A Decade of Research Growth

Ten years after the MGH Institute launched a robust research program, results have surpassed expectations—and then some.

Trustees Add Four Members
Institute Receives 10-Year Accreditation
Empowering Student Advocacy

PAGE 5
PAGE 8
PAGE 16
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The Intersection of Climate Change, COVID-19, and Structural Racism
A Virtual Symposium  April 24, 2021

Join national experts and faculty from the School of Nursing’s Center for Climate Change, Climate Justice, and Health to discuss the climate-related health consequences on vulnerable communities and systemic racism, with a lens on how COVID-19 disproportionately impacts Black, Indigenous, and people of color (BIPOC).

KEYNOTE SPEAKER
Renee Salas, MD, MPH, MS
Fellow at the Harvard School of Public Health Center for Climate, Health and the Global Environment (C-CHANGE); emergency medical physician, Massachusetts General Hospital and Harvard Medical School

OTHER SPEAKERS
Jamie Hart, ScD
Associate Professor, Channing Division of Network Medicine, Brigham and Women’s Hospital; Harvard Medical School; Department of Environmental Health, Harvard T.H. Chan School of Public Health

Keith Seltzer, PhD
Executive Director, American Meteorological Society

Pete Bouchard, BS
Meteorologist, NBC 10 Boston

Regina LaRocque, MD, MPH, FIDSA
Infectious disease physician, Massachusetts General Hospital

Caleb Dresser, MD
Climate and Human Health Fellow, Harvard T.H. Chan School of Public Health; emergency medicine physician, Harvard Medical Faculty Physicians at Beth Israel Deaconess Medical Center

FROM IHP SCHOOL OF NURSING
Elaine Tagliareni, EdD, RN, CNE, FAAN
Dean

Patrice Nicholas, DNsC, DHL (Hon.), MPH, RN, ANP-C, FAAN
Director, Center for Climate Change, Climate Justice, and Health

Sue Ellen Breakey, PhD, RN
Steering Committee, Center for Climate Change, Climate Justice, and Health

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Registration fee includes access to all live sessions, any recorded keynote sessions, course materials, and resources.
First Words
After a challenging 2020, President Paula Milone-Nuzzo is grateful for what 2021 promises to bring, both to the world and at the Institute.

Along the Waterfront
New Trustees begin, the Institute is accredited for 10 more years, 2020 Commencement is a virtual success, the Doctor of SLP degree is launched, and a faculty couple co-author a book are among the news from campus.

COVER STORY
A Decade of Research Growth
It’s been 10 years since the MGH Institute decided to launch a robust research program. The results have exceeded all expectations.

FEATURE STORY
Empowering Student Advocacy
The Institute’s commitment to justice, equity, diversity, and inclusion has strengthened in recent years, and students are playing a bigger role than ever in that effort.

The Impact of Your Support
Ways to help students achieve their new-career dreams, and the Honor Roll of Donors, highlight the IHP community’s continued commitment to philanthropy.

Class Notes

Last Words
A Year of Worry from the Front Lines, by Julie Chan, MSN ’10

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Welcoming a New Era of Hope

I hope this message finds you, your family, and your loved ones well. As I write this, we are experiencing a “second surge” of the coronavirus in Massachusetts with a glimmer of hope that it is coming to an end. We have seen a reduction in new cases and a decrease in hospitalizations and deaths in recent weeks, which has given us hope for the future. Also giving us hope is the plan for mass vaccinations through the state-run vaccination sites. Because of their COVID-19-facing clinical experiences, many of our faculty and students have already received their first dose of vaccine and are awaiting their second.

The vaccine is just one of the ways we will keep our community safe while providing education on campus and care in clinical settings. We continue to embrace the COMMIT @ IHP compliance policies and guidelines (mghihp.edu/CommitPolicy), including social distancing, hand hygiene, and mask wearing, to protect each other and the whole IHP community.

Even in the face of the pandemic, the IHP has not slowed in its unwavering commitment to innovation in advancing education, research, scholarship, and community outreach. We continue to develop new knowledge through our research activities that began just a short 10 years ago, focusing on innovative ways to transform people’s lives and transforming the delivery of care in clinical settings. We reinforced and expanded our continuing commitment to social justice and anti-oppression last June, and every day we strive to make the IHP an inclusive and welcoming environment for all. Our JEDI Fellows are helping us grow in our understanding of social justice and inclusion issues.

As we look to the future, we are grateful for this new beginning that is 2021. The Institute is in an interesting place, being at the juncture of health care and education policy, and we expect the Biden administration will have a targeted focus in both areas. The new Secretary of Education, Dr. Miguel Cardona, has a strong background in K-12 education, and we are hopeful that he will bring his commitment to equity in education and a focus on science to higher education. He is a strong proponent of preparing people for careers of the future, a perfect match for the IHP’s educational programs. We expect he will also revise Title IX regulations back to the Obama-era guidelines. It is also expected that Secretary of Health and Human Services nominee Xavier Becerra will bring a strong healthcare-for-all stance to the department while working with Dr. Anthony Fauci and other infectious disease experts to bring the pandemic under control. Both appointments represent President Biden’s commitment to diversity in his Cabinet members.

As I look ahead, I see how critical the IHP’s work is in creating the kind of future for which we all long. A future in which COVID-19 is behind us, where our patients and communities are getting cutting-edge treatments based on science, and, perhaps most importantly, where all of our communities get high-quality, equitable care and feel safe and supported in their daily lives. That is our mission, and we continue to live those goals each day.

Thank you for being part of the IHP community. I wish you the peace of a new beginning and good health.
Board of Trustees Adds Four Members

The MGH Institute’s Board of Trustees recently added four people to its ranks with the addition of Phil DiBuono and Dr. Thomas Glynn and the return of Dr. John H. “Joe” Knowles and Dr. Angelleen Peters-Lewis after a one-year hiatus.

“We are excited to welcome our new and returning members to the Board to help the Institute continue to advance its mission of educating tomorrow’s health care leaders,” said Board chair Dr. Jeanette Ives Erickson.

Phil DiBuono, CPA, is a director in the RSM Transaction Advisory Services practice in Charlestown. He is affiliated with the American Institute of Certified Public Accountants. During his career, he has provided buy- and sell-side transaction advisory services to private equity groups and strategic acquirers across multiple industries. His experience also includes advising clients on several unique projects in mergers and acquisitions. He was instrumental in RSM’s awarding a three-year, $300,000 grant to the MGH Institute’s SAiL Lab to launch Raising Educational Achievement in Charlestown (REACH), an educational program for students in grades 1–3 at Harvard-Kent Elementary School.

Thomas P. Glynn, PhD, is the chief executive officer of the Harvard Allston Land Company, overseeing Harvard’s non-institutional development of the Enterprise Research campus in Allston. He is also an adjunct lecturer at the Harvard Kennedy School, where he teaches a course on how implementing policy innovations and change can affect state or local governments.

Previously, Dr. Glynn was chief executive officer of the Massachusetts Port Authority and chief operating officer at Partners HealthCare (now Mass General Brigham). He has also served as deputy secretary of labor under President Bill Clinton, senior vice president of finance and administration at Brown University, deputy commissioner of public welfare under Governor Michael Dukakis, and assistant dean of the Heller School at Brandeis University.

John H. “Joe” Knowles, MPH, is CEO of the Institute for Health Metrics (IHM), a nonprofit incubator of information-based solutions to improve quality and outcomes in health care. He is also founder and vice chair of IHM Services Company, a venture-backed, for-profit subsidiary. Prior to IHM, he was a co-founder of Brooktrout Technology, a provider of telecom software and hardware platforms, and of LittlePoint Corporation, whose sustained release products included the first insect repellent for children registered by the EPA.

He returns to the Board to continue his family’s connection with the IHP since its inception; his father, Dr. John Hilton Knowles, was instrumental in envisioning and later founding the Institute while serving as general director of Massachusetts General Hospital.

Angelleen Peters-Lewis, PhD, RN, FAAN, is chief operating officer and chief nursing executive at Barnes-Jewish Hospital in St. Louis, Missouri.

Dr. Peters-Lewis has a significant track record of success in academic medical centers in urban settings and is deeply committed to the underserved, with a unique understanding of multicultural environments.

