Mission

As an independent, interprofessional graduate school of health sciences, MGH Institute of Health Professions prepares health professionals and scientists to advance care for a diverse society through leadership in education, clinical practice, research, and community engagement.

Vision

MGH Institute of Health Professions will be preeminent in:

- Educating graduates to be exemplary leaders in health care for a diverse society,
- Advancing innovative models of health professions education to improve health and health care, and
- Creating and translating knowledge to improve health through distinctive programs of research.
Strategic planning may seem like a buzzword, and unfortunately, it often is. However, for MGH Institute of Health Professions, strategic planning is an unfolding and dynamic process that periodically offers us a vital opportunity to re-envision our desired future, a process that has proved successful in directing our investment of time, effort, and resources. Further, it has the added benefit of assuring we remain ever mindful of our guiding principles, values, and priorities as we go about our daily work.

We initiated the latest round of strategic planning in early 2014. This broad-based process engaged our faculty and staff, students, alumni, senior leaders, trustees, and external stakeholders to share their unique perspectives of the Institute’s strengths as well as opportunities for improvement. Participants reflected on such trends and issues as the Affordable Care Act, changing population demographics, student affordability and debt burden, and accountability for program excellence, and were invited to suggest what priorities should form the core of the new plan.

The process culminated in affirming, with minor modifications, our mission, vision, and core values statements, and the creation of a new three-year Strategic Map to guide us through 2017. The new plan was approved by the Board of Trustees in May.

The plan was rolled out in the summer to the full Institute community as well as to stakeholders across Partners HealthCare System and in the community. Framing the plan is an overarching goal and challenge to advance the Institute’s distinctive impact on improving health and health care, as this is ultimately why we are in the business of educating health professionals and scientists.

Specific strategic priorities were outlined to provide direction for accomplishing the goal and to ensure the Institute remains strong and relevant in the rapidly evolving contexts of health care and higher education as we work toward fulfilling our mission.

First and foremost, these priorities focus on assuring the Institute remains forward-thinking and proactive. They will guide us in the coming years to continue educating leaders who shape the future of health care by conducting leading-edge research; connecting our work locally and globally with our clinical partners and communities; ensuring the Institute’s continued financial strength; optimizing the quality and affordability of the student experience; aligning our resources with our priorities; and continuously innovating and improving our institutional effectiveness.

We are pleased to share the 2013–2014 Annual Report and the many stories that illustrate and pay tribute to the Institute’s vibrancy and the impact that our work and our faculty, students, alumni, and staff are having in the fields of education, research, health care, and community outreach.
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## Mayor Walsh on Campus

New Boston Mayor Martin J. Walsh visited the MGH Institute campus in March, when he was the guest speaker at the annual meeting and Winter Warm Up of the Friends of the Charlestown Navy Yard, held at 2 Constitution Center.

## Table of Contributors

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The Year in Review

The MGH Institute enrolled 1,290 students during 2013–2014, the seventh consecutive year of growth as the school continues to meet the demand for more health care professionals to care for the country’s growing, aging, and increasingly diverse population.

The Class of 2014, whose 535 students hail from 28 states and five countries, was the largest in the school’s 37-year history. “You are our greatest opportunity to make good on the promise of humane, safe, and excellent health care that can and will be accountable to the demands and expectations of the people of the United States and other countries in which you choose to serve,” said keynote speaker Dr. Gary Gottlieb, president and CEO of Partners HealthCare System.

At Commencement, School of Nursing Associate Professor Dr. Patricia Reidy received the coveted Nancy T. Watts Faculty Award for Excellence in Teaching. Dr. Allan B. Smith ’96, professor and chair of the Department of Communication Sciences and Disorders at the University of Maine in Orono, received the Bette Ann Harris Distinguished Alumni Award, the school’s highest honor presented to a graduate. Nicole Silva ’11, a speech-language pathologist at Hartford Hospital in Connecticut, received the Emerging Leader Alumni Award.

The Institute was the only school in Boston named to the 2014 Honor Roll in the Chronicle of Higher Education’s annual “Great Colleges to Work For” survey. The school received high marks in five categories: Collaborative Governance; Compensation and Benefits; Facilities, Workspace and Security; Confidence in Senior Leadership; and Respect and Appreciation.

To accommodate the school’s growing research efforts, the Center for Health & Rehabilitation Research was dedicated in December 2013 with 14,000 square feet in Building 79/96, the Institute’s sixth location in the Charlestown Navy Yard. The space fulfills a commitment made three years ago by the Board of Trustees to significantly raise the Institute’s research profile.

Department of Communication Sciences and Disorders Professor Dr. Jordan Green received a $2.975 million grant—the largest research grant in the history of the MGH Institute—from the National Institutes of Health’s National Institute on Deafness and Other Communication Disorders to develop ways to more quickly diagnose amyotrophic lateral sclerosis (ALS) and allow patients to communicate effectively for a longer period of time.

The Commission on Collegiate Nursing Education (CCNE) reaccredited all degree programs offered by School of Nursing for 10 years until 2024, the longest period the national organization can bestow on a nursing school.

President Dr. Janis P. Bellack gave the keynote speech in May at Massachusetts General Hospital’s annual Linda Kelly Visiting Scholar Program. “Preparing for the Future of Nursing” focused on advances in interprofessional education, the role of nurse practitioners, and the importance of preparing the nursing workforce for the changing landscape of health care.
The MGH Institute is integrating interprofessional education as a core component for students from all disciplines.

Called Interprofessional Model for Patient and Client-centered Teams, or IMPACT Practice, the initiative is a series of one-credit courses in which students in interprofessional teams collaborate on learning activities and projects throughout their first academic year, providing them with the opportunity to learn with, from, and about each other.

Led by Center for Interprofessional Studies and Innovation Assistant Professor Mary Knab, DPT, PhD, the innovative curriculum begins before the official start of the academic year when students are assigned a health care-based common reading—written from the patient’s viewpoint—that they explore during orientation.

“We want the students to have a meaningful experience,” says Dr. Knab. “It is important to get them together at the beginning of their IHP education to gain an understanding of why interprofessional team-based patient care is so critical in meeting the needs of patients and families.”

The required classes are designed to help students develop core competencies for interprofessional collaborative practice across the four domains defined by the Interprofessional Education Collaborative (IPEC): Values and Ethics, Interprofessional Communication, Teams/Teamwork, and Roles and Responsibilities.

“When students graduate, we want to make sure they have the skills to lead the change that will positively impact the systems in which they practice and every patient and client they encounter,” Dr. Knab says.

The faculty steering committee that developed IMPACT Practice included School of Nursing Assistant Dean Linda Andrist, PhD, RNC, WHNP-BC; Department of Occupational Therapy Program Director Regina Doherty, OTD, OTR/L, FAOTA, FNAP; Department of Communication Sciences and Disorders Associate Chair Marjorie Nicholas, PhD, CCC-SLP; Department of Physical Therapy Chair Pamela Levangie, PT, DPT, DSc, FAPTA; and Associate Provost Peter Cahn, PhD.

Knab is spearheading efforts to infuse team-based care into the curriculum of first-year students.
(THE YEAR IN REVIEW, CONTINUED)

Dr. Anant Agarwal, president of edX, the online learning initiative of MIT and Harvard, and Dr. Madeline Schmitt, an international expert on interprofessional education, spoke at the annual Health Professions Education Symposium in June.

Provost and Vice President for Academic Affairs Dr. Alex F. Johnson was appointed president of the American Speech-Language-Hearing Foundation (ASHFoundation).

The Diversity Council launched the Dignity and Respect Campaign last fall to reinforce a national campaign designed to join individuals, community leaders, organizations, educational institutions, business partners, family, and friends in the common notion that inclusiveness begins with the core belief that everyone deserves dignity and respect.

New Bonds Forged With Students

A recent undertaking by the Office of Development and Student Government Association to forge a more concrete bond with current students resulted in the first class gifts in school history. During Students Today, Alumni Tomorrow, or STAT Day, 120 students, faculty, and staff wrote notes of appreciation, and were filmed for a video, to thank donors for supporting the Institute.

Gala Tops $2 Million Raised Since Inception for Student Scholarships

With $390,000 raised at the 2013 Gala, the MGH Institute topped the $2 million mark for student scholarships since the event was first held in 2007.

The financial support for the seventh annual event, held in November 2013 at the Renaissance Boston Waterfront Hotel, included $82,000 pledged by audience members during a live support-a-student appeal.

The evening’s theme, “Transforming Lives: Education that Serves,” highlighted the school’s two pro-bono clinical centers—the Speech, Language and Literacy Center which includes the Aphasia Center, and the Physical Therapy Center for Clinical Education and Health Promotion.

