

# MGH INSTITUTE OF HEALTH PROFESSIONS

A MAGAZINE FOR ALUMNI AND FRIENDS OF THE BOSTON GRADUATE SCHOOL FOUNDED BY MASSACHUSETTS GENERAL HOSPITAL



## Global Impact

Service trips at home and abroad have a lasting effect for both students and patients.

New Alumni Director to Stress Engagement

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New Center to Tackle Climate Change

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# TOMORROW READY



“There are many students from different areas of the country and the world, and we are all studying different things, but in the end we are all working together to accomplish the same goal of providing the best possible care to patients.”

—MIGUEL SANTIAGO  
Doctor of Physical Therapy,  
Class of 2019



**MGH INSTITUTE**  
OF HEALTH PROFESSIONS

A graduate school founded by Massachusetts General Hospital

[www.mghihp.edu](http://www.mghihp.edu)

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[www.mghihp.edu](http://www.mghihp.edu)

# A Singular Focus on Health Care

I think it is safe to say that MGH Institute of Health Professions is an academic institution that is like no other.

It's our singular focus on health professions education, practice, and science that makes us unique—and this shows in the people we continue to attract after almost 42 years in existence. Our passionate students have changed their lives to commit to a career of helping people and improving health care. Our stellar faculty are driving innovation in both health professions education and the science of health care delivery. Our alumni are transforming the health care environments in which they practice.

As we begin to execute our new four-year strategic plan ([mghihp.edu/strategicplan](http://mghihp.edu/strategicplan)), I look forward to seeing the implementation of many initiatives that will take us further on our journey of excellence and make the IHP an exceptional graduate school.

One thing to which we have committed is expanding our global health portfolio. Transformational experiences that advance our students' knowledge of different health care systems can play a key role in helping them grow into providers with a deep understanding of the impact of economic, cultural, and social determinants. I recently had the opportunity to listen to a group of occupational therapy students who spent two weeks in a refugee camp in Jordan with Assistant Professor Rawan AlHeresh. The students talked about how much they valued being able to help those in need, the trip's impact on their professional development, and viewing the world as one community. It has forever changed them.

Establishing partnerships, whether halfway around the world in Jordan or around the corner in Charlestown, enriches our academic programs in meaningful ways. By opening their doors to our students, partner organizations help everyone at the Institute learn more about the real needs and experience of patients, families, and communities. They also enable students to see the impact of their work on individuals who might not have had the opportunity for care or support, while providing rewarding clinical experiences that cannot be duplicated in the classroom.

Building partnerships such as these is a key component of our 2018–2022 Strategic Plan. Last fall, we recognized more than 60 partner organizations during a community celebration, thanking them for their support in helping to educate our students and publicly acknowledging how much the relationships between our organizations mean to us and to our future. More details on these relationships appear on page 9.

It's been 18 months since I arrived at the Institute, and I continue to be amazed at the dedication and focus of everyone on campus. Each day I arrive knowing that I will learn something new in a community whose singular focus is to positively impact people's lives by preparing the next generation of health care leaders. I feel fortunate to be a part of this effort.

I invite you to visit campus if you are in the Boston area. While many of our more than 7,700 graduates earned their degree at our Charlestown Navy Yard campus, those who graduated even two years ago will be astounded to see our new state-of-the-art facilities at the Catherine Filene Shouse Building and at 2 Constitution Wharf (as it recently was renamed), home of our innovative Dr. Charles A. and Ann Sanders IMPACT Practice Center.



Paula Milone-Nuzzo,  
President and John Hilton  
Knowles Professor

**Transformational experiences that advance our students' knowledge of different health care systems can play a key role in helping them grow into providers with a deep understanding of the impact of economic, cultural, and social determinants.**

## FIVE QUESTIONS

# Katie Mulcahy, Director of Alumni Relations

*Katie Mulcahy has worked with alumni, students, and faculty during her 15 years at the MGH Institute. She joined the IHP in 2003 as an admissions counselor and three years later became program manager for the Clinical Investigation program. Since 2008, she had been the program manager for the Department of Communication Sciences and Disorders.*



Katie Mulcahy will focus on strengthening the relationship between alumni and the IHP.

### 1 You have worked in several departments at the Institute. What interested you in moving to the Alumni office?

**KM:** It is the sense of peoples' stories that drew me to the position. In my previous roles, I worked with students from the time they applied until they graduated. I'd regularly get emails or phone calls from alumni and would speak with them about their career and family life. I'd also connect with them at events such as the annual American Speech-Language-Hearing Association conference. It was great hearing about what they were doing, and how they were making a difference in their own way. So I came to realize I wanted to work with alumni full time so I could create opportunities for graduates from all our programs to stay connected with the Institute.

### 2 What do you think alumni are looking for from the IHP?

**KM:** Lifelong learning, career development, and networking opportunities, for the most part. Now that the IHP has expanded its continuing and professional development department to offer a wide range of seminars and continuing education courses, there are more reasons for alumni to remain engaged in ways that are meaningful to them. I'd also like to increase opportunities for alumni to return to campus or engage with us online to share their knowledge with other graduates as well as students. That's something I'm going to focus on.