Previously, she was system chief nurse executive for the Care New England Health System, and senior vice president of patient care services and chief nurse at Women & Infants Hospital in Rhode Island. She also served as executive director, then associate chief nurse, of women and newborn’s nursing and clinical services at Brigham and Women’s Hospital. She was inducted as a Fellow in the American Academy of Nursing in 2019.

For complete bio, please go to mghihp.edu/board-trustees.
When Peter Brown was asked about joining a new leadership group at the MGH Institute called the President’s Council, he didn’t hesitate for one second.

“I immediately said, ‘Count me in’,” said Brown, former chief of staff to the president of Partners HealthCare (now Mass General Brigham), of which the MGH Institute is the only degree-granting member.

Brown has been a friend of the Institute for years, emceeing several IHP events, including last fall’s fundraiser. “I’ve seen firsthand the depth and breadth of the leadership, the faculty, and the student body, which is truly extraordinary. I am honored to lend support to the IHP’s mission,” he said.

The council, which held its first meeting last fall, was created to serve as a bridge between President Paula Milone-Nuzzo, the Board of Trustees, the IHP community, and the general public. The 12 council members bring a wealth of knowledge and experience from many sectors, including pharmaceuticals, health care, insurance, energy, hospitality, communications, and business.

“The President’s Council will serve as a group of well-informed ambassadors who can bring the message of the IHP to the wider world,” said President Milone-Nuzzo. “I am looking forward to hearing their valuable insights as contributors who can help strengthen our mission to prepare the next generation of front-line health care professionals.

Brown, the council’s chair and principal of Peter Brown Communications, said the group will meet three times a year. This spring, the council will join the IHP’s Board of Trustees to hear students discuss their experiences.

The council also will continue adding members to reach a full complement of 24 people who will serve as critical partners to support the Institute’s mission and work preparing the next generation of front-line health care professionals.

“The President’s Council will serve as a group of well-informed ambassadors who can bring the message of the IHP to the wider world.”

– PRESIDENT PAULA MILONE-NUZZO
Alumni, Faculty Are Recognized

Two graduates received the IHP’s annual alumni awards, the fifth honorary degree was bestowed, and four retiring faculty were named emeriti at the 2020 Commencement.

Bette Ann Harris, PT, DPT ’02, MS ’83, the first person to earn a graduate degree from the IHP, received an Honorary Doctor of Humane Letters, the fifth honorary degree in school history. She looked back at the IHP’s history and how its focus on interprofessional education was evident from its beginnings. “I am so proud to be part of the IHP and now watch with admiration as the students continue to be active learners. So many of our graduates are true leaders in health care,” she said. “It’s been an amazing ride.”

Andrew Dwyer, PhD, MSN ’00, FNP-BC, received the Bette Ann Harris Distinguished Alumni Award, the highest recognition awarded to a graduate. Dwyer, an assistant professor of nursing at Boston College, holds leadership positions in several national and international organizations. He has used his PhD from the University of Lausanne in Switzerland and his master’s in nursing and certificate in clinical investigation from the IHP to do impactful research in the fields of endocrinology, genetics, adolescent health, and rare diseases. In 2018, he was inducted into the National Academy of Practitioners (Nursing) as a Distinguished Fellow.

Jinesh Gandhi, MSPT ’14, received the Emerging Leader Alumni Award, given to an alum who graduated within the past 10 years and has made significant contributions to their professional discipline and/or health care in general. Gandhi is a practice case manager with NovaCare Rehabilitation in Delaware and supervises physical therapy students at Delaware Technical Community College.

Four faculty from the School of Nursing who retired received emeritus status: Dr. Inge Corless, Dr. Janet Goodman, Dr. Patricia Lussier-Duynstee, and Dr. Nancy Terres. Combined, they have 96 years of service at the Institute.

2020 Commencement a Virtual Success

While the novel coronavirus delayed the MGH Institute’s 2020 Commencement more than three months and required that the event be held virtually, the school’s 566 new graduates were given an enthusiastic sendoff last August to begin their new careers.

Originally scheduled to be held at the Boston Convention and Exposition Center, the event was filmed beforehand in its entirety to adhere to state social distancing guidelines.

While the event was a celebration of achievement, hanging over it were the dual pandemics of COVID-19 and racial injustice that have dominated Americans’ attention. "Now, more than ever, the country’s stark racial, health, and economic inequities are all too obvious to continue being ignored," said President Paula Milone-Nuzzo. "You can contribute to the solutions of these systemic problems by committing to act against racism, standing up for social justice and equality wherever you see it, and wholeheartedly listening to and supporting those who have experienced oppression and marginalization based on the color of their skin. Your role in the fight for equality is more important than ever, and now the hard work begins."

Meyyammai Muthu, who graduated with a Master of Science in Speech-Language Pathology, gave the keynote address. She told the virtual audience of classmates, parents, and friends how she had to unexpectedly convert her new knowledge into practice when her grandfather had a stroke while visiting from India to attend her marriage. “In a matter of hours, everything I was learning in the classroom came to life,” she said, noting that she spent days at his bedside while keeping a journal of his progress, emailing her faculty for guidance and support, and reassuring him that “progress is always possible, and that the ability to heal is within us all.”

“During this period, we have also demonstrated to ourselves the importance of a growth mindset—the simple hope that tomorrow can be better than today,” she said. “As we go forward in our careers, I hope we look back at this time of hardship as also a time of growth for ourselves, our community, and our patients. I hope we remember that often, challenges are opportunities, and that sometimes crises can bring clarity.”

Board Chair Jeanette Ives Erickson, DNP ’11, talked about the 350 faculty, staff, and alumni who worked during the pandemic at the Boston Hope Field Hospital, which she directed, as well as at other Mass General Brigham hospitals. “I was fortunate to see many of them—including some of you in the Class of 2020—where you put aside your own safety concerns to provide excellent patient care during the crisis,” said Dr. Ives Erickson. “It is this type of dedication and service to the greater good that is a hallmark of what it means to be a graduate of the Institute.”
The MGH Institute’s focus on strategic growth, collaborative culture, and a commitment to diversity, equity, and inclusion are among the key reasons the New England Commission of Higher Education has granted the school continuing accreditation status until 2030.

An important validation of every college and university, the accreditation was the culmination of a two-year self-study process that detailed the Institute’s growth during the past decade and included a site visit from a team of academics from across New England.

In a letter to President Paula Milone-Nuzzo, George W. Tetler, NECHE’s chair, wrote, “With a campus community and strong leadership that is passionate about the institution’s mission to prepare ‘health professionals and scientists to advance care for a diverse society through leadership in education, clinical practice, research, and community engagement,’ MGH Institute of Health Professions is well positioned to continue to thrive and prosper well into the future.”

Among others, the report cited the following accomplishments:

- Conducting an annual risk assessment to identify potential issues and proactively implement strategies to solve them. The report specifically mentioned this in relation to the school’s response to the coronavirus: “While not anticipating the COVID-19 pandemic, this process of annual risk assessment positioned the institution well to respond to the monumental disruption caused by the pandemic”;

- Developing a strategic plan process that involves faculty, staff, students, trustees, clinical partners, and leaders at peer institutions “to identify potential risks that would impede the ability of the MGH Institute to fulfill its mission”;

- Increasing its commitment to diversity, equity, and inclusion, which includes creating the IHP Anti-Oppression Collaborative in Education (IHP-ACE) housed in the Office of Justice, Equity, Diversity, and Inclusion to serve as “an incubator for work, both with academic programs and [with] research on excellence in pedagogy”; and

- Creating plans to “optimize enrollment capacity in current programs as well as identify new program opportunities . . . which do not require any clinical placements.”

“We concur with the visiting team that the ‘IHP has emerged as an impressive regional engine of education of health professionals’ that has been ‘innovative in its teaching, and nimble in its management’,” wrote Tetler. The visiting team also pointed out areas in which the Institute should work to improve before 2025, when a five-year interim report is due. One challenge they noted is securing enough clinical placements for students, given the competitive Boston market. The Institute already has responded by increasing the use of simulation to augment students’ clinical placements. In addition, the report said, “The ongoing disruption caused by the pandemic has the potential to continue to have an impact on clinical placement, hands-on training, and ultimately students’ time-to-degree.” However, the team acknowledged that the Sanders IMPACT Center has helped alleviate some of the placement issue and noted with approval the IHP’s conversations with Mass General Brigham hospitals to identify increased clinical opportunities.