Two trustees co-chaired the event: Elizabeth “Trish” Joyce, whose father, Dr. Charles A. Sanders, is a founder and longtime supporter of the Institute (Story, page 27); and Angelleen Peters-Lewis, PhD, RN, Senior Vice President for Patient Care Services and Chief Nursing Officer at Women & Infants Hospital of Rhode Island.

Other members of the Gala committee were: Pamela D’Arrigo; Kristene Diggins, DNP, MSN, MinuteClinic; Anton Dodek, MD, Blue Cross Blue Shield of Massachusetts; Margery Eramo, SON ’57, MGH Nurses’ Alumnae Association; Charles Landry, McCally & Almy; John Moore, Navy Yard Bistro; and Anthony Spirito.

Go to www.mghihp.edu/stat to see the video.

Student Government representative and speech-language pathology student Samia Zahran shows her appreciation of IHP donors during “Students Today, Alumni Tomorrow” Day.

Speech-language pathology students Ariel Bohn and Esther Ayuk were among the 300 people who attended the 2013 Gala.

20% INCREASE

The number of alumni donors since 2012 has increased by 20 percent.
John M. Connors III and his family have played a large role in creating opportunities for people to attend the MGH Institute.

“We’re big believers in opening doors for those who might not otherwise be able to attend, especially people from a diverse socioeconomic and ethnic background,” says Connors, who recently completed a 12-year term on the Board of Trustees. “When we invest in the Institute, there is a multiplier effect on the dollar.”

His father, renowned ad executive John “Jack” Connors, chaired the boards of both Partners HealthCare and Brigham and Women’s Hospital as part of the family’s efforts to improve patient care. The younger Connors, however, decided to make his mark where health care begins—in the classroom.

“The Institute educates the leaders who in turn train the next generation of caring, smart health professionals,” says Connors, who is founder of advertising agency Boathouse Group, Inc. “When you walk into a hospital, you want the people delivering care to reflect the ones who are seeking it.”

Connors, who co-chaired the Institute’s annual Gala in 2007, 2008, and 2011, was instrumental in creating the Connors Family Scholarship, which since its 2007 establishment has helped numerous students attend the school.

During his tenure on the board, he used his expertise and influence to boost the Institute’s profile and impact, telling the story of how the school’s faculty, students, and graduates make a difference locally, nationally, and globally.

In his new role as an Honorary Trustee, he plans to continue supporting the school that he has been a passionate advocate for during the past dozen years.

“I want to ensure that the Institute remains accessible to those who otherwise might not be able to afford to attend,” says Connors, who was honored for his service at the 2013 Gala. “Scholarship dollars will help us achieve that.”

61% of students received scholarships.

The number of students who received scholarships increased by 61 percent during 2012–2014.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Students</th>
<th>Scholarships Awarded</th>
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<tr>
<td>FY 2012</td>
<td>180</td>
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<tr>
<td>FY 2013</td>
<td>224</td>
<td>$4.06 million</td>
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<tr>
<td>FY 2014</td>
<td>289</td>
<td>$4.48 million</td>
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The MGH Institute will enroll the first students in the Master of Physician Assistant Studies (MPAS) program starting in May 2015.

The school received Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) after a comprehensive review and on-campus visit. This follows earlier approval from the Massachusetts Board of Higher Education.

“There has been a great deal of interest and excitement about the program already, and we look forward to welcoming our inaugural class next spring,” says Program Director Lisa Walker, PA-C, MPAS, noting that more than 750 people applied during the first admission cycle.

The 25-month, full-time program is part of the School of Health and Rehabilitation Sciences, which also includes the departments of Communication Sciences and Disorders, Occupational Therapy, and Physical Therapy.

The Institute added the program to produce highly qualified professionals to treat the country’s growing and rapidly aging population and respond to an acute shortage of primary care providers.

Forty students are expected to be accepted into the first MPAS class. In addition to having completed an undergraduate degree in any field and prerequisite courses, all entering students must have experience performing direct patient care for a minimum of 1,000 hours, or the equivalent of approximately six months of full-time employment.

Applications for the 2016 cohort will begin next April.

The ARC-PA has granted Accreditation-Provisional status to the Physician Assistant Program sponsored by MGH Institute of Health Professions. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program appear to demonstrate the program’s ability to meet the ARC-PA Standards. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. Students who graduate from a PA program with a designation of provisional accreditation are eligible to sit for the Physician Assistant National Certification Examination (PANCE).
Associate Professor Charles Haynes, EdD, CCC-SLP, received the Margaret Byrd Rawson Lifetime Achievement Award from the International Dyslexia Association. He also recently gave the keynote address at the Jeddah Early Childhood Conference in Saudi Arabia.

Professor and Chair Gregory Lof, PhD, CCC-SLP, was elected treasurer of the Council of Academic Programs in Communication Sciences and Disorders.

Meg Simione, a doctoral research student in the Speech and Feeding Disorders Lab and concurrently enrolled in the PhD in Rehabilitation Sciences program, received a 2014 doctoral-level research award from Plural Publishing Research. She will use the grant to develop individualized treatment approaches for children with feeding disorders.

Provost and Professor Alex F. Johnson, PhD, CCC-SLP, a nationally renowned speech-language pathologist, received the Honors of the American Speech-Language-Hearing Association (ASHA), the organization’s highest award.

Dozens of students, along with faculty and clients in the Aphasia Center, turned out for the second annual Aphasia Awareness Day rally at the Massachusetts State House in June.

Assistant Professor Joanna Christodoulou, EdD, was named a recipient of the Early Career Award by the International Mind, Brain, and Education Society.
Amanda Hitchins parlayed $2,000 in donations to help build and equip the first soundproof auditory testing room in the eastern section of the Democratic Republic of the Congo.

Hitchins sold homemade greeting cards, received funding from friends and family over the past year, and accepted several hundred dollars raised during bake sales by Institute students in the National Student Speech Language Hearing Association club.

“It’s amazing how small amounts of money can go such a long way in other countries,” says Hitchins, a 2012 Master of Science in Speech-Language Pathology graduate. “I can’t say enough about the people who contributed to something they knew nothing about other than I was passionate about it.”

The lab replaced a broom closet at the Centre for Education and Community Based Rehabilitation, a nonprofit residential school that serves developmentally and physically challenged students.

The connection was fostered through a relationship she developed in 2006, when the Hunter College senior participated in a sponsored trip to Tanzania.

“I realized I wanted to return and do something tangible that could really impact people, and not just go back and do a medical tourist visit,” says Hitchins, who through contacts from her first visit connected with the center’s director, Dr. Ismael Byaruhanga, shortly after graduating from the Institute.

First, with the help of classmate Laura Kessel ’12, Hitchins refurbished and shipped several walkers from Crotched Mountain Rehabilitation Center in New Hampshire. In spring 2014, she delivered a portable audiometer donated by the Coalition for Global Hearing Health that is being used in the new soundproof room. She stayed for several days, training staff and seeing dozens of clients with conditions that included anoxic brain injuries from birth, Down syndrome, suspected autism, fluency disorders, dysphagia, and aphasia.

“While we have a very long way to go in optimizing hearing, speech, and language services for the children, this was a wonderful and sustainable first step,” she says.
Melissa Cook, a Class of 2014 speech-language pathology student, won the 15th Annual David W. Brewer best poster award at the Voice Foundation Symposium for her poster, “Relationships Between the Cepstral/Spectral Index of Dysphonia and Vocal Fold Vibratory Function During Phonation.”

Professor Emerita Pamela Hook, PhD, received the 2013 Alice H. Garside Award from the Massachusetts branch of the International Dyslexia Association.

The following awards were presented at 2014 Commencement:

**Emile Irving**
Julie Atwood Award for Excellence

**Micah Smith**
Kenneth N. Stevens Student Research Award

**Jane Lapham**
Student Award for Innovation

**Stephen A. MacCormack,**
**MS, CCC-SLP**
Award for Excellence in Clinical Supervision

**Sofia Vallila Rohter,** PhD, CCC-SLP
Faculty Award for Teaching Excellence

Boston Firefighters and EMTs Trained to Better Identify Aphasia

More than 1,400 firefighters and emergency medical service personnel in Boston are better prepared to help people with aphasia, thanks to a recent training initiative provided by several speech-language pathology faculty and students.

Krista Chemerynski ’13 organized the initiative in 2013 for her aphasia concentration project, at the suggestion of Clinical Assistant Professor Eileen Hunsaker, MS, CCC-SLP, CBIS. The program is modeled after a training initiative promoted by the National Aphasia Association.

