue their dream of an interprofessional graduate school dedicated to educating tomorrow’s health care leaders.
The Institute’s connection with its founders is as strong today as it was 35 years ago.

Elizabeth “Trish” Joyce, the daughter of Dr. Charles A. Sanders, and John H. “Joe” Knowles Jr., the son of Dr. John Hilton Knowles, are both current members of the Institute’s Board of Trustees. Their families continue to support the Institute with endowed funds for the Charles and Ann Sanders Interprofessional Scholarship, the Charles and Ann Sanders Interprofessional Award Fund, the John Hilton Knowles Professorship, and the John Hilton Knowles Fellowship Fund.

The Institute also maintains a close relationship with the MGH Nursing Alumnae Association, which supports the School of Nursing via several scholarships in recognition of the two schools’ connected history.

A $2 million gift from the Catherine Filene Shouse Foundation allowed the school to purchase its first permanent home in the Charlestown Navy Yard. Other gifts, including the Nancy T. Watts Fellowship for Interdisciplinary Studies, the Lucy A. Burr Scholarship, and the Amelia Peabody Professorship in Nursing Research, have created endowed faculty chairs and student scholarships.

This and other generous support have created the solid financial footing that allows the Institute to go forward confidently in its mission to be a leading health professions graduate school.
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 leaders and support those who educate our students.

The following list of donors reflects gifts and pledges made between July 1, 2012 and June 30, 2013. The 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.

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† Deceased (as of October 1, 2013)
The Impact of Planned Giving

MGH Institute of Health Professions President Janis P. Bellack, PhD, RN, FAAN, has long recognized the importance of financially supporting worthy causes.

“I’ve always believed in the strength of philanthropy,” says Dr. Bellack. “It’s a generosity of spirit, of time, and of money, and it’s crucial to ensuring that the institutions you are passionate about will continue to thrive.”

Since becoming the Institute’s fifth president in 2007, the school has become increasingly important in her personal philanthropic commitments. This includes yearly donations to the MGH Institute Fund and the annual gala, and her decision several years ago to include the school in her estate plans, thus becoming a member of the Ruth M. Farrisey, SON’38 Legacy Society.

“The Institute has moved to the top of my giving priorities,” Dr. Bellack says. “It’s an opportunity to make a difference in the school’s future so it can continue its mission of educating the next generation of health care leaders.”

Dr. Bellack pointed to the impact estate gifts can have on an organization. For example, the funding received from the Jacques Mohr estate enabled the Institute to establish and sustain an endowed chair in Nursing. Funding for this position, currently held by Diane Mahoney, PhD, APRN, BC, FGSA, FAAN, supports her research focused on helping elderly people maintain their independence.

While targeted giving has become increasingly popular in recent years, Dr. Bellack believes the best way to help is with unrestricted gifts.

“I don’t want to tie the hands of future leaders, but rather, assure them the freedom to determine what the most appropriate needs will be at that time,” she says. “Future needs are likely to be much different from what they are now, so ultimately, I believe my unrestricted estate gift will best serve the Institute.”

Farrisey Society Members

The Farrisey Society, named in honor of a 1938 graduate of the former Massachusetts General Hospital School of Nursing, recognizes people who have made a provision for the Institute through a bequest, trust, insurance or retirement policy, or other estate-planning vehicle.

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For more information on making a planned gift, or to enroll in the Ruth M. Farrisey, SON’38 Legacy Society, please contact: Harriet Kornfeld, Chief Development Officer, (617) 724-6399, or hkornfeld@mghihp.edu.