The report also noted potential governance concerns; while the Institute has an independent Board of Trustees, it requires approval from the Massachusetts General Hospital Board of Trustees on select issues. Also, the report mentioned that the ability to find information on the Institute’s website should be improved, an issue that will be addressed during an upcoming website redesign.

“We look forward to working on these growth areas, as well as taking advantage of new opportunities in the coming years,” said President Milone-Nuzzo, who praised the IHP community for preparing the self-study and successfully working with the visiting team in the middle of the pandemic. “Our learning is continuous, and the possibilities for the Institute are boundless.”
Pandemic Doesn’t Deter Commitment to Community

When life was disrupted by the coronavirus last spring, one thing that didn’t change was the IHP’s commitment to community.

“It’s been important to retain our culture in the face of this pandemic,” President Paula Milone-Nuzzo said of the challenges faced in those early weeks when the virus prompted a statewide shutdown.

Once immediate challenges like the sudden switch to online classes were addressed, school administrators looked at how the school could maintain from afar the tight-knit and supportive community that always has been a hallmark of the IHP.

Sure, there have been more than 12,000 Zoom meetings that partially filled the void of seeing people in person. But many other events quickly were established, such as trivia nights, prize giveaways, and virtual pizza and ice cream parties. There were self-help virtual rooms for yoga and meditation, and other events as well, like a career development night with topics such as “How to Improve Your Resume” and techniques to improve students’ LinkedIn profiles.

“We tried to make sure we had something for everyone,” said Dr. Jack Gormley, dean of student and alumni services. He, along with staff from the Office of Justice, Equity, Diversity, and Inclusion (JEDI) and the Office of Student and Alumni Services (OSAS), worked with more than 40 students and the Student Government Association (SGA) to help organize a virtual version of Welcome Week, said Swarna S. Gummadi, a second-year nurse practitioner student and secretary of the SGA. “It’s been exciting to know we’re on a virtual platform but we can still be connected and engaged,” she said of the experience.

One of the most popular student events was a virtual Harry Potter-themed escape room where teams worked together to answer questions that would help them “escape” Zoom breakout rooms to win the game. The escape room concept was so popular, in fact, that computer-savvy students got together to create even more escape rooms for Fall Welcome Week, said Swarna S. Gummadi, a second-year nurse practitioner student and secretary of the SGA. “It’s been exciting to know we’re on a virtual platform but we can still be connected and engaged,” she said of the experience.

“We do have a wonderful community, and I think we’ve done a good job of keeping that spirit all across campus despite working from home all these months.”

– JACK FITZPATRICK, STAFF COUNCIL CHAIR

It’s not just students who strove to maintain connections from afar. Regular Town Hall and departmental meetings kept employees informed on the latest news, and the IHP Resilience virtual 5K road race drew more than 120 participants to raise money for the COVID-19 Student Emergency Fund. A music night drew hundreds of alumni and staff to strum, sing, and tap dance their hearts out on a virtual stage.

One highlight was the annual Faculty Convocation. It was staged like the Academy Awards, complete with a virtual red carpet, Associate Provost for Academic Affairs Dr. Peter Cahn and Provost Dr. Alex Johnson handing out awards while bedecked in tuxedos, and Director of Academic Operations Heather Easter, dressed in a black evening gown, keeping the show on course.

But it’s more than party games, prizes, and socials, noted Jack Fitzpatrick, the Staff Council chair: “We do have a wonderful community, and I think we’ve done a good job of keeping that spirit all across campus despite working from home all these months.”

It’s a spirit that something not even the coronavirus could dampen.
IHP Only New England School toReceive Joint Accreditation

The MGH Institute’s Office of Continuing and Professional Development (CPD) has been awarded joint accreditation provider status by the Joint Accreditation Interprofessional Continuing Education organization.

The Institute is the only academic degree-granting organization in New England to be awarded this designation, a reflection of the values of interprofessional learning that infuse the organization.

“Historically, continuing education has focused on health care professionals learning how to do their job better,” said Dr. Susan E. Farrell, the CPD program director. “We can now provide programs and courses where they can learn with, from, and about each other on how to care for patients as part of an interdisciplinary team, which studies show lead to improved patient outcomes.”

Joint accreditation is a national public recognition of a continuing education provider’s demonstration of a proven educational commitment to improving team-based interprofessional knowledge and skills that support the health and wellness of patients and clients. The award is an indication of a provider’s interprofessional values as shown by their standards in creating learning that supports the entire health care team.

As part of a rigorous program review, the CPD team collated data from two years of its uniprofessional and interprofessional offerings to demonstrate their breadth of learner engagement, learning outcomes, and learners’ intentions to change after taking a course.

In addition to providing interprofessional CE credits, the Institute now can offer them for nursing professionals, physicians, physician assistants, psychologists, pharmacists, and social workers through the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), the American Nurses Credentialing Center (ANCC), the American Psychological Association (APA), and the Association of Social Work Boards (ASWB). This expands the Institute’s existing CE credits for speech-language pathologists through the American Speech-Language-Hearing Association (ASHA).

“It’s a perfect fit for us to offer our expertise in this field to a wider audience,” Farrell said. “The IHP can fill a crucial need of providing health care workers the cutting-edge, accredited training that’s so important in these challenging times.”

For more information, please visit mghihp.edu/CPD.

Librarian Receives Top National Award

Jessica Bell is one of just 10 librarians in the United States to be recognized by the American Library Association.

Bell, director of the Janis P. Bellack Library and Study Commons and the instructional design team, received the “I Love My Librarian” award in recognition of her outstanding contributions to the Institute’s research and instruction efforts.

She was selected from 1,865 nominations submitted by both educational and public library users across the country and is the only librarian in Massachusetts to be recognized.

When Bell arrived at the MGH Institute in 2008, she was its only librarian, overseeing an exclusively virtual library. Over the past 12 years, she has led an effort to expand the library to include a new physical space and a staff of librarians and instructional designers to support student learning and faculty scholarship and incorporate information literacy training in all the Institute’s academic programs.

During the first months of the coronavirus pandemic, when students were no longer able to receive clinical training on site at local hospitals early on, Bell pursued top-quality medical database access to ensure they would not fall behind, created extensive online instructional content, and helped the library host virtual community-building.

Bell attributes her success to the people around her. “I know my name is the one on the award, but I truly believe it is less a reflection on me as an individual and more on me as a member of our incredible IHP community,” she said.
Doctor of Speech-Language Pathology Program Begins

The MGH Institute has launched New England’s first clinical Doctor of Speech-Language Pathology (SLPD) program.

The post-professional program, which is primarily online, is designed for working speech-language pathologists who have a strong desire to assume advanced professional roles both within the field and within interprofessional teams, according to Dr. Bridget Perry, the program’s director.

“As a speech-language pathologist myself, I know firsthand many of the challenges SLPs face in clinical practice today,” said Perry, who earned a PhD in Rehabilitation Sciences in 2018 from the MGH Institute and is an assistant professor in the Department of Communication Sciences and Disorders.

“Our new SLPD program aims to develop highly effective leaders and practitioners who draw on cutting-edge clinical expertise and critical thinking abilities to advance the impact of our profession on patient outcomes and in educational systems.”

The six-semester program, which has two points of entry (fall and spring), includes a flexible schedule with a blend of self-directed and optional weekly live classes to meet professionals’ individual schedules.

Dr. Bridget Perry is director of the SLPD program.

The program has three other unique aspects:

- A personalized learning model. Students can customize coursework and take a deep dive into a specific area of interest. With guidance from a mentor or mentorship team within or outside the MGH Institute, students will complete a capstone project designed to address their specific learning objectives within their clinical area of interest.

- An interdisciplinary focus. This approach promotes collaboration with peers and practitioners from across the health professions, creating team-building opportunities in every course. The program reinforces the importance of team care by sharing many core courses with the MGH Institute’s post-professional Doctor of Occupational Therapy program. Research shows that this patient-centered team approach creates optimum patient outcomes.

- A commitment to justice, equity, diversity, and inclusion. Topics, projects, and action plans that focus on influencing and promoting these critical issues in service delivery for clients are woven throughout the curriculum.