Aphasia, an impairment of language that affects the production and/or comprehension of language, is often a result of a neurological injury such as a stroke or traumatic brain injury. It affects more than 350,000 Americans each year.

Years ago, Hunsaker had seen firsthand how emergency personnel who did not know or who misunderstood aphasia had difficulty assisting a woman during an emergency.

“They were trying to ask her questions, but because of aphasia she couldn’t answer effectively,” Hunsaker recalled. “That’s why I was excited when I heard about this initiative because it can go a long way towards helping emergency personnel understand the signs of aphasia.”

Aphasia Center client Jimmy Cahill, a former Boston firefighter who experienced a stroke after battling a fire more than 10 years ago, helped schedule sessions with trainers at the Boston Fire Department.

“It was awesome because Jimmy knew a lot of the guys, and they know what he’s been through,” said Chemerynski.

In addition, Aphasia Center clients Paul and Judy Dane, Tony Spirito, and Wendy Damon provided first-person accounts of life with aphasia.

“The class was great,” noted Lieutenant Frederick Lorenz, whose team of trainers went through the 90-minute discussion and video session, and then instructed the city’s more than 1,200 firefighters during the ensuing months. “I think this helped bring the topic closer to home for many of the firefighters.”
The 34 members of the first Doctor of Occupational Therapy class chose the MGH Institute for their own particular reasons. But a common thread among them is that they desire to play an influential role in their new health care field.

“These are exactly the kinds of students we were looking for,” says Program Director and Associate Professor Regina Doherty, OTD, OTR/L, FAOTA, FNAP, “They are people with the drive to make a difference in the profession and in society by becoming leaders who can influence best practice through research evidence, as well as deliver compassionate and collaborative care.”

Sophie Bellenis discovered her passion while spending a year as a volunteer working with orphans at the Rift Valley Children’s Village in Tanzania.

“As a public school teacher in California, Richard Lu was frustrated by the limited opportunity of having one-on-one interactions with his students. So he wanted a new career that would allow him to provide personalized attention to help people achieve more success.

“Occupational therapy is about accomplishments,” he says. “It’s goal driven, so it requires a teacher’s mindset. You need creativity, empathy, and communication skills to reach people and earn their trust.”

For Hayley Younkin, her “aha” moment came during a six-month college internship in Quito, Ecuador, where she saw the transformative effect OTs achieved with disabled children and adults.

“Occupational therapy recognizes that physical, social, economic, spiritual, psychological, familial, and community health are all inextricably connected. It refuses to take a cookie-cutter approach to people, and that inspired me,” says Younkin, who grew up in St. Louis. “The world would be a lot richer if we celebrated diversity of ability and experience.”
Leading the first entry-level Doctor of Occupational Therapy program in New England was an opportunity that Lisa Tabor Connor, PhD, MSOT, couldn’t pass up.

“This is the wave of the future in the profession, having occupational therapists who are trained as scholars,” said Dr. Connor, the program’s inaugural chair and professor. “Health care is becoming more team-based, and if you have people around the table who don’t have the same level of professional preparation as other team members, then they don’t really get as much say in policy-making and setting the direction of changes in health care.”

She cited the Institute’s strong emphasis on interprofessional education that allows students to be integrated into team-based patient care.

“The more students interact with other disciplines, the more they can see what occupational therapists can do,” said Dr. Connor, who was previously an assistant professor at Washington University School of Medicine in St. Louis. “They’re going to see how OT can contribute to keeping people healthy and engaged in their communities.”

She also was enticed by the program’s Functional Living Laboratory, an active-learning classroom which includes a kitchen, living room, bedroom, and bathroom. It allows students to immediately put into practice what they learned without leaving the room.

“In other places I’ve been, you might bring in somebody from the community with a stroke to help out the class by demonstrating how a person would get from their walker into the bathtub, and you’ve got 30 students all crowding around trying to see,” she said. “Here we’ve got video capture and we can project that into the classroom space so they can all watch, while maybe two or three students are hands-on with the client. It’s a much better way for students to learn and not worry about making a mistake.”
Associate Professor Douglas Gross, PT, DPT, ScD, FAAOMPT, CPed, received the FY 2015 Rheumatology Research Foundation Investigator Award. He is using the three-year award to study ways to develop or improve footwear to treat and prevent knee osteoarthritis.

Six members of the Institute’s physical therapy community were recognized for their outstanding contributions to the profession at the American Physical Therapy Association’s 2014 NEXT Conference & Exposition in June.

• The Catherine Worthingham Fellow of the APTA, the association’s highest membership category honor, was awarded to: Meryl I. Cohen, (t)DPT ’03, Kathleen M. Gill-Body, MS ’86, (t)DPT ’02, and Nancy R. Kirsch, (t)DPT ’05.

• The Lucy Blair Service Award was presented to: IHP Clinical Assistant Professor Jane S. Baldwin, PT, DPT, NCS, and William Boissonnault, (t)DPT ’08.

• The Jules M. Rothstein Golden Pen Award for Scientific Writing award was presented to Associate Chair and Professor Diane U. Jette, PT, MS, DSc.

Close to 100 people attended an Institute alumni reception during the American Physical Therapy Association’s Combined Sections Meeting in Las Vegas in February. Ten faculty members held educational seminars or presented posters during the conference. School of Health and Rehabilitation Sciences Dean and former longtime PT Chair Leslie Portney, DPT, PhD, FAPTA, gave the prestigious Pauline Cerasoli Lecture.

TREATING MARATHON SURVIVORS

Dara Casparian ’13 (above, left) and Jessica Guilbert ’11 were among several Institute graduates and students who treated 32 Boston Marathon bombing survivors at the new Spaulding Rehabilitation Hospital in the weeks and months following the 2013 tragedy.
Poonam Pardasaney, PT, DPT, ScD, credits her time at the MGH Institute with fueling the scientific drive that won her an award from the American Physical Therapy Association (APTA).

Dr. Pardasaney, who received her transitional Doctor of Physical Therapy in 2006 and her Master of Science in Physical Therapy in 2004, received the APTA’s Dorothy Briggs Memorial Scientific Inquiry Award for her study that examined conceptual limitations of balance measures used with community-dwelling older adults while she was a doctoral student in rehabilitation sciences at Boston University. The award recognizes an outstanding article published in the association’s flagship journal, Physical Therapy.

“The small-class environment at the Institute really gave me the opportunity to interact with faculty on a one-on-one basis and build a strong research foundation,” says the native of Mumbai, India, who in 2005 won the school’s Mary Mankin Prize for most outstanding PT master’s thesis. “And I was first introduced to, and learned, research methodology and scientific writing, which is when I discovered I really enjoyed doing research.”

She hopes her study, in which she reviewed limitations of 26 balance measures used by physical therapists with the community-dwelling elderly population, can help guide the development of improved balance measures that are more comprehensive and ecologically valid indicators of daily-life environments in which people function.

“Most existing balance tests assess people in quiet, static environments, with limited multitasking, obstacle negotiation, or environmental motion,” Dr. Pardasaney explains. “In the real world, people are typically multitasking and encountering multiple stimuli and obstacles such as other persons, cars, and traffic sounds.”

She currently is a research public health analyst at the nonprofit research institute RTI International in Waltham, where her work involves development and implementation of performance and quality measures for post-acute care facilities, such as inpatient rehabilitation facilities and long-term care hospitals.
The Doctor of Physical Therapy program completed its 10-year reaccreditation process by the Commission on Accreditation in Physical Therapy Education (CAPTE) with submission of its self-study report and a three-day site visit by a CAPTE review team. The program is expected to receive notification of its accreditation status by the end of 2014.

After 14 years, the transitional DPT program admitted its last cohort of students during the 2013–2014 academic year. Courses will conclude at the end of the fall 2014 semester.

The following awards were presented at 2014 Commencement:

**Daniel Mark Kelleher**  
Marjorie K. Ionta Award for Clinical Excellence (Entry-Level)

**Saloni N. Raje**  
Marjorie K. Ionta Award for Clinical Excellence (Post-Professional)

**Jeffrey Paul Faulring**  
Adams Fellow Award (Entry-Level)

**Noam Y. Segal**  
Adams Fellow Award (Post-Professional)

**Saloni N. Raje and Sayali S. Shrotri**  
Mary Mankin Prize

**Karen Weber, PT, MS**  
Outstanding Clinical Educator Award

Adapting to New Rehab Knowledge

A new collaboration between the MGH Institute and Spaulding Rehabilitation Hospital is providing Doctor of Physical Therapy students with the knowledge to include adaptive sports in their therapy tool box.

The students participated in a six-week pilot course over the summer at Spaulding’s Dr. Charles H. Weingarten Adaptive Sports & Recreation program, located along the Little Mystic Channel at the east end of the Charlestown Navy Yard just a short few blocks from campus.