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Joan F. Garity
Eveline Geiser
Doreen M. Giammarco, CSD ’98
Anna Lowe Giguer, SON ’47
Maria Flanders, NS ’01
Natalie E. Glavsky
Dr. Kimberly Goc, NS ’93, ’09
Margaret C. Gossett, NS ’95
Stephanie Gottwald
Valerie Grande
Marlyn M. Grehan, SON ’54
Beth S. Grill, PT ’10
Jessica Guaragna, NS ’03
Mary Helen G. Gustafson, PT ’09
Dr. John and Olga Guttag
Phyllis L. Halpern and David N. Finzer
Corryne Hamilton
Letitia Harris
Robyn M. Hayes, NS ’08
Barbara Haynes, SON ’53
Virginia C. Hayward, SON and James N. Hayward
Dr. James T. Heathon
Diane F. Heavernich and Robert M. Heavernich
Michelle Hebert-Giffin
Lindsey Holms
Dr. Eric S. Honbo, PT ’09
Allison Howard
Richard Hughes, CI ’05
Mary G. Hull
Eileen Hunsaker
Mary Huntoon
Mary Helen Immordino
Kandi Jones
Ann Juel
Daniel Kane
Sarah R. Kaplan, NS ’92
Dr. Richard J. Katz, PT ’04 and Janet R. Katz
Kerry Kearns
Joseph Keller
Melissa Kemmerer
Yunna Kim
Mary Kesling
Julie Knight Brown, PT ’00
Penley Knipe and Daniel M. Abramson
Kate R. Latta, SON ’60 and Dr. William B. Latta
Natalie D. Lewis
Patricia A. Lewis, NS ’10
Michelle L. L’Heureux, PT ’07
Dr. Caroline Lieberman, PT ’97, ’04
Robert W. Lotzhek Silver and William R. Silver
Laura Lovelace
James Lowder
Gigi Luk
Charlotte Lunde, CSD ’03
Dr. Kelley K. McAuley, PT ’00, ’02
Allison Mackay
Ellen Mackler
Cynthia C. MacLachlan, NS ’00
Ann Eldridge Malone, NS ’93
Susan Malof
Judith B. Manola and Frank A. Manola
Helle Martens
Marianne Martens
John McCoy
Lauren McGrath
Colleen Griffin McSweeney, NS ’97
Dr. Janice Bell Meisenhelder
Stacey Melillo
Kristen Mellott
Mary D. Miller, NS ’97
Mark Moody, CI ’09
Halon A. Muen
Katherine E. Mulcahy
Esther and Michael Mulroy
Todd Munn
Velma L. Murphy
Jack Murtagh
Amy S. Mushnick, CSD ’11
Maxine L. Myers
Roberta Nemeskal, SON ’00
Charmaine V. Officer Newland, PT ’97
Jill and Brian Nocella
Elizabeth Norton
Maggie F. O’Connor
Bianca Olson
Suejin Orins
Anne Pacileo
Rose Paolini, NS ’04
Ms. Gertrude H. Parkhurst
Alfred Passano
Dr. Taylor Pennelli, PT ’02
Susanne Pennington, CSD ’04
Tom Pepe
Erin K. Phair
Andrew B. Phillips
Margaret Pierce
Hannah S. Potter
Lauren Putnam
Frank B. Rababam, PT ’98
Heather Randolph
Nancy Reid-McKee, NS ’88
Michaela Reynolds
Lois C. Richards
Marica W. Rie, PT ’97
Mary Rote
Claire E. Robbins, PT ’95
Lucy A. Ronayne
Carol and Ronald Rutolo
Dr. Deirdre E. Ryan, PT ’08
Rachel E. Sakofs, CSD ’07
Dr. Richard P. Santeusiano
Laurie Sartoroi
Patricia Sater
Constance P. Scardoni, CSD ’09
Gilda Scorto
Dr. Catherine Schmidt, PT ’07
Matthew Schneider
Dr. Alexandra J. Scialsy, PT ’88, ’07
Duane Scotti
Lynne K. Sedgwick, CSD ’95
Fran Senner-Hurley
Steven Shannon
Caroline A. Shannon-McCarty, CSD ’10
Jane H. Shea, SON ’60
Marie L. Sheeby, NS ’85
Maheen Shermohammed
Elaine Shiang
Ramy A. Shyam, CSD ’10
Leonor Sierra
Allison Simeone
Katherine E. Simmonds, NS ’93
Mrs. Keith S. Sleeper
Rosellen Sloan-Buns
Cynthia Snow
Nancy Soja
Dr. Jean E. Steel
Ilavni Suphab
Ann M. Sullivan, NS ’99
Lois Anne Sweatt
Courtney M. Sweeney
Jeanette Takita, SON ’60 and Charles Takita
Robin Leary Taylor, PT ’99
Jennifer Thomson
Natasha Ross-Tolias, CSD ’08
Evan Trivits
Michael Vella
Cynthia VerColen
Zara R. Waldman, CSD ’11
Ann M. Waters, CSD ’97
Michael Wells
Jean Weiss
Kathy White
Pauline A. Wilder, NS ’89
Ms. Marie C. Winston
Suzanne M. Winters and Rolf F. Wintors
Dr. Karen A. Wolf and Mr. Edward C. Oberholtzer
Sarah Wolf
Dr. John Wong
Amanda M. Worek, CSD ’11
Dr. Eileen Wu, PT ’06 and Dr. Eddie Kim
Rebecca Yturregi
Mary and Joseph Zanchi
† Deceased (as of October 1, 2013)
ENDOWED 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 Scholarship 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