For more information, please go to mghihp.edu/SLPD.

New Winter Term Offers Expanded Opportunities to Students

Students looking to participate in travel study experiences, take courses outside their program, or increase their interprofessional education knowledge began having more options this year.

A new three-week winter term, launched in December, follows strong support from student leaders and academic program leaders when the idea was first presented two years ago. “We saw it as a way to provide students with a number of elective opportunities that wouldn’t interfere with their normal academic schedule,” said Dr. Peter Cahn, associate provost for academic affairs.

The new term, he said, solves the issue of students missing classes while doing travel study and then needing to play academic catchup upon returning to campus. In addition, the winter term has the potential to include interprofessional activities, options for uniprofessional electives, and additional clinical and academic support without making full semesters busier.

While travel was off the table this year due to coronavirus pandemic restrictions, the new term offered an online course led by the occupational therapy department: Justice, Equity, Diversity, and Inclusion for the Health Professions Student. With a teaching team led by Dr. Sarah McKinnon, an assistant professor and director of the post-professional Doctor of Occupational Therapy program, the interprofessional three-credit course was developed with the Office of Justice, Equity, Diversity, and Inclusion.

“With the topic so prevalent now, we thought it was great for everyone to have an opportunity to take it,” McKinnon said, noting that students in three direct-entry programs signed up for the course, which was modified to present the same information as a full-term course in half the time. “It was a way for them to be immersed in the topic without being distracted by their regular courses, and it’s another way to focus on something we’re all striving to improve at the IHP, in our practices, and in society.”
Pandemic Doesn’t Deter Institute’s Financial Health

While the coronavirus pandemic created several significant and unprecedented challenges, the MGH Institute implemented several actions that stabilized its finances for the fiscal year ended September 30, 2020.

According to Atlas Evans, the vice president for finance and administration, the school’s net income from operations in FY20 was slightly above the break-even mark to continue a decade-long trend of positive results. This outcome helped offset pandemic-related issues including enrollment declines in the School of Nursing and prerequisite and non-degree courses; adjusting the Physician Assistant program’s summer term curriculum and deferring the start of its new cohort to the fall; and incurring nearly $700,000 in unbudgeted COVID-19-related expenses.

“Our efforts to develop new marketing strategies to increase enrollment and tuition and fee revenues, processes to control position vacancies, and reductions of other expenses reflect the success of the Institute’s strategies to manage its resources and to advance its mission,” he said.

Evans noted that since FY16, total revenues have increased 22 percent to $59.7 million, financial aid to students has increased 33 percent to $6.6 million, total assets have grown by 88 percent to $170.4 million, the endowment has grown by 31 percent to $46.5 million, and total net assets have increased by 55 percent to $94.8 million.

Complete details on the Institute’s FY20 financial report can be found at mghihp.edu/FY20.

Faculty Couple Collaborate on Pediatric Primary Care Book

Faculty members Kristine and Mike Ruggiero had always talked about working together, but it wasn’t until an offhand suggestion from a student that they found a way to do so.

“I’ve precepted many NP students who were always asking me about a book that they could reference for pediatric primary care,” said Kristine, an assistant professor of nursing. “They wanted something they could have and access while at their pediatric clinical rotation. When I was precepting, one of my students said jokingly that I should write a book.”

Mike is an instructor of physician assistant studies who previously had worked in pediatric urgent care during his career. So when Kristine told her husband the story, they quickly realized they had found their project.

“It is not a ‘textbook’ to help write a dissertation. It is a book designed for, and by, busy clinicians in the trenches of ambulatory practice.”

– KRISTINE AND MIKE RUGGIERO

The result is Fast Facts Handbook for Pediatric Primary Care: A Guide for Nurse Practitioners and Physician Assistants. Billed as a quick-access reference guide encompassing all key diagnostic and management essentials needed for safe and effective pediatric practice, the book incorporates the most current literature and evidence-based practice to explain how to best assess, diagnose, and treat common pediatric disorders in an ambulatory care setting.

Published by Springer Publishing, the book is divided into several sections: “Essentials of Pediatric Primary Care,” “Common Clinical Problems,” and “Point-of-Care Testing.” The couple each wrote several chapters, and Kristine also co-authored one chapter with Josh Merson, an assistant professor of physician assistant studies at the MGH Institute. Other chapters were written by clinicians, including several former IHP faculty, who work at Brigham and Women’s Hospital, Boston Children’s Hospital, and Partners Urgent Care.

“We realized that there really were no books coauthored by a physician assistant and nurse practitioner,” said Mike. “We felt that this was a good way to not only fulfill one of our scholarly goals but also to show that despite some differences in training, PAs and NPs have the same primary goal: to practice the highest quality of patient care.”
When the MGH Institute decided a decade ago to embark on creating an authentic research enterprise, its total grant portfolio sat at a modest $750,000. While some faculty did focus on research, the school lacked a comprehensive research program that could complement its excellent reputation in educating health care professionals.

“Research had always been part of the Institute’s mission, but it had never been part of its focus,” says Dr. Robert Hillman, an internationally renowned voice researcher who has held several faculty and administrative roles at the IHP over the past 25 years. A report submitted by an advisory panel led by former Trustee Dr. John Guttag changed that, stating in no uncertain terms that the Institute’s long-term viability would be greatly enhanced by making research an integral part of its operations. With the school being located in Boston, one of the world’s largest and most renowned research centers, its leaders knew competing head-on with such powerhouses as Harvard and MIT didn’t make sense. Instead, they decided to concentrate on a topic that already was integral to its core mission—rehabilitation.

To do so, the school would have to attract established researchers to jump start the initiative. The report also recommended establishing a PhD program in rehabilitation sciences to enhance the school’s research culture, provide senior researchers with the support needed to bolster their work, and prepare a new generation of investigators.

Together with enhancing nursing research, the initiative would focus on the types of conditions where there are major lingering questions that could only be answered by skilled researchers in the school’s existing disciplines, such as the recovery of abilities lost through accident, disease, or injury. It also would identify tools and treatments to allow patients to function at their full potential in society—answering questions that few investigators were asking.

A decade after the Board of Trustees signed off on the report’s recommendations, the school has made tremendous progress. In January, the Institute passed the $20 million mark in its total grant portfolio, an amazing 2,500% increase. There are now several full-time senior researchers, with plans to add more. The number of active grants has increased 18-fold, from two to 36. More than 50 PhD students and postdocs have been trained by 25 active researchers. Accepted publications and conference presentations by the full-time faculty have increased exponentially.

For Hillman, who was the inaugural associate provost for research and just recently stepped down as director of the PhD program, the results have surpassed even the most optimistic projections: “It’s become larger more quickly than we had hoped,” he says.

**An Auspicious Beginning**

At the University of Nebraska, Dr. Jordan Green was studying ways to improve the communication of persons with end-of-life speech impairments. Green, who held an endowed professorship, learned that the Institute was looking for established researchers. He was intrigued by the opportunity to help start the fledgling initiative, especially with its location in one of the country’s leading regions for biomedicai research. After meeting Hillman and other school leaders, he was so hooked that he convinced his colleague, Dr. Tiffany Hogan, to join him in Charlestown. “Their vision of what they wanted to create, the enthusiasm of the administrators, and the support they were offering were outstanding,” says Green, the IHP’s director of the Speech and Feeding Disorders Lab and associate provost for research. “Tiffany and I both thought it was a great opportunity to grow what we were doing.”
Soon after their arrival in 2013, Green's lab and Hogan's Speech and Language Literacy (SAIL) Lab moved into the Center for Health and Rehabilitation Research, a 14,000-square-foot state-of-the-art facility. Green, who is the inaugural Matina Souretis Horner Professor in Rehabilitation Sciences, and the members of his research team have been awarded over 20 grants, industry contracts, and competitive scholarships to support their research. Green has worked extensively with surgeons at Brigham and Women's Hospital to help facial transplant patients improve ways to talk and eat. And for the past two years, he has worked with Harvard University physics professor Dr. Michael Brenner and Google's Euphonia team to develop AI technology that helps people with even the most severe speech disorders communicate. (See story, page 19.)