Taught by Instructor Allison Stoll, a 2011 DPT graduate, along with other Spaulding therapists, the students learned about activities for disabled people that included handcycling, kayaking, canoeing, windsurfing, and even golf.

Participants range from needing full assistance such as sitting in a modified go-cart seat to those who need minimal assistance. Regardless of ability, all participants are expected to be engaged to the full extent of their abilities, even if it involves securing a specially designed paddle onto their arm so they can help propel the boat.

“It’s a real eye-opener to see how people can do these activities,” says student David Debaere. “It can allow them to have a more involved and fuller life.”

While there are several adaptive sports certificate programs in the country, this is one of the first to incorporate it into a physical therapy graduate degree curriculum.

“This opens a whole new avenue for our students to better understand how therapy plays an important role in a person’s full participation in life activities,” says School of Health and Rehabilitation Sciences Dean Leslie Portney, PT, DPT, PhD, FAPTA. “I look forward to working with our partners at Spaulding, as well as our faculty and students from physical, occupational, and speech therapy, to create a vibrant interprofessional environment, to expand opportunities in winter sports, clinical research, and more.”
THE NUMBER OF STUDENTS ENROLLED AT THE INSTITUTE HAS INCREASED BY 16% SINCE FALL 2011

6,059 APPLICANTS TO ENTRY-LEVEL PROGRAMS SINCE 2011

$4,377

39% APPLICANTS OFFERED ADMISSION TO THE INSTITUTE

Since 2012, the Institute has increased the amount of financial aid awarded to students by 38 percent.

FULL-TIME FACULTY WITH A DOCTORAL OR TERMINAL DEGREE

70% 1,111 1,230 1,290

2011-2012 2012-2013 2013-2014

THE TOP 5 STATES INSTITUTE STUDENTS COME FROM

MA NY CT RI
5,006

The number of Institute alumni who work at Partners Healthcare Hospitals

Research grant money awarded to faculty in FY14

$1,000,000+

The amount of pro-bono care provided annually to clients in the Speech, Language and Literacy Center, The Aphasia Center, and the Physical Therapy Center for clinical education and health promotion

84%

Increase in enrolled students from underrepresented groups during the past three years

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<th>FY 2013</th>
<th>FY 2014</th>
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<td>161</td>
<td>242</td>
<td>297</td>
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Ethnic Demographics

Students 2013–2014

- American Indian or Alaska Native: 17%
- Asian: 12%
- Black/African American: 6%
- Hawaiian/Pacific Islander: <1%
- Hispanic: 4%
- White: <1%
- Unknown: 60%
Diane Mahoney, PhD, APRN, BC, FGSA, FAAN, Jacques Mohr Professor of Geriatric Nursing Research, was awarded a two-year, $455,707 research grant from the National Institutes of Health through the National Institute of Nursing Research for her project, “A Technology In-Home Intervention to Sustain Dementia Patients’ Dressing Abilities.”

The School of Nursing co-hosted the 12th annual conference of the International Dementia Scholars Collaborative in May.

Dean Laurie Lauzon Clabo, PhD, RN, was elected as the President of the Massachusetts Association of Colleges of Nursing (MACN) for 2014–2016.

Professor Patrice Nicholas, DNSc, DHL (Hon.), MPH, MS, BSN, RN, NP-C, FAAN, was appointed as a member of the Special Emphasis Review Panel of the National Institute of Allergy and Infectious Diseases.

Professor Inge Corless, PhD, RN, FAAN, and Associate Professor Elissa Ladd, PhD, FNP-BC, accompanied students in January to South Africa and India, respectively, on global health learning experiences.

Clinical Assistant Professor Guardia Banister, PhD, RN, FAAN, was inducted as a Fellow of the American Academy of Nursing. She is the seventh SON faculty member to earn the prestigious FAAN designation.

School of Nursing Assistant Professor Brant Oliver, PhD, MS ’03, MPH, FNP-BC, PMHNP-BC, was selected as one of only 16 Faculty Senior Scholars for the Department of Veterans Affairs National Quality Scholars (VAQS) fellowship program. Instructor Daisy Goodman DNP ’10, WHNP-BC, CNM, is a third-year VAQS fellow, and Assistant Professor Mimi Pomerleau, DNP, WHNP-BC, RNC-OB, CNE, is a first-year fellow.

**PATIENT CARE**

20,280

Nursing students, such as those above who conducted health assessments at the MGH Charlestown HealthCare Center, each year provide more than 20,000 hours of patient care during their clinical rotations in community health settings.
Kelly Brush Davisson has turned a debilitating ski injury into a mission to help others.

A gifted athlete, Davisson was paralyzed from the waist down in a tragic accident in 2006, while competing for the Middlebury College ski team. It would be understandable if she were angry or lost hope, but she ignored negative thoughts.

“I’ve always had a can-do attitude,” the 2013 Master of Science in Nursing graduate says. “If I want to accomplish something, I set my sights and do it.”

She and her family subsequently created the Kelly Brush Foundation. It has raised more than $1.5 million over the past nine years through various events to support spinal cord research, promote ski safety, and provide funding for athletic equipment for others with spinal injuries.

“Participating in sports was critical to my recovery,” says Davisson, who continues to ski each winter and who also won the women’s handcycle division at the 2011 Boston Marathon. “I wanted to make sure others could have that same chance.”

For her work, Sports Illustrated bestowed its highest honor on Davisson and her foundation in 2012 in its “10 Who Care” series, which recognizes athletes who make a difference in the lives of others.

Despite landing a production job at ESPN after college, “I needed something more from my career. I realized I wanted to help people.”

The Vermont native set her sights on Boston, where her fiancé lived, to pursue a nursing degree. She chose the Institute, in part, because its track record with students in wheelchairs reassured her that she could successfully complete her degree.

“Their accommodations made it easy for me to learn and succeed in my clinical experiences,” says Davisson, who is working as a pediatric nurse practitioner in Maine. “From the coursework to the practicums, I couldn’t have asked for a better experience.”
Nursing students Hilary Ginsburg ’15 and Cheralyn McKee ’14, who were among those who joined the Institute’s new Institute for Healthcare Improvement (IHI) Open School chapter, were selected to represent the group at the 15th Annual International Summit on Improving Patient Care in Washington, DC.

The following awards were presented at 2014 Commencement:

**Kate Letorneau**  
Harriet Towle Excellence in Clinical Nursing Practice Award

**Louise de Peyster Ambler Osborne**  
Josephine Mangio Keaveney Memorial Nursing Prize

**Ryan N. Allen and Molly Rose Hershman**  
Faculty and Student Recognition for Outstanding Leadership Award

**Kathryn E. Hall, MS, RNCS, ANP-BC**  
Exceptional Advanced Practice Clinician and Mentor Award

**Diane Hazel**  
Rebecca Colvin Prize

**Alison Maria DeVita and Johnathon B. Holmes**  
Faculty Recognition for Academic/Clinical Excellence

**Ryan N. Allen**  
Miriam “Mim” J. Huggard, SON ’31 Nursing Scholarship

**Alison E. Doppelt**  
Loyd Nichols Staats Scholarship

**Susan Burchill, RN**  
Judith A. Fong Nursing Faculty Prize

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**New Grant to Create Interprofessional Teams**

School of Nursing Clinical Associate Professor Patricia Reidy, DNP, FNP-BC, will use a grant of almost $1 million to create a series of interprofessional education opportunities designed to prepare graduates with the knowledge to provide team-based care to patients with multiple chronic conditions.

Funded by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) through its highly competitive Advanced Nursing Education (ANE) program, the three-year grant is the largest program grant ever awarded to the MGH Institute.

Dr. Reidy will lead an interprofessional faculty team to design experiences in which students in the family nurse practitioner track will work with occupational therapy, physical therapy, and speech-language pathology students from the School of Health and Rehabilitation Sciences (SHRS) to learn how to provide collaborative care for these complex patients.

“Students in SHRS have been working together at the Institute for years, so this will provide a way to include nurse practitioner students as well as our new occupational therapy students,” Dr. Reidy says. “It’s another opportunity for the Institute to incorporate interprofessional education into students’ core learning experiences.”

The patients will include those who receive rehabilitation in two of the Institute’s pro-bono care facilities, the Aphasia Center and the Physical Therapy Center for Clinical Education and Health Promotion. These clients are among those identified as a high-risk cohort who would benefit from collaborative care.