Henry Knox Sherrill Chair in Ethics
Est. 1987 by gifts in memory of Henry Sherrill

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 T. 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 Health and Rehabilitation Sciences

Communication Sciences and Disorders Scholarships

Julie Atwood Drake Scholarship
Est. 2013 by Julie Atwood Drake

McElwee-Souretis Award Fund
Est. 1997 by Matina S. Horner, PhD

Occupational Therapy Scholarships

Lucy A. Burr Occupational Therapy Scholarship
Est. 2012 by Lucy A. Burr

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. 1998 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 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

Lena Sorenson Fund for Travel and Study
Est. 2013 by Alice Friedman and gifts in memory of Lena Sorenson

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

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

Nursing Prizes

Rebecca Colvin 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

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

William C. and Jessie B. Cox Scholarship
Fund in Nursing*
Est. 1962 by William C. and Jessie B. Cox

Nancy M. Fraser Memorial Fund*
Est. 1963 by Norman S. Fraser
A Lasting Commitment

The connection between Professor Emerita Julie Atwood Drake, MEd, CCC-SLP, FASHA, and the MGH Institute of Health Professions goes back almost 40 years.

It began several years before the school was founded. As director of the Massachusetts General Hospital Speech-Language Pathology and Swallowing Department, she was a member of the Executive Committee on Teaching and Education and one of a few select department heads who helped launch the school in 1977.

Now, the first director of the Institute’s Department of Communication Sciences and Disorders has made a decision by which she can continue to assist the program and its students for decades to come.

She recently established the Julie Atwood Drake Scholarship, an endowed fund that will provide financial assistance for students in the Master of Science program in Speech-Language Pathology.

“I have seen the CSD department grow and expand to one of the most prestigious programs in the country,” says Atwood Drake. “I look forward to my continuing commitment to CSD and the Institute and perpetuating the excellence of the program and its students with a living contribution.”

In 1997, the Institute recognized her role in the development of the CSD program when it created the Julie Atwood Drake Award for Excellence. It is the highest honor given to a graduating SLP student who demonstrates outstanding academic knowledge, clinical excellence, the highest values and ethics, and the potential for professional contributions and leadership.

“I believe commitment, involvement, and passion over these past 40 years have become part of my DNA,” Atwood Drake says. “The vision and mission for highly trained and educated clinical scholars in an interprofessional setting today reflect many of the original goals for founding the Institute in the 1970s.”
Since its inception, the Institute has emphasized the importance of community service.

That effort showed during the past year in several areas, the most visible of which was the premiere Community Day in September 2012.

The brainstorm of Provost and Vice President for Academic Affairs Alex F. Johnson, PhD, CCC-SLP, Community Day saw more than 250 first-year students in nursing, physical therapy, and speech-language pathology provide health tips to seniors, work with young children, and clean up neighborhood parks.

“We believed it was important for students to get involved with the residents of Charlestown and to learn more about this great community,” explained Dr. Johnson. “Our students had a terrific experience and had a chance to meet many great new neighbors.”

The event also raised the Charlestown community’s awareness of the Institute as a valuable neighbor and resource.

Other involvement included:

- **The IHP Musicians**, a student group that performed several times for seniors in Charlestown and patients at Spaulding Rehabilitation Hospital;

- **The Physical Therapy Club’s** various efforts, including a shoe drive for needy children who attend the Charlestown Boys and Girls Club;

- A visit from the MGH Scholars, where faculty from all three programs showed more than two dozen Boston-area high school students how they could become a health professional;

- Master of Science in Nursing students Cheralyn McKee and Leigh Pescatore volunteering at Camp HarborView during a Partners HealthCare-wide initiative to provide underserved Boston youth with healthy lifestyle choices; and

- Continuing its long-standing tradition of assisting two Charlestown students who are pursuing a health professions career by joining with the MGH Charlestown HealthCare Center and Spaulding Rehabilitation Hospital to award $6,000 in scholarships.
FACT SHEET 2012–2013

Mission
As an independent graduate school of health sciences, 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.