Hogan and her team have concentrated on improving educational outcomes for children and adults with speech, language, and reading impairments. After developing a pilot program with students at Harvard-Kent Elementary School in Charlestown with a grant from the accounting firm RSM, she received a $3.9 million R01 grant from the National Institutes of Health (NIH) in January to expand the program to multiple locations in Massachusetts and other states—the largest single grant in the MGH Institute's history.

Physical therapist Dr. Teresa Kimberley is director of the Brain Recovery Lab. Using a five-year NIH grant, her lab is investigating how neuroimaging and non-invasive brain stimulation can help people recover from the neurological disorder dystonia. She is also helping to lead an interdisciplinary group that investigates how to predict and improve recovery from stroke. Kimberley, who is a core faculty member in the Massachusetts General Hospital's Department of Neurology in the Center for Neurotechnology and Neurorecovery and a member of the research staff at Spaulding Rehabilitation Hospital, is interim director of the Institute's PhD in Rehabilitation Sciences program.

Dr. Joanna Christodoulou, director of the Brain, Education, and Mind (BEAM) Lab, also at the research center, has gained national recognition studying the so-called “summer slump” in school-aged children and is co-leading, with researchers at MIT, a project funded by the National Science Foundation on reading and math disabilities. And physical therapist Dr. Janet Kneiss is using a National Institute on Aging grant to investigate whether cancer survivors diagnosed with severe cancer-related fatigue can be helped by changing their exercise regimen.

**Incubating New Researchers**

Dr. Nara Gavini, who has been a principal investigator with National Science Foundation, NIH, and USDA grants, was named the inaugural executive director of research in 2019. A former chief of the NIH Office of Extramural Programs at the National Institute of Nursing Research and chair of its diversity programs, he is tasked with managing and advancing the IHP's research and scholarship programs, including supporting ongoing research operations, facilitating faculty development, and promoting research partnerships.

One priority is cultivating and developing early-stage investigators, who have 10 or fewer years of research experience. To that end, an interprofessional grant writing support group, currently organized by Dr. Yael Arbel, an associate professor of communication sciences and disorders, and Dr. Julie Keysor, a professor of physical therapy, offers monthly meetings with established researchers.

Another initiative is the Research Mentoring Program. Led by Gavini, it pairs new researchers with their more seasoned counterparts to accelerate getting external funding. Fifteen faculty have enrolled since 2018, and all seven in the initial cohort have since been awarded external grants and promoted in their departments. Arbel, Dr. Sofia Vallila Rohrer, and Dr. Lauryn Zipse, co-directors of the Cognitive Neuroscience Group, were part of the first cohort. The three speech-language pathologists, who use behavioral and neuroscience methods to examine the relationship between learning, language ability, and cognitive factors, have each been awarded at least one NIH grant, and Arbel has received three totaling almost $3 million.

Other support is provided by two assistant professors in the Center for Interprofessional Studies and Innovation, Dr. Annie Fox and the newly hired Dr. Pernan Gochyyev, who evaluate and analyze the data needed for grant submissions. Michael Moody, the senior grants administrator, provides pre- and post-grant award support.

The school has created several recognitions to spur research, including the Faculty Award for Excellence in Research, the New Investigator Award, and the Excellence in
Mentoring Award. Several faculty have been awarded fellowships or have received other financial incentives that enable them to dedicate more time to their research. And last fall, the Research Operations Committee funded eight small grants to 20 faculty to examine the effects of the coronavirus on health care. “We want to help our early-stage investigators establish themselves so they can get on and navigate up the NIH ladder,” says Gavini.

Last year, the School of Nursing developed an Office of Research and Scholarship, naming Dr. Ruth Palan Lopez its director and inaugural associate dean for research and the Jacques Mohr Professor of Geriatric Nursing Research. Four priorities were identified: translational research and clinical practice; nursing and interprofessional education; climate change, climate justice, and health; and robotics, artificial intelligence, and big data. An initial step was the creation of the Center for Climate Change, Climate Justice, and Health. Led by Dr. Patrice Nicholas, the center has been featured in several prestigious publications including the New England Journal of Medicine and has partnered with institutions and nursing organizations both locally and globally to generate awareness on the health impacts of climate change.

“Nurses at the IHP are conducting world-class research and improving the lives of patients, families, and communities,” says Palan Lopez, who returned to the Institute after two years as the McMahan McKinley Endowed Professor in Gerontology at the University of Tennessee, Knoxville. “We want to support nurse researchers and scholars to conduct and disseminate rigorous scientific inquiry and scholarly activities that advance practice and improve the health of people worldwide.”

**The Next Decade**

“Our research programs, and their remarkable success, are impacting the entire IHP community,” says Dr. Alex Johnson, the provost and vice president for academic affairs. “Many of our faculty members are increasingly engaging in impactful projects that ultimately affect patient care. Students are engaging in work in research labs across the IHP. And new collaborations are being formed across the MGB system every day. It’s a point of pride for all of us.”

The school’s teaching faculty also are increasing their efforts, exemplified by the annual Scholarship and Research Day. Created a few years ago with a smattering of submissions, this year’s event boasted individual and collaborative presentations by over 40 faculty, PhD students, and alumni. Furthermore, accepted publications, posters, and conference presentations continue to rise each year. “When I look at these numbers, it shows the research culture is catching up with our values in education and clinical work,” says Johnson. “Faculty are pushing their careers ahead and bringing us with them.”

The interdisciplinary PhD in Rehabilitation Sciences program continues to be successful in training budding clinical research scientists. As well as taking core courses, students receive mentorship and training to pursue research for their own projects. They also provide crucial support for the school’s full-time researchers, as do a growing number of postdocs. Several graduates have joined the IHP faculty after graduation.

Gavini and Green now sit on more than a dozen research committees at hospitals throughout Mass General Brigham, strengthening the IHP’s connection within the health care system and ensuring it has a seat at the table, as well as fostering potential partnerships. For example, MGB’s Institutional Review Board recently agreed to provide expedited reviews of capstone projects by direct-entry students, of which 39 were recently approved.

Other partnerships with medical researchers at many of Boston’s other hospitals and area universities are also strengthening the Institute’s reputation. This, in turn, has helped recruit more faculty with a strong research focus, which has attracted more direct-entry applicants who are interested in incorporating research into their work after graduation.

Plans are underway to develop research clusters in which the Institute can leverage its existing expertise in certain areas, such as literacy and rehabilitation. Another possibility is creating an interprofessional initiative at the Sanders IMPACT Practice Center where researchers can incorporate the center’s clients into their studies, a “living lab,” as Green calls it. “We’re in a sweet spot that has developed into a self-supporting cycle,” he says. “Now that we’ve reached this level, we want to reinforce and expand on what we’ve accomplished.”

When asked about what lies ahead, Gavini is optimistic. “I think we can reach $30 million in our total grant portfolio in the next few years,” he says. “Definitely.”
Empowering Student Advocacy

The MGH Institute’s commitment to justice, equity, diversity, and inclusion continues to be strengthened, thanks to the work of 10 new JEDI Fellows.

BY ALYSSA HAYWOODE

Empowering students to help put the MGH Institute’s commitment to diversity and justice into action is something Dr. Kimberly Truong has been working on for some time.

Truong, the executive director of the school’s Office of Justice, Equity, Diversity, and Inclusion (JEDI), had noticed the increase of student activism around racial injustice issues and wanted to tap into that passion and activism. Last spring, months before the Black Lives Matter movement made headlines, she took a first step by hiring two students for a pilot program. The students were provided with training and mentorship and charged to develop and facilitate workshops and programs on diversity, equity, and inclusion across campus.

“They learned a lot of content that they don’t learn in the classroom,” Truong says. “They covered theory and research on the experiences of marginalized and minoritized groups, they learned soft skills like how to have difficult conversations and how to engage in equity work when they face resistance.”

The fledgling initiative developed into the JEDI Fellows program. Ten students are now embedded into all of the school’s academic programs, working with faculty and staff to address equity issues, including curricula that often inadequately deal with how to treat patients of color. In addition to other measures her office has developed, the initiative’s intention is to build on the IHP’s continuing commitment to address all inequities and fully create a campus where students, faculty, and staff feel safe, respected, and able to contribute to its growth. What better way to do that than by having students be part of the effort?