“This model is an innovative approach to clinical education because group visits and shared medical appointments allow students to experience a model of health care they may not experience in their usual clinical sites with the time-pressed demands of preceptors,” says Dr. Reidy. “The nurse practitioner students will provide the crucial linkage between rehabilitative services, community-based care, and primary care with a goal toward improved personal and population health.”
For Lisa Colombo, DNP, MHA, RN, information is the key to making the best patient-care decisions.

“When you’re sitting at a table negotiating for resources and other things that will impact patient care, the one thing you can’t argue with is hard-and-fast outcomes data,” says Dr. Colombo, senior vice president and chief nursing officer at Lahey Hospital and Medical Center in Burlington. “You have to know which outcomes to measure and what data to use to advocate for the right approach to patient care.”

While she was a student in the executive track of the School of Nursing’s Doctor of Nursing Practice program, Dr. Colombo focused on measuring outcomes so she could integrate evidence-based changes in a health care system. It is an approach she has developed throughout her 30-year career as a nurse executive.

“That’s what’s different about the nurse executive today,” notes the 2009 graduate, who arrived at Lahey in 2013 after working at the University of Massachusetts Memorial Health System and HealthAlliance in Leominster. “Before, it was fine to just focus on the day-to-day operations. Now, the expectation is for you to be on equal footing with the rest of the executives, to have a strong voice, and be credible. The DNP gave me a better understanding of how to implement new evidence-based practices that need to happen at the bedside every day.”

While sound research methodology can determine new practices that should lead to improved patient outcomes, according to Dr. Colombo it has historically taken years to implement those changes—which she says is far too long to wait.

“Hospitals are under tremendous economic pressures these days, with limited funds for capital expenditures,” says Dr. Colombo, “and when you’ve got $18 million of requests and only $9 million in the budget, you’ve got to figure out how to prioritize things while maintaining the highest level of patient care.”

During her 30 years as a nurse executive, Colombo has used data-driven decisions to advocate for better patient care.
Overview
The Institute achieved positive financial results for the fiscal year ended June 30, 2014, providing important fiscal resources to support its mission, growth, and strategic plans. The Institute used these resources to increase financial aid to students by $1.0 million (22%), to start a new program (Physician Assistant Studies), to sustain two new degree programs (Doctor of Occupational Therapy and a PhD in Rehabilitation Sciences), and to expand research facilities and support. The Institute also succeeded in securing new research awards, increasing grant revenues by $1.8 million to $2.6 million.

Assets
Total assets increased by $8.7 million to $88.9 million as of June 2014. 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 $1.1 million to $32.2 million as of June 2014. The change was mainly due to higher levels of summer term deferred student revenues as a result of increased enrollments. Total net assets increased by $7.5 million to $56.7 million as of June 2014. Total net assets from operating activities increased by $2.0 million in FY14 compared to an increase of $1.8 million for the previous year. Strong market returns in FY14 drove increases in net assets from nonoperating activities to $5.6 million, compared to an increase of $2.8 million for FY13.

Financials FY 2014

Statements of Financial Position: June 30, 2014 and 2013 (in thousands)

<table>
<thead>
<tr>
<th>Assets</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and equivalents</td>
<td>$5,988</td>
<td>$3,916</td>
</tr>
<tr>
<td>Student accounts receivable, net</td>
<td>153</td>
<td>280</td>
</tr>
<tr>
<td>Pledges receivable, net and contributions receivable</td>
<td>2,140</td>
<td>2,201</td>
</tr>
<tr>
<td>Other assets</td>
<td>1,462</td>
<td>980</td>
</tr>
<tr>
<td>Investments</td>
<td>22,502</td>
<td>20,108</td>
</tr>
<tr>
<td>Due from affiliates</td>
<td>–</td>
<td>238</td>
</tr>
<tr>
<td>Investments held in trust</td>
<td>4,129</td>
<td>3,788</td>
</tr>
<tr>
<td>Interest in the net assets of The Massachusetts General Hospital</td>
<td>27,431</td>
<td>24,316</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>25,045</td>
<td>24,349</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$88,850</strong></td>
<td><strong>$80,176</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$3,900</td>
<td>$3,729</td>
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<tr>
<td>Due to affiliates</td>
<td>652</td>
<td>–</td>
</tr>
<tr>
<td>Deferred revenues and student deposits</td>
<td>8,675</td>
<td>7,031</td>
</tr>
<tr>
<td>Long-term obligations</td>
<td>18,938</td>
<td>20,262</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>32,165</strong></td>
<td><strong>31,022</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Commitments and Contingencies</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>34,150</td>
<td>28,513</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>10,314</td>
<td>8,966</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>12,221</td>
<td>11,675</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td><strong>56,685</strong></td>
<td><strong>49,154</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td><strong>$88,850</strong></td>
<td><strong>$80,176</strong></td>
</tr>
</tbody>
</table>
### Statement of Activities and Changes In Net Assets: Year Ended June 30, 2014
(with summarized financial information for the year ended June 30, 2013)
(in thousands)

<table>
<thead>
<tr>
<th>Operating Revenues</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2014 Total</th>
<th>2013 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$41,277</td>
<td>$-</td>
<td>$-</td>
<td>$41,277</td>
<td>$37,059</td>
</tr>
<tr>
<td>Less: Financial aid</td>
<td>5,714</td>
<td>-</td>
<td>-</td>
<td>5,714</td>
<td>4,675</td>
</tr>
<tr>
<td>Tuition and fees, net</td>
<td>35,563</td>
<td>-</td>
<td>-</td>
<td>35,563</td>
<td>32,384</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>2,602</td>
<td>-</td>
<td>-</td>
<td>2,602</td>
<td>815</td>
</tr>
<tr>
<td>Contributions used for operations</td>
<td>613</td>
<td>227</td>
<td>-</td>
<td>840</td>
<td>842</td>
</tr>
<tr>
<td>Investment income</td>
<td>855</td>
<td>695</td>
<td>-</td>
<td>1,550</td>
<td>1,680</td>
</tr>
<tr>
<td>Other</td>
<td>1,258</td>
<td>-</td>
<td>-</td>
<td>1,258</td>
<td>791</td>
</tr>
<tr>
<td>Total operating revenues</td>
<td>41,901</td>
<td>(88)</td>
<td>-</td>
<td>41,813</td>
<td>36,512</td>
</tr>
</tbody>
</table>

### Operating Expenses

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2014 Total</th>
<th>2013 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>21,014</td>
<td>-</td>
<td>-</td>
<td>21,014</td>
<td>19,641</td>
</tr>
<tr>
<td>Institutional support</td>
<td>7,419</td>
<td>-</td>
<td>-</td>
<td>7,419</td>
<td>7,178</td>
</tr>
<tr>
<td>Research</td>
<td>2,639</td>
<td>-</td>
<td>-</td>
<td>2,639</td>
<td>972</td>
</tr>
<tr>
<td>Student services</td>
<td>2,310</td>
<td>-</td>
<td>-</td>
<td>2,310</td>
<td>2,128</td>
</tr>
<tr>
<td>Academic support</td>
<td>6,184</td>
<td>-</td>
<td>-</td>
<td>6,184</td>
<td>4,554</td>
</tr>
<tr>
<td>Facilities</td>
<td>284</td>
<td>-</td>
<td>-</td>
<td>284</td>
<td>247</td>
</tr>
<tr>
<td>Total operating expenses</td>
<td>39,850</td>
<td>-</td>
<td>-</td>
<td>39,850</td>
<td>34,720</td>
</tr>
</tbody>
</table>

| Increase (decrease) in net assets from operating activities | 2,051 | (88) | - | 1,963 | 1,792 |

### Nonoperating Activities

<table>
<thead>
<tr>
<th>Contributions</th>
<th>613</th>
<th>163</th>
<th>205</th>
<th>981</th>
<th>1,376</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions used for operations</td>
<td>(613)</td>
<td>(227)</td>
<td>-</td>
<td>(840)</td>
<td>(842)</td>
</tr>
<tr>
<td>Income from investments</td>
<td>2,016</td>
<td>297</td>
<td>-</td>
<td>2,313</td>
<td>561</td>
</tr>
<tr>
<td>Change in net unrealized appreciation on investments</td>
<td>1,608</td>
<td>1,203</td>
<td>-</td>
<td>2,811</td>
<td>1,516</td>
</tr>
<tr>
<td>Change in investments held in trust</td>
<td>-</td>
<td>-</td>
<td>341</td>
<td>341</td>
<td>160</td>
</tr>
<tr>
<td>Other</td>
<td>(38)</td>
<td>-</td>
<td>-</td>
<td>(38)</td>
<td>-</td>
</tr>
</tbody>
</table>

| Increase in net assets from nonoperating activities | 3,586 | 1,436 | 546 | 5,568 | 2,771 |
| Increase in net assets | 5,637 | 1,348 | 546 | 7,531 | 4,563 |
| Beginning of year | 28,513 | 8,966 | 11,675 | 49,154 | 44,591 |
| End of year | $34,150 | $10,314 | $12,221 | $56,685 | $49,154 |

### Revenues and Expenses

Enrollment growth in the Institute’s academic programs improved total operating revenues by $5.3 million from $36.5 million for FY13 to $41.8 million for FY14.