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:
• New England Association of Schools and Colleges
• Commission on Collegiate Nursing Education
• Commission on Accreditation in Physical Therapy Education
• Council on Academic Accreditation of the American Speech-Language-Hearing Association
• Candidacy Status: Accreditation Council for Occupational Therapy Education

Approved by:
• Massachusetts Board of Higher Education
• Massachusetts Board of Elementary and Secondary Education
• Board of Registration in Nursing, Commonwealth of Massachusetts

Academic Programs and Degrees

<table>
<thead>
<tr>
<th>School of Nursing</th>
<th>Fall Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Bachelor of Science in Nursing</td>
<td>171</td>
<td>169</td>
</tr>
<tr>
<td>Master of Science in Nursing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct-Entry</td>
<td>306</td>
<td>89</td>
</tr>
<tr>
<td>Post-Professional</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>58</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Health and Rehabilitation Sciences</th>
<th>Fall Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Communication Sciences and Disorders:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Speech-Language Pathology (Entry-Level)</td>
<td>115</td>
<td>54</td>
</tr>
<tr>
<td>Certificate of Advanced Study in Reading</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Department of Physical Therapy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Entry-Level)</td>
<td>177</td>
<td>48</td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Post-Professional)</td>
<td>63</td>
<td>43</td>
</tr>
<tr>
<td>Master of Science (for International PTs)</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>Certificate of Advanced Study</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Center for Interprofessional Studies and Innovation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Health Professions Education</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>PhD in Rehabilitation Sciences</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Licensure Pass Rates, First-Time Test Takers

<table>
<thead>
<tr>
<th>Institute</th>
<th>National Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN (ABSN)</td>
<td>93%</td>
</tr>
<tr>
<td>NCLEX-RN (DEN)</td>
<td>90%</td>
</tr>
<tr>
<td>NPTE (DPT)</td>
<td>92%</td>
</tr>
<tr>
<td>PRAXIS (SLP)</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Number of Applicants to Entry-Level Programs 1,949
Percent of Applicants Offered Admission 38%
Average GRE Score of Admitted Students
- Verbal: 150
- Quantitative: 149
- Written: 4
Average Undergraduate GPA 3.24
Student Clubs & Organizations 11
Graduation Rate 96%
Alumni 4,888
Students Designated as Schweitzer Fellows 33
## Faculty and Research FY13 (July 1, 2012–June 30, 2013)

### Student : Faculty Ratio
- **10 : 1**

### Faculty
- **Full-time**
  - 84
- **Part-time**
  - 25
- **FTE Lecturers**
  - 75

### Percent of Faculty with Doctoral or Terminal Degree
- **69%**

### External Grant Funding
- **$1,320,867**

### Faculty Designated as:
- Fellow of the American Academy of Nursing (FAAN)
- Catherine Worthingham Fellow of the American Physical Therapy Association (FAPTA)
- Fellow of the Speech-Language-Hearing Association (FASHA)
- Honors of the Speech-Language-Hearing Association (ASHA Honors)
- Fulbright Fellows

## Finances FY13 (July 1, 2012–June 30, 2013)

### Operating Budget
- **$33.9 million**

### Endowment (June 20, 2011)
- **$36.3 million**

### Tuition Rate
- **$1,092 per credit**
- **$546 per audit credit**

### Total Tuition and Fees, Entry-level Programs
- **Accelerated Bachelor of Science in Nursing**
  - **$61,095**
- **Master of Science in Nursing**
  - **$105,156**
- **Master of Science in Speech-Language Pathology**
  - **$74,670**
- **Doctor of Physical Therapy**
  - **$113,400**

## Students

### Enrollment Heads % of Total
- **Full-time**
  - 767 62%
- **Part-time**
  - 463 38%
- **School of Nursing**
  - 579 47%
- **School of Health and Rehabilitation Sciences**
  - 415 34%
- **Center for Interprofessional Studies and Innovation**
  - 30 2%
- **Non-Degree**
  - 206 16%

### Demographics

#### Men
- **194 16%**

#### Women
- **1,036 84%**

#### 21–29 years
- **797 64%**

#### 30–39 years
- **226 18%**

#### 40+ years
- **207 18%**

#### American Indian or Alaska Native
- **4 <1%**

#### Asian
- **132 10%**

#### Black/African-American
- **46 5%**

#### Hispanic
- **57 4%**

#### Hawaiian/Pacific Islander
- **3 <1%**

#### White
- **698 56%**

#### Unknown
- **290 23%**

### Financial Aid FY13 (July 1, 2012–June 30, 2013)

- **Percentage of Students Receiving Financial Aid**
  - **88%**

- **Total Student Loan Volume**
  - **$31.5 million**

- **Total Scholarship & Need-Based Grant Budget**
  - **$4.06 million**