“So often students who are Black, Indigenous, or people of color [BIPOC] end up teaching their schools about diversity issues, but their work isn’t recognized,” says Truong, who made sure the fellows are paid, in order to acknowledge the value of their work. “We wanted to change that.”

One of the best things Kanayo Sakai has experienced is working with her other fellows. “Our training sessions have been a great opportunity to be in an environment where there’s open communication,” says the Master of Science in Nursing student. “I’ve gotten to learn about what other people think in a welcoming space where it’s okay to make mistakes and it’s okay to be uncomfortable. We discuss JEDI issues and move forward together.”

Sakai, who also is part of the School of Nursing’s Curriculum Task Force, said the training sessions have included critical race theory, which looks at race and power in society, and learning how to create brave spaces for open discussions of race and oppression.

One of her initial projects was creating a student survey to gather data and information that could be used to improve the curriculum. “Survey respondents acknowledged that many professors already try to include JEDI content in their curriculum but that there was room for...”

Kanayo Sakai says students want more instruction in caring for a diverse patient population.
improvement,” Sakai says. “Students want more instruction in caring for a diverse patient population. They want to learn more about working with patients from different racial backgrounds, from the LGBTQ+ community, and learning how to address health inequity.”

She also found that many nursing students are uncomfortable talking about diversity and inclusion. To show how these topics could be integrated into their studies, Sakai created a virtual workshop, “Justice, Equity, Diversity, and Inclusion with NCLEX Questions,” to address questions on the subject that are included in the licensing exam. The workshop, which she plans to hold in March, will focus on different manifestations of disease processes in dark-skinned patients, as well as considerations for caring for patients from diverse backgrounds.

“I want to help create an environment where individual perspectives can change,” Sakai says. “It’s important to change the curriculum but it’s also important to give students the tools and space they need to talk about these issues. If students aren’t ready to talk about them, then the changes that faculty make won’t be as effective.”

“We’re working with professors to see how they can integrate anti-racist or anti-oppression resources into their curriculum so that diversity issues don’t get put on the back burner,” Corliss Kanazawa says.

Kanazawa, a JEDI Fellow and an MSN student, also sits on the nursing school’s Curriculum Task Force and is a co-chair of the new group Students for Equity and Anti-Racism. She credits nursing Dean Elaine Tagliareni and the faculty on the task force as being very receptive to developing changes in their curriculum. “For example, in a health assessment class, we learn about looking at patients’ skin, but a lot of the textbooks only provide information on how to assess someone with light-colored skin,” Kanazawa notes. “Clearly, students need to understand how to do assessments of people with darker skin.”

Ideally, she says, students would learn about inclusion issues starting at orientation. “It could then evolve and build on itself so that learning foundational professional skills are intertwined with learning about these issues,” she says. “I’d like to see more communication and collaboration among the IHP’s programs and offices and a more singular vision for faculty and staff so that they can educate students who really care about these issues and who will go out and educate others.”

To that end, Kanazawa is helping to incorporate diversity values at the Dr. Charles A. and Ann Sanders IMPACT Practice Center, where students from across the IHP provide free care to Charlestown and Boston-area residents. “It’s a place where we can reach a lot of students and teach them as they’re providing care,” she says.

Dr. Patricia Reidy, the School of Nursing’s associate dean of academic affairs and innovation, says Kanazawa and Sakai have been an integral part of its JEDI Curriculum Task Force and expects their contributions will lead to lasting changes.

“I really value the input of these students,” Reidy says. “They help us think about things differently. They’ve been very productive, and they’re really helping us as a faculty to see what’s needed to develop a very robust curriculum that incorporates diversity and inclusion.”

“This work is essential,” Reidy adds. “We want our faculty to be well prepared to teach and talk about these issues. And we want our students to get the competency they need so they’re prepared as clinicians to care for a very diverse society.”

As an undergraduate at the University of California, Berkeley, Rosa Ortega was involved in programs that “lifted the veil on the inequities that exist in the education system,” she says. Now, as a student in the Communication Sciences and Disorders program and a JEDI Fellow working with the Department of Genetic Counseling, Ortega is blending her passion for social and educational justice with pursuing a career in speech-language pathology.

One of her most recent projects was to run a brave dialogue session with first-year genetic counseling students. “Brave dialogues are ways to create a community that helps push conversations forward,” she says. “There are strategies for talking about tough topics, and there are tools to help people learn to listen more and understand.”

If a conversation becomes tense, it can be tempting to just text a friend, Can you believe that? As a more productive strategy, she has taught students the Calm/Center, Listen, Appreciate, Respond, and
Inquire (CLARI) process from the University of Michigan’s Intergroup Dialogue model to better handle difficult situations. “It allows students to gain a better understanding of the dominant narratives that are coming up in these moments so they can talk about them,” she says.

Ortega has presented several case studies to students, including one about what to do if a supervisor misgenders a patient during a clinical placement. She also helped genetic counseling students process what they learned at a recent conference about social justice topics. And she has started talking with faculty about how to incorporate different strategies to address diversity issues when they come up during class.

“I really appreciate being able to create spaces for students to come together and push themselves to develop a better understanding of JEDI topics,” she says. “It’s inspiring to share ideas and tools with students who are excited about being leaders in their field.”

Annika Chan, a student in the Doctor of Occupational Therapy program, has focused her fellowship on assessing diversity activities within the academic programs in the School of Health and Rehabilitation Sciences. She’s examining unmet needs and promising areas for growth while helping to develop a strategic plan that weaves in anti-oppression strategies.

“Annika brings enthusiasm, creativity, a different perspective, and a passion for the work of justice, equity, diversity, and inclusion,” says Mike Boutin, the SHRS assistant dean for faculty and student success. “She has done a great job at connecting various stakeholders in diversity work with our programs and also across the IHP, including the School of Nursing.”

With the Institute on a modified campus schedule because of the coronavirus pandemic, Chan is using virtual forums to discuss challenging topics. One initiative created learning circles, starting with a screening and discussion about the documentary *Cooked: Survival by Zip Code*. The film explores the 1995 heat wave in Chicago and why people in poorer communities were more likely to die during the event.

“The film echoes what the country is going through now with how COVID-19 is disproportionately affecting people of color,” Chan says. “We talked about the fact that things really haven’t changed since then, and how we as health care providers are the first responders to these kinds of issues and global crises. We sometimes think we’re in our own little bubbles, but the environment and global challenges actually do affect us.”

The event attracted 30 participants, and Chan expects similar screenings and discussions to follow.

She also is researching ways to incorporate different strategies into interprofessional health care education. “I want to empower new graduates, people of color, and LGBTQ+ people who are health care providers to create spaces where we can work in teams to provide more client-centered care for a truly diverse population,” she says.

The experience has given her much more than just preparation for a new career. “I never wanted to be involved in policy change or in organizational change, but as a fellow, I’ve realized that changing policies is what creates positive change for individual patients,” Chan says. “After I graduate, I want to continue this work.”

That’s exactly the type of long-term result for which Truong hoped. “The program is set up to support students’ professional development,” she says, “so that they develop as leaders at the IHP and they take these skills with them as they move into their professional careers.”

**Meet the Rest of the JEDI Fellows**

**Bella Coyne, OTD ’22**, works in the Department of Occupational Therapy on creating workshop development accessibility resources, and with the Janis P. Bellack Library and Study Commons on resource guides.

**Courtney King, MSN ’23**, works in the School of Nursing on developing a “Pronouns 101” workshop and curriculum reform.

**Alejandra Luna, OTD ’22**, works with the Department of Physical Therapy on organizing a monthly journal club, working with the PT Curriculum Committee to explore ways to integrate issues of social justice more explicitly into its curriculum, and developing a discussion session with PT students on dealing with micro-aggressions in the workplace.

**Richard Monari, CSD ’21**, works in the Department of Communication Sciences and Disorders supporting multiple faculty-led task forces and collaborating with other fellows to host community discussions.

**Meg O’Brien, CSD ’22**, works in the Department of Physician Assistant Studies on data analysis for a survey on the perception of culture and JEDI topics in the PA program and assists with the JEDI PA Task Force’s environmental scan.