Total operating expenses also grew, increasing by $5.1 million from $34.7 million for FY13 to $39.8 million for FY14. Expenses for research and academic support showed the greatest growth, rising by $1.7 million and $1.6 million, respectively. Instruction costs grew by $1.4 million to $21.0 million for FY14 to support higher student enrollment levels and two new degree programs. Instruction costs comprised 52.7% of FY14 expenses vs. 56.5% for the prior year. Other expenses were incurred to strengthen organizational structures, enhance academic and administrative systems, and to advance the Institute’s fundraising, research, and new academic program strategies.

Complete financial statements are available upon request.
Tackling Learning Problems Head-On

Department of Communication Sciences and Disorders Professor Tiffany Hogan, PhD, CCC-SLP, is researching ways to help children learn more effectively.

She and her team in the Institute’s Speech and Language (SAI$L$T) Literacy Lab, along with collaborators in Arizona, are using customized computer games in 20 schools throughout Greater Boston that capture a student’s attention while collecting data on the reasons why one in four children has difficulty learning new words. The research is funded by the National Institutes of Health.

“What we are doing, which has never been done before, is to comprehensively assess each child’s strengths and weaknesses in short-term memory to determine the best ways to teach children to learn the many new words they encounter every day,” says Dr. Hogan, who mentors several of the Institute’s graduate students in the PhD in Rehabilitation Sciences program.

Although many children can be diagnosed with word learning difficulties, including dyslexia, Dr. Hogan is focused on devising better methods to attack problems early on.

“At this time, they’re treated in a general way,” she says. “Our approach has the potential to create tailored word learning interventions to prevent a child from struggling to comprehend in the classroom, and if we can correct that problem it should lead to improved lifelong learning.”

One of the numerous dynamic assessments the team has developed is called the “word learning task.” The computer game uses child-friendly monsters and made-up words to assess a youngster’s ability to remember new information they’ve learned, and how their responses might be related to comprehension difficulties.

Dr. Hogan, who cites the Institute’s Speech, Language and Literacy Center as one of the country’s first centers to recognize the impact speech and language have on literacy, hopes that one day every pupil can be individually assessed with these improved diagnostic tools.

“The Institute is the right place for this research because we acknowledge each child as a whole person with many strengths,” she says. “We’re excited about the results we’re seeing.”
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, 2013, and June 30, 2014. 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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($25,000+)

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Dr. Richard Ahern, NS ’97, ’10 and Mr. Wilfredo Diaz
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Paul Beckwith
The Benevity Community Impact Fund
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Dr. Inge B. Corless
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Dr. Richard Ahern, NS ’97, ’10 and Mr. Wilfredo Diaz
Dr. Donna L. Applebaum, PT ’02
Maureen Banks
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The Benevity Community Impact Fund
Ellen R. Carr, NS ’88
Dr. Inge B. Corless
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Dr. Donna Watson Dillon, NS ’13
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Dr. Gail B. Gall, NS ’97
Ms. Jane Gardner Newton
Genentech, Inc.
Philanthropy

CONTINUED

Dr. Deborah L. Givens, PT ‘90, ’05
Dr. Jordan Green
Dr. Katherine Breen Gревелдинг, PT ’00, ’02 and Mr. Pete Gревелдинг
Bonnie G. Halvorson-Bourgeois, CSD ’07
Susan Hamilton
Dr. Charles W. Haynes
Tiffany and Eric Hogan
Karen C. Ingwersen, NS ’86
Dr. Scott L. Jones, PT ’93, ’03
Dr. Veronica Kane
Dr. Colleen Mary Kirigin, PT ’02
Dr. Elissa Ladd and Mr. Jeffrey Liebman
Noreen Leahy, NS ’98
Mary and Robert Lentz
Dr. Joyce D. Lockert, PT ’93, ’03
Dr. Margaret A. Mahoney and Mr. Michael Mahoney
Dr. Diane F. and Mr. Edward J. Mahoney
Patty Manko
Dr. D. J. Mattson, PT ’07 and Mrs. Judith Mattson
Lesley A. Maxwell
Michael A. Monteiro
Dr. Karen A. Morgan, PT ’09
Carla J. Moschella
Katharine Omlsted, CSD ’05 and John Grossman
Physical Therapy In Motion, Inc.
Dr. Ruth B. Portillo and Mr. Verd R. Johnson
Helene M. Quinn, NS ’88
Mrs. Karl Riemer
Jennifer Shay
Dr. Raymond P. Siegelman, PT ’03 and Mrs. Lois Siegelman
Dr. Linda A. Steiner, PT ’91, ’02
Liv Inger Strand, PT ’88
Sheila M. Swales, NS ’07
Nigel C. Tan, CI ’03
Dr. Nancy M. Terres
Dr. Samuel O. Thier and Mrs. Paula D. Thier
Tom and Marlene Wachtell
Jason and Victoria Wallace
Dr. Michael D. Weber, PT ’94, ’02
John and Heather Welch
Dr. James Zachazewski, PT ’03 and Mrs. Miriam McKendall

Associate ($100–$249)

Anonymous
Cindy L. Aiena
Stacey Pappas Albren, CSD ’93
Melissa B. Allen, NS ’97 and Elisabeth Andresson
American Physical Therapy Association
Kathy Anderson
Denis V. Andreotti, PT ’97

Dr. Linda E. Arslanian, PT ’03
Dr. Stephen A. Barrand
Marian Bartholomay, NS ’91
Dr. Margaret W. Beal
Melissa Beaman, PT ’99
Maureen Beckwith
John Beckwith
Sigrid K. Bergenstein, NS ’10
Dr. Kathy Lee Bishop-Lindsay, PT ’90
MacKenzie Bohlen
Jean-Marie Bonoli
Amanda Brei, NS ’07
Hester A. Brigham, SON ’34 and F. Gorham Brigham
Marie C. Brownrigg, PT ’86
Tracy Brudvig
Dr. George W. Burke and Mrs. Donna Burke
Mary Flannery Caira, SON ’59
Rodney A. Carnoff
Ernestine D. Chaleki, SON ’59
Samuel Charlesworth
Dr. Roger Gino Chisari, NS ’11
Dr. Margery A. Chisholm and Mr. John F. Chisholm
Dr. Meryl I. Cohen, PT ’03
Dr. Stephen N. Collier
Joan W. Corbett, SON ’57 and Laurence W. Corbett
Dr. Kimberly Crocker Crowther
CSD Class of 2013
Constance M. Dahlin, NS ’91, ’98
Stephen and Patricia Dane
Dr. George J. Davies, PT ’04
Jeff and Judy Davis
Dr. Carol Davis, PT ’07
Christopher De la Cerda
Katie R. DeDominicis, CSD ’08
Dr. Paulette Di Angi
Katie R. DeDominicis, CSD ’08
Christopher De la Cerda
Dr. Carol Davis, PT ’07
Robert T. McCall
Ms. Karen McCaffrey
Rachel Marazzi
John Marino and Nicole Messier-Marino
Joanne M. Markow
Sara D. McAllister
Ms. Karen McCaffrey
Robert T. McCall
Dr. Anne McCarthy Jacobson, PT ’99, ’02 and Mr. Erik D. Jacobson
Mary McDonald
Sherry Merrick
Dr. Theresa H. Michel, PT ’02
Mary D. Miller, NS ’97
Lou H. Mitchell
Mark Moody, CI ’09
Anne Murphy
Karen E. Murtagh, NS ’93
Judith Mushial, SON ’60
Dr. Keshrie Naidoo, PT ’05
Roberta Nemeskal, SON ’69
Dr. Britain W. Nicholson and Ms. L. C. Robb-Nicholson
Marlene Norton, SON ’61
Jennifer Liakopoulos O’Connell.

Dr. Joanne M. Fucile, NS ’12
Dr. Carol Gawryls, NS ’11
Diana B. Glidden, NS ’08
Dr. and Mrs. Clifford M. Goldsmith
Dr. Patricia Grobecker
Patrick and Barbara Guy
Dr. Laurita M. Hack, PT ’05
Jack Hershey
Dr. Pamela E. Hook
Marcia Gold Horowitz, NS ’85
Dr. Elizabeth Ikeda, PT ’90, ’04
Charles Jeans
Dr. Alan M. Jette
Rosemary Judge
Barbara J. Kaslow, SON ’55
Bradley K. Kaya, PT ’96
Cynthia P. King
Charles J. Landry
Mark Lang
Kristin A. Larson, NS ’08
Ji Lee, NS ’00
Mary D. Lilley, NS ’86 and Stephen J. Lilley
Dr. Shih-Jen Lin, PT ’89
Donanne L. Long, PT ’88
Dr. Ellen Long-Middleton and Rev. Jeffrey Long-Middleton
Dr. James L. Loureiro, PT ’99 and Steven M. Loureiro
Ms. Jane D. Lucas
Jason R. Lucey, NS ’01
Charlotte Lunde, CSD ’03
Dr. Patricia Lussier-Dyustee
Dr. Kelley K. Macauley, PT ’00, ’02
Ellen Mackler
Antonia Makosky, NS ’97
Anne P. Manton, SON ’60
Rachel Marazzi
John Marino and Nicole Messier-Marino
Joanne M. Markow
Sara D. McAllister
Ms. Karen McCaffrey
Robert T. McCall
Dr. Anne McCarthy Jacobson, PT ’99, ’02 and Mr. Erik D. Jacobson
Mary McDonald
Sherry Merrick
Dr. Theresa H. Michel, PT ’02
Mary D. Miller, NS ’97
Lou H. Mitchell
Mark Moody, CI ’09
Anne Murphy
Karen E. Murtagh, NS ’93
Judith Mushial, SON ’60
Dr. Keshrie Naidoo, PT ’05
Roberta Nemeskal, SON ’69
Dr. Britain W. Nicholson and Ms. L. C. Robb-Nicholson
Marlene Norton, SON ’61
Jennifer Liakopoulos O’Connell.

CSD ’03
Joey O’Connor-Katz
Dr. Madeline O’Donnell, NS ’94, ’09
Dr. Rita D. Olans, NS ’13
Dr. Brant J. Oliver, NS ’03
Dr. Melanie M. Parker, PT ’10
Angela Patterson
Suzanne Pennington, CSD ’04
Sylvia Kimball Perry, NS ’02
Erin K. Phair
Karen Pier
Jason Pier
Ms. Anne M. Pohner
Dr. Noreen M. Poirier
Rev. John Polk
The Porrazzo Family
Dr. Muriel A. Poulin, SON ’42
Ann R. Quealy, SON ’64
Heather Quirk, NS ’12
Elizabeth and Timothy Rath
Susan and Ric Raymond
Laurie A. Raymond, NS ’98
Leslie Robich
Philip Rubin
Stephan Russell
Dr. Richard P. Santeusano
Fran Semner-Hurley and Jack Hurley
Logan Sharma
John M. Shaw, Jr.
Jill Shulman
Dr. Phyllis R. Silverman
Dr. Margie L. Sipe, ’13
Barrington Smith
Pauline and Vincent Spirito
Allan and Geraldine Steingisser
Maura Strickland
Linda J. Sugarbaker, NS ’13
Dorothy A. Sullivan, NS ’86
Sandra L. Sumner
Malinda Teague, NS ’02
Joseph Terrullo
Dr. Elise Townsend, PT ’06
Evelyn C. Trageres, SON ’54
F. Michael Vislosky, SON ’78
Althea Wegman-Bolster, CSD ’96
Henry S. Weinberger, NS ’95
Nancy Weinstein
Rob Welch
Sarah White
Dr. Reginald B. Wilcox, III, PT ’04, ’05
Pauline A. Wilder, NS ’89
Gail Wingate, NS ’02
Dr. Elissa B. Wolf, PT ’09
Michael Zarella
Paucl C. Zigmund, CSD ’11 and Doris Lowy
Ivette Martinez was determined to become a nurse practitioner, and knew the MGH Institute was the best place to do it. She wasn’t as sure about how she would pay for her education.

Fortunately for her and several other students, Martinez was helped by the Charles and Ann Sanders Interprofessional Scholarship, created in 2011 by one of the school’s founders and his wife. “Going to graduate school is a challenging endeavor by itself, so having this scholarship made me feel that the Institute has faith in my potential as a student and future health care provider,” says Martinez, who is scheduled to graduate in 2015 with a Master of Science in Nursing degree.

The Sanderses created the fund to help people like Martinez, those with big dreams but scarce resources. It’s the latest gesture in their decades-long support of a school that has blossomed in 37 years from a handful of students learning in the basement of Massachusetts General Hospital into a sprawling, six-building campus with almost 1,300 students.

“I wanted to ensure students from all backgrounds had opportunities to learn about, with, and from each other so they will be well equipped to practice team-based patient care,” explains Dr. Sanders, who championed the Institute’s creation in the 1970s when he was the hospital’s managing director.

Funding also is provided for Sanders Scholars to participate at off-campus events, such as the All Together Better Health Conference in Pittsburgh that Sanders Scholars Natsumi Asanuma, CSD ’15, and Elisa Lo, PT ’16, attended. “Elisa and I were able to come away with a better understanding of interprofessional efforts on both national and international scales,” says Asanuma.

“The success of the IHP is a remarkable achievement, and I’m proud to be associated with this great school,” says Dr. Sanders. “This is one of the best investments I’ve ever made.”

Dr. Sanders has been a consistent champion of the MGH Institute since the 1970s, when as managing director at Massachusetts General Hospital, he helped found the school.
Philanthropy

Donor ($99)
Anonymous (2)
Amy Abdalla
Jennifer S. Abramson, CSD ’09
Michelle M. Adams, CSD ’07 and Josh Adams
Dr. Kimberly A. Agan, PT ’14
Mary Ann and Steven Allard
Anna A. Allen, CSD ’03
Dr. Yael Arbel
Stephanie Argyropoulos
Arthur L. Davis Publishing Agency, Inc.
Jacob Baines
Kay W. Bander
Anne C. Banghart, NS ’97
Patricia A. Barry
Danielle Basta-Novotny, NS ’95
Noami Baum, CSD ’03
Mary Beckwith
Jessica Bell
John Campbell
Dr. Caroline Canova, PT ’14
Patricia L. Carden, SON ’60
Dr. Caroline Canova, PT ’14
Katherine L. Burchell, NS ’10
Sara A. Bucciarelli
Julie Boik
Dr. Ellen Bodner, PT ’05
Dr. Laura Boddie, PT ’14
[Continued]
Endowed Funds

Institute-Wide

**Interprofessional Education**
Charles and Ann Sanders Interprofessional Award Fund
Est. 2012 by Charles Sanders, MD and Ann Sanders

**Interprofessional Scholarships**
Bette Ann (BA) Harris Scholarship in Interprofessional Studies
Est. 2013 with gifts by and in honor of BA Harris
Charles and Ann Sanders Interprofessional Scholarship Fund
Est. 2012 by Charles Sanders, MD and Ann Sanders

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

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

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

**Scholarships**
Lucretia Brigham Scholarship Fund*
Est. 1982 by Irene M. Newton
Lucy A. Burr Scholarship
Est. 2006 by Lucy A. Burr
Connors Family Scholarship
Est. 2007 by the Connors Family
Morris F. Darling Scholarship Fund
John Hilton Knowles Fellowship Fund
Est. 1979 by the Rockefeller Foundation, Edith L. Dabney and the family of John Hilton Knowles
Amelia Peabody Scholarship Fund
Est. 1986 by the 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 the 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 the 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 the estate of Annie F. Selfridge
Ruth Sleeper Endowment Fund
Est. 1993 by gifts in memory of Ruth Sleeper

**School of Nursing**

**Nursing Education**
Betty Dumaine Fund II*
Est. 1940 by Elizabeth Dumaine, SON ’26
Library Endowment Fund*
Est. 1983 by the MGH Nurses’ Alumnae Association
Jacques Mohr Fund for Research, Curriculum Development or Student Financial Aid in Geriatric Nursing
Est. 1996 by the estate of Jacques Mohr
Training School for Nurses Fund*
Est. 1897 by originators of the Training School for Nurses
Training School for Nurses Endowment*
Est. 1924 by the MGH Nurses’ Alumnae Association
Wetherill Award Fund*
Est. 1936 by E. Stanley Abbot, MD, in memory of Marion Wetherill Abbot and her mother

**Nursing Faculty Development**
Lena Sorensen Fund for Travel and Study
Est. 2013 by Alice Friedman and gifts in memory of Lena Sorensen

**Nursing Lecture**
Natalie Petzold Nursing Lecture
Est. 2013 by the estate of Natalie L. Petzold

**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 the 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 the estate of Margaret A. Coffin
William C. and Jessie B. Cox Scholarship Fund in Nursing*
Est. 1962 by William C. and Jessie B. Cox