**Cherman Pierre, MSN ’22**, works in the School of Nursing on developing workshops and curriculum enrichment. He also is a member of the student club Students for Equity and Antiracism.
Dr. Jordan Green's work researching speech disorders has gained an important collaborator in Dr. Michael Brenner. Green has been working with Brenner, the Michael T. Cronin Professor of Applied Mathematics and a professor of physics at Harvard University, one of Google's team leaders for Project Euphonia, which is developing an app that will use artificial intelligence technology to help people with speech disorders communicate.

The Speech and Feeding Disorders Lab at the MGH Institute, of which Green is director, explores how to use new and emerging technologies to optimize communication in persons struggling to produce speech due to neurological and developmental conditions such as amyotrophic lateral sclerosis, stroke, Parkinson's disease, facial transplantation, and autism spectrum disorders.

Their collaboration was a highlight of the Institute's fall virtual fundraiser, “Educating the Future Front Line: The IHP Today.” The event, viewed by more than 200 alumni, faculty, staff, students, and friends of the Institute, raised over $200,000 to support student scholarships. It included 55 people donating during the event to trigger an additional $5,000 challenge gift by an anonymous member of the Board of Trustees.

“Project Euphonia really touches on a lot of the amazing work that's happened at the IHP, particularly in the laboratory of Dr. Green, over the last decade,” said Brenner. “In Dr. Green's lab, he has a variety of different creative approaches to help people who are dysarthric or who have motion disorders to try to help them communicate.”

For Green, whose research is on the cutting edge of speech disorders, partnering with Brenner is an encouraging step. “The team is leveraging Google's world-class AI technology, data pipelines, and talent,” he said. “Getting life-changing, enabling technologies such as automatic speech recognition out of the research lab and into clinics and homes requires not only rigorous engineering but also knowledge and expertise from clinicians, patients, and clinical scientists at the IHP and elsewhere.”

Rejvi Shaju, a Master of Physician Assistant Studies student, is one of the many IHP students who receive financial assistance. He told the audience of how he was first exposed to health care inequalities in Bangladesh, where he was born. But even after he and his family moved to Brooklyn, New York, those disparities—although less severe than in Bangladesh—affected a large swath of the population, spurring him to pursue a career in health care.

Being able to afford pursuing his dream was a serious challenge for Shaju, whose family had never earned more than $40,000 a year. Being named a Dr. Charles A. and Ann Sanders Scholarship recipient, he said, “gave me the courage to move to another state to receive the training and achieve my dreams of becoming a clinician.”
When Dr. Michael R. Jaff learned last summer that Boston Scientific was creating a multifaceted strategy to combat racism, inequity, and injustice, his first thought was how to connect that effort to the MGH Institute’s own commitment to diversity.

Jaff, the chief medical officer and vice president of clinical affairs, innovation, and technology, peripheral interventions at the global medical technology leader and a trustee at the Institute, knew the school was developing a new scholarship campaign to assist students of color. As part of Boston Scientific’s initiative, the company donated $100,000 to the IHP endowment to fund four annual scholarships, plus an additional $10,000 so students can begin receiving funds this spring.

“Health care inequalities are a terrible crisis we face in this country,” said Jaff, who is also an internationally renowned vascular specialist and the former president of Newton-Wellesley Hospital. “We're never going to solve this until our health care workers reflect the patients for whom they care, and it's exciting that the Institute wants to make it a cornerstone of its mission going forward. These funds will support students for years to come and are a step in the right direction.”

Clare McCully, the Institute’s chief development officer, said the idea to provide direct financial aid came about as school leaders addressed myriad racial injustice issues raised during last year’s Black Lives Matter movement. “While the Institute has dramatically increased the amount of financial aid for all students over the past several years, we realized we needed to improve our efforts for students of color,” she said. “This will help them fulfill their goal of becoming health care professionals.”

Honorary Trustee Carol Taylor and her husband, John Deknatel, were the first to join the scholarship initiative, continuing their long-term support of the Institute by sponsoring one of the scholarships in honor of E. Lorraine Baugh, the Institute’s first board chair. It was their second time celebrating Baugh. In 2012, the couple funded a visiting faculty scholars program that brings experts to the IHP campus to speak on topics with an emphasis on diversity and inclusion in the health professions.

“It was a good match with my interest with the lecture series while being another way to recognize Lorraine for all she has done for the Institute,” said Taylor, who stepped down from the board in 2015 after serving 11 years. “We need to continue addressing the financial disparities for people of color, which are more acute than ever.”

The Institute is now more than halfway toward creating 10 scholarships intended to increase diversity in the health professions. In doing so, the Institute is continuing its long-established mission of educating graduates who are reflective of the communities where they work and live. Each of the $25,000 donations will be matched by the school’s Kay Bander Scholarship Program to create separate $50,000 endowments, eventually providing $2,500 scholarships to 10 students each year.

In addition to offering financial support, Jaff said Boston Scientific will offer students the opportunity to shadow employees at its Marlborough offices, and envisions the possibility that IHP graduates could be hired in the future. “We currently have nurses working here, and we may need people from the rehabilitation sciences as well,” he said. “This could be the beginning of a strong synergy between Boston Scientific and the Institute.”
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- Ellen and Peter Zane

**Sponsor ($500–$999)**
- Dr. Jane S. Baldwin
- Jessica Bell
- Ellen R. Carr, NS ’88
- Karen Chenausky
- Amanda Crowell
- Vincent and Linda DiCecca
- Leslie Anne Feagley

**IMPACT OF YOUR SUPPORT**

After receiving my Doctor of Physical Therapy from the Institute, I accepted my first job where I interned at Newton-Wellesley Hospital, which made for a seamless transition and was an invaluable experience. I continued my career working primarily in outpatient settings in California and then Illinois, and I am currently the lead physical therapist and supervisor at a satellite clinic for Northwestern Medicine’s Central DuPage Hospital. I am so grateful for the solid foundation I was able to build at the IHP and for the Adams Scholarship that helped me take the leap to move far away from home and attend the top graduate school on my list. I feel very fortunate to have been a part of the Boston health professions community and to have made some incredible memories and lifelong friendships with classmates and colleagues from all over the country along the way.”

— Amber Hosey, PT ’08
“I started my career working at the East Boston Neighborhood Health Center and was there for almost five years. After that, I worked in private practice for about 1½ years before I decided to move back to the community health setting where I am happiest. After almost 10 years of clinical practice, I am now hoping to become more involved in health administration. However, my agenda is still the same: that of helping the most fragile and disenfranchised in our communities. I now live in Tucson, Arizona, where I volunteer on the Mexican border and at a free clinic in South Tucson. I am so grateful for the scholarship I received that allowed me the wonderful opportunity of becoming a nurse practitioner.”

— Leigh C. Tiedemann, NS ‘09
“After graduating from the IHP, I returned to California and started my outpatient career at Ventura County Medical Center, where I was mostly drawn to the pediatric orthopedic and underserved populations. With a long-term interest of becoming a private-practice owner, in 2013 I became co-founder and president of Two Trees Physical Therapy & Wellness. I became a board-certified clinical specialist in orthopedics and pediatrics in 2016, studying for both exams while raising two children under the age of three. In 2017, my husband and I welcomed our third child two weeks before losing our home to the Thomas Fire, after which we subsequently rebuilt. The business grew before partnering with a multi-state therapy platform and opened a seventh location. I am so grateful for the fellowship I received while at the IHP and the opportunities it afforded me.”

— Rosanna Kirkendall-Azer, PT ’08
“I chose to pursue health care, and genetic counseling in particular, because it allows me to combine my interest in science with my love of connecting with and helping others. Genetics excites me because the field is constantly developing and innovating, and I feel that there will be infinite opportunities for improving people’s lives through genetic technologies. I hope to use my education to empower patients and advocate for equitable access to genetics services. The promise and the hope that genetics provides for so many people seeking cures and answers motivates me every day.”

— Katie Regan, GC ’22
Class Notes
Class Notes are compiled through a variety of sources, including information sent in by alumni, hospital publications within Mass General Brigham and beyond, and public information released by various organizations.

Communication Sciences and Disorders
Laurie Dionisio, MS-SLP ‘04, designed an inclusive preschool playground communication board at Potter Elementary School in Dartmouth, MA. Students who are nonverbal can use it to communicate their needs and wants with their peers and adults using simple pictures with which they are familiar.