**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
Nicholas Mellar Robbins Fund in Physical Therapy
Est. 2013 by friends and family of Nicholas Mellar Robbins

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

**Endowed Funds**

MGH INSTITUTE OF HEALTH PROFESSIONS • WWW.MGHIHP.EDU
(ENDOWED FUNDS, CONTINUED)

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

Helene Fuld Health Trust Scholarship Endowment
Est. 2009 by the Helene Fuld Health Trust

Elizabeth Fundus Scholarship Fund
Est. 1980 by the estate of Elizabeth B. Fundus

Olive Lightell Hunter Scholarship Fund*
Est. 1979 by the estate of Arnold H. Hunter

MGH Nurses’ Alumnae Association Endowment Fund
Est. 2010 by the MGH Nurses’ Alumnae Association

MGH School of Nursing Graduate Nurse Scholarship Fund*
Est. 1948 by the estate of Annabella McCrae

MGH School of Nursing Scholarship Fund*
Est. 1959 by gifts in memory of Jessie Stewart

Mary Hammond Taylor Nursing Scholarship Fund
Est. 2010 by William O. and Sally P. Taylor

Virginia Delaware Zahka Nursing Scholarship Fund
Est. 1991 by Sumner and Emilene Brown, SON ’59

For more information on endowment giving, please contact the Office of Development at giving@mghihp.edu, or (617) 643-4164.

*Funds marked with an asterisk are held by Massachusetts General Hospital, with income distributions designated by board vote to benefit the MGH Institute; these assets are not included in the “interest in the net assets of MGH” as recognized under FASB No. 136.

Paying It Forward

BA HARRIS CREATES FUND TO ASSIST POST-PROFESSIONAL STUDENTS

BA Harris spent her entire 30-year career at the MGH Institute championing interprofessional education. And although she retired as professor emerita in 2012, she is continuing her efforts thanks to an endowed fund established in her name this year.

The Bette Ann (BA) Harris Scholarship in Interprofessional Studies will provide financial assistance to one post-professional student per year to help defray the cost of attending the Institute.

“A consistent barrier to professionals who want to continue their education has been the cost,” says Harris, PT, DPT, MS. "If we expect practitioners in all health care fields to become more knowledgeable, we must find ways to make it more affordable."

Dr. Harris experienced firsthand the benefit of obtaining an advanced degree. In 1983, she earned her Master of Science in Physical Therapy, becoming the Institute’s first graduate.

"I wouldn’t have been able to accomplish all I did without getting my master’s, so I want to help provide others with the opportunity to grow professionally," she explains.

Dr. Harris’s contributions to the success of the Institute are unparalleled. In addition to joining the faculty in 1985 as an assistant professor of physical therapy, she has held a series of significant academic leadership positions: the PT department’s director (1992–2002), special assistant to the president for new initiatives (2002–2007), interim associate academic dean (2007–2008), and associate provost of academic affairs (2008–2012).

During her last role, she became the interim director of the newly created Center for Interprofessional Studies and Innovation (CIPSI), home to the school’s first PhD program in rehabilitation sciences.

"Nancy Watts from the start wanted the school to offer a PhD," says Dr. Harris, referring to the physical therapy visionary who was the Institute’s first academic leader and an important mentor, "so being able to help make that happen was very gratifying."
## Academic Programs and Degrees

### School of Health and Rehabilitation Sciences

<table>
<thead>
<tr>
<th>Department of Communication Sciences and Disorders:</th>
<th>Fall 2013 Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Speech-Language Pathology (Entry-Level)</td>
<td>119</td>
<td>56</td>
</tr>
<tr>
<td>Certificate of Advanced Study in Reading</td>
<td>29</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department of Physical Therapy:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Physical Therapy (Entry-Level)</td>
<td>195</td>
<td>52</td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Post-Professional)</td>
<td>93</td>
<td>76</td>
</tr>
<tr>
<td>Master of Science (for International PTs)</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>Certificate of Advanced Study</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

### School of Nursing

| Accelerated Bachelor of Science in Nursing           | 160                  | 154             |
| Master of Science in Nursing:                        |                      |                 |
| Direct-Entry                                         | 320                  | 104             |
| Post-Professional                                    | 19                   | 16              |
| Doctor of Nursing Practice                           | 58                   | 16              |
| Certificate of Advanced Study                        | 4                    | 3               |

### Center for Interprofessional Studies and Innovation

| Master of Science in Health Professions Education   | 21                   | 7               |
| PhD in Rehabilitation Sciences (est. 2012)          | 11                   | 0               |

### 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>77%</td>
</tr>
<tr>
<td>NCLEX-RN (DEN)</td>
<td>91%</td>
</tr>
<tr>
<td>NPTE (DPT)</td>
<td>98%</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

| Number of Applicants to Entry-Level Programs         | 2,179                |

### Average Percent of Applicants Offered Admission

| Average Percent of Applicants Offered Admission     | 39%                  |

### Average GRE Score of Admitted Students

<table>
<thead>
<tr>
<th>Average GRE Score of Admitted Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>157</td>
</tr>
<tr>
<td>Quantitative</td>
<td>154</td>
</tr>
<tr>
<td>Written</td>
<td>4</td>
</tr>
</tbody>
</table>

### Average Undergraduate GPA

| Average Undergraduate GPA                            | 3.37                 |

### Student Clubs & Organizations

| Student Clubs & Organizations                        | 11                   |

### Graduation Rate

| Graduation Rate                                      | 96%                  |

### Alumni

| Alumni                                               | 5,381                |

### Students Designated as Schweitzer Fellows

| Students Designated as Schweitzer Fellows            | 34                   |

## 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
- Accreditation-Provisional: Accreditation Review Commission on Education for the Physician Assistant

## Approved by:

- Massachusetts Board of Higher Education
- Board of Registration in Nursing, Commonwealth of Massachusetts
- Massachusetts Board of Elementary and Secondary Education
### Students

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Heads</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>779</td>
<td>61%</td>
</tr>
<tr>
<td>Part-time</td>
<td>511</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>1,290</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Faculty</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health and</td>
<td>481</td>
<td>37%</td>
</tr>
<tr>
<td>Rehabilitation Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>561</td>
<td>44%</td>
</tr>
<tr>
<td>Center for Interprofessional</td>
<td>32</td>
<td>2%</td>
</tr>
<tr>
<td>Studies and Innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Degree</td>
<td>216</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>217</td>
<td>17%</td>
</tr>
<tr>
<td>Women</td>
<td>1,073</td>
<td>83%</td>
</tr>
<tr>
<td>21–29 years</td>
<td>839</td>
<td>65%</td>
</tr>
<tr>
<td>30–39 years</td>
<td>253</td>
<td>20%</td>
</tr>
<tr>
<td>40+ years</td>
<td>198</td>
<td>15%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>11</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Asian</td>
<td>157</td>
<td>12%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>53</td>
<td>4%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>2</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>768</td>
<td>60%</td>
</tr>
<tr>
<td>Unknown</td>
<td>225</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Financial Aid FY14 (July 1, 2013–June 30, 2014)

- **Percentage of Students Receiving Financial Aid**: 89%
- **Total Student Loan Volume**: $33.1 million
- **Total Scholarship & Need-Based Grant Aid**: $4.5 million

### Faculty and Research FY14 (July 1, 2013–June 30, 2014)

- **Student : Faculty Ratio**: 10:1
- **Faculty**
  - Full-time: 87
  - Part-time: 27
- **Percent of Faculty with Doctoral or Terminal Degree**: 70%
- **External Grant Funding Revenue**: $2.6 million

**Faculty Designated as:**

- Fellow of the American Academy of Nursing (FAAN): 7
- Fellow of the American Occupational Therapy Association (FAOTA): 2
- Catherine Worthingham Fellow of the American Physical Therapy Association (FAPTA): 9
- Fellow of the Speech-Language-Hearing Association (FASHA): 4
- Honors of the Speech-Language-Hearing Association (ASHA Honors): 3
- Fulbright Fellows: 2

### Finances FY14 (July 1, 2013–June 30, 2014)

- **Operating Budget**: $38.5 million
- **Endowment (as of June 30, 2014)**: $40.6 million
- **Tuition Rate**: $1,071 per credit, $536 per audit credit

**Total Tuition and Fees, Entry-Level Programs**

- Accelerated Bachelor of Science in Nursing: $61,760
- Master of Science in Nursing: $112,502
- Master of Science in Speech-Language Pathology: $80,623
- Doctor of Occupational Therapy: $116,950
- Doctor of Physical Therapy: $120,820
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MGH Institute of Health Professions

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