Tom Shull, MS-SLP ‘10, was asked by the presidential inaugural committee to provide cued language transliteration for the televised COVID-19 memorial event and the swearing-in ceremony for President-elect Biden and Vice President-elect Kamala Harris. Shull also works as a speech-language pathologist for the Boston Public Schools.

Xue Bao, MS-SLP ‘16, who is also in the PhD in Rehabilitation Sciences program, was interviewed in a Boston Globe Magazine article about developing a model to estimate how far behind kindergartners are in the classroom because of the pandemic. She is the lead author of the International Journal of Environmental Research and Public Health article, “Modeling Reading Ability Gain in Kindergarten Children During COVID-19 School Closures.”

Health Professions Education
David Topor, HPEd ’13, received the 2020 David M. Worthen Innovator Award from the U.S. Department of Veterans Affairs for creating and hosting a webinar series that provides effective ways for health professions faculty to teach, supervise, and mentor health professional trainees at more than 150 VA medical centers across the country.

Nursing
Virginia Capasso, NS-CAS ‘94, was elected to a second term on the Board of Directors of the National Pressure Injury Advisory Panel as well as to a one-year term as secretary of the organization.

Rebecca (Ripps) Garber, MSN ‘02, received the American Association of Nurse Practitioner’s State Award for Excellence in Practice in Colorado.

Colleen Daniels, MSN ‘07, is co-owner of DeluxeBar, a medical spa clinic in Norwell, MA. The business recently was featured in South Shore Home, Life, & Style magazine.

Manu Thakral, MSN ‘08, presented “You Are in the Wrong Room: Challenges to Inclusion for Nurses with Disabilities” at Spaulding Rehabilitation Hospital’s Division of Nursing Grand Rounds. She is an assistant professor of nursing at the University of Massachusetts Boston.

Beth Schinkel, BSN ‘10, was a co-author of “Concentrating Human Milk: An Innovative Point-of-Care Device Designed to Increase Human Milk Feeding Options for Preterm Infants” in the Journal of Perinatology.

Jason Fox, MSN ‘12, was recently named director of the Grayken Addiction Nursing Fellowship Program at Boston Medical Center.

Teresa Kuta Reske, DNP ‘16, has been promoted to associate dean of graduate and doctoral studies for the School of Nursing at the College of Our Lady of the Elms in Chicopee, MA.

Hannah Nichols, MSN ‘17, a nurse practitioner at Boston University’s Student Health Center, participated as a panelist at the BU-sponsored event, “Sexual Health Experts Talk Pandemic Sex.”

Tesiah Coleman, MSN ‘19, authored “Anti-Racism in Nursing Education: Recommendations for Racial Justice Praxis” in the November issue of the Journal of Nursing Education.

Kathryn (Kate) Anastasi, BSN ’19, Emily Lloyd, BSN ’19, and Amanda Norton, MSN ’10, received Daisy Awards for their work at Massachusetts General Hospital. The awards, which were founded in 1999 by a family whose son died from complications of an autoimmune disease, are presented quarterly at the hospital.

Anthony Paredes, MSN ’20, has created a walk-in clinic for Casa Esperanza Conexiones, Massachusetts’ only bilingual/bicultural clinical stabilization services program that assists people recovering from drug and alcohol addiction.

Occupational Therapy
Maggie Connors DeForge, OTD ’19, was chosen for the 2020-2021 Geriatric Mental Health OT Fellow at the VA Medical Center in Durham, NC.

Bria Mitchel-Gillespie, OTD ’20, Hiba Hasim, OTD ’20, and Megan Griffin, OTD ’20, along with OT Associate Professor Rawan AlHeresh, published “Sustainable Support Solutions for Community-Based Rehabilitation Workers in Refugee Camps: Piloting Telehealth Acceptability and Implementation” in the Journal of Globalization and Health.

Physical Therapy
Naseem Chatiwalla, MSPT ’04, has created a three-part therapist self-care video series at Summit Professional Education that discusses what particular items cause burnouts, explains unique ways to address burnouts, and provides different ideas to prevent burnouts.

Sidney Argueta, DPT ’20, was one of eight vaccinated health care workers from Massachusetts General Hospital to attend Super Bowl LV. This was the first-ever professional football game the Rhode Island native attended.

Physician Assistant Studies
Alyse Churchill, PAS ’20, married Hunter Carpenter during a ceremony in Carpenter’s parents’ backyard in Plymouth, MA.

Rehabilitation Sciences
Kimberly Erler, PhD ’17, received the American Congress of Rehabilitation Medicine Brain Injury Interdisciplinary Special Interest Group Travel Scholarship Award to attend the 97th ACRM Virtual Annual Conference. She is an assistant professor of occupational therapy at the IHP.

Julie Shulman, PhD ’20, received the 2020 Clinical Research Award from the Massachusetts chapter of the American Physical Therapy Association.

We invite you to submit your news and photos to alumni@mghihp.edu, or at www.mghihp.edu/alumni.
As early as February 2020, the rumblings of an oncoming pandemic began to hit the satellite health center at Lynn Vocational Technical Institute, where I worked as a primary care pediatric nurse practitioner. It started as worried discussion about the news coming from overseas and COVID-19 cases reaching New York, which turned into speculation of when the wave would hit us and how bad it would be.

Then all the schools shut down and I relocated to the main site of the Lynn Community Health Center. I was filled with tense dread. Reports of hospitals becoming overburdened and cities going into lockdown were increasing, but I also felt a small amount of nervous anticipation: This is what I was trained for, to be able to help in a time of need.

Last spring, when the pandemic’s chaos was new, we worried about not knowing how the virus spread. I performed COVID-19 testing, including in triage to ensure patients were screened to go to the proper areas of the health center, and in urgent care to find possible coronavirus patients.

We worried about mask shortages and the best way to store our N95 mask—if we were lucky enough to have one. We worried about our sick patients when they asked how they should get food if they were supposed to be in quarantine. We worried about our teenage patients when they asked about how to march safely in a Black Lives Matter protest. We worried about each other, about how our coworkers were dealing with the stress of a historic pandemic and the stress of political and social unrest, and the anger that came with that.

I worried when a coughing, flailing patient knocked off my mask—would those few seconds of exposure be enough to give me the virus? I’d spend the next two weeks anxiously wondering if symptoms would appear; thankfully, they haven’t yet. As a person of Asian descent, I worried that an angry patient might spew xenophobic comments, or worse, follow me later to continue the onslaught of slurs and ignorant questions. That happened more than once.

I worried about exposing my parents. So, Sunday lunch with the family became a plate of dumplings my dad placed on the indoor porch where I sat, which I took only after he closed the sliding glass door separating it from the dining room.

Even though the pandemic highlighted the biggest problems in our society and our health care system, it also gave us the opportunity to lift each other up. In Lynn, community health workers sewed hundreds of masks to give out at the start of the pandemic when masks were in short supply. Local distillers made and donated hand sanitizer that we gave out in coronavirus care packages to our patients. While more people went to shelters and food pantries, others donated clothes and food. We came together to make this new normal a little more bearable.

After receiving both vaccine shots recently, I felt an enormous wave of excitement and relief. I feel a little bit safer when I see patients and family. My parents have also received the vaccine, so now I can visit without a glass door separating us. I tell every patient I see about the positives of getting the vaccine, taking the time to dismantle the YouTube and Facebook conspiracies my teen patients and their parents often believe. I have given presentations in the community to teen groups and adult ESL learners to spread the word that the vaccine is safe. As I vaccinated one of my fellow coworkers, we talked about that sudden rush of relief and joy.

Recently, my last patient of the day was an older gentleman who was so excited to get his vaccine that he asked another nurse to record him getting his shot, so he could post it on Facebook. He told us that as a religious leader in a minority community, he wanted everyone to know the vaccine was safe and that it was time for us all to band together and go on the offense against the pandemic. After a year of worry, there’s a little bit of hope upon which to build in 2021.
The MGH Institute is now a partner with Amazon Smile, the online retailer’s website that offers the same products, prices, and shopping features as Amazon.com. The difference is that when you shop on AmazonSmile, the AmazonSmile Foundation will donate 0.5% of the purchase price of eligible products to the charitable organization of your choice—and we hope it’s the IHP!

To start supporting the IHP today, go to https://tinyurl.com/ihpsmile.