### 3 Your position is part of the Office of Student and Alumni Services. What are the benefits of working within that setting?

**KM:** It's a perfect fit because having alumni and student services together can create an environment where students can really see how their connection to the IHP doesn't end when they graduate. Many students already receive help from our career development staff as they begin their job search, and alumni increasingly are using the service to help get their second or third job, so that kind of interaction already is part of their natural progression from sitting in a classroom to working. We're developing a new initiative called STAT, or Students Today, Alumni Tomorrow, to strengthen their connection with the Institute by the time they graduate.

### 4 How does STAT work?

**KM:** Students like to connect with alumni because they've had common experiences at the IHP. I've seen it when graduates return to give guest lectures in

a class or speak at special events. Students wait in line to ask a question or even just say hello. And interactions occur daily with the hundreds of alumni who are faculty members, preceptors, term lecturers, and unit supervisors. Plus, now that all students are getting interprofessional experiences in IMPACT Practice courses, I look forward to helping them connect with alumni from disciplines other than their own.

### 5 Okay, it's 2027 and the IHP is celebrating its 50th anniversary. What kind of relationship do you envision alumni will have with the school then?

**KM:** Wow, 50 years! I want our alumni to see the IHP as their go-to place for lifelong learning opportunities and engaging in career development offerings that allow them to be both a mentee and a mentor. Where they share a common bond and sense of purpose. And to be active with a community where everyone is working to make the world a better place.



## Three Elected to Board of Trustees

Roya Ghazinouri, PT, DPT '07, MS '99, director of operations and strategy at Brigham and Women's Hospital's Center for Healthcare Delivery Sciences and an instructor in Orthopedic Surgery at Harvard Medical School; Robert E. Johnson, PhD, chancellor of the University of Massachusetts Dartmouth; and Heather Unruh, an award-winning journalist, recently began their term on the MGH Institute's governing body.

"We are excited about Roya, Bob, and Heather joining the Board," said Board chair Jeanette Ives Erickson, DNP '11, RN, FAAN. "We look forward to benefiting from their wisdom and experience to help the MGH Institute continue to advance its mission of educating tomorrow's health care leaders."

Prior to her role at the Center for Healthcare Delivery Sciences, Dr. Ghazinouri led significant quality improvement and process improvement initiatives at Memorial Sloan Kettering Cancer Center and Brigham and Women's Hospital. Over the past 20 years, she has designed and led programs to reduce unnecessary variation in practice and improve collaboration and communication among health care teams. She has co-authored more than 20 publications in physical therapy, orthopedic outcomes research, quality improvement, and health services research. The Iran native received two degrees from the IHP: a Master of Science in Physical Therapy in 1999, and a Doctor of Physical Therapy in 2007.

In announcing Dr. Johnson's 2017 appointment at UMass Dartmouth, University of Massachusetts President



Heather Unruh, Dr. Robert Johnson, and Dr. Roya Ghazinouri bring a wide array of experience to the MGH Institute's governing board.

Marty Meehan described him as an "accomplished, visionary leader with an entrepreneurial spirit and a proven commitment to student success."

Previously, Johnson spent seven years as president of Becker College in Worcester, and was senior vice president of Sinclair Community College, vice president of enrollment management at the University of Dayton, vice provost at Oakland University, and executive director of enrollment management at Central State University. He also has served as a member of the Massachusetts Board of Higher Education and vice chair of the Massachusetts Technology Collaborative. He holds a PhD in higher education administration from Touro University International, a master's degree in education administration from the University of Cincinnati, and a bachelor's degree in economics from Morehouse College.

Unruh is a four-time Emmy-award winner with over 20 years of experience as an anchor and medical reporter. She spent 15 years at WCVB-TV's award-winning NewsCenter 5, serving most recently as co-anchor of the 6:00 p.m. and 11:00 p.m. newscasts. Her awards include multiple Edward R. Murrow Awards, the American Cancer Society's Sword of Hope Award, the Clarion Award from Women in Communications, and the top national recognition from the American Women in Radio and Television, the "Grand Gracie," for excellence in reporting. She is a member of an advisory board to the Lung Cancer Alliance and has served on the regional board of directors for the American Heart Association. She also has been actively involved with Boston Medical Center, Go Red For Women, and the MSPCA. She is a graduate of DePauw University.

# Dr. Henry Mankin Remembered

It was the early 1970s, and Henry J. Mankin had just been appointed chief of orthopaedics at Massachusetts General Hospital.

It wasn't long before he heard about a new school—its working name was MGH University—that was being contemplated. The hospital had recently decided to shut down its century-old nursing diploma school but wanted to remain in the higher education business. Dr. Mankin, who also was chair of MGH's Committee on Teaching and Education, was all in.

Mankin, who passed away last December at the age of 90, was remembered by several people associated with the Institute from its early days as a leading advocate for the school's creation.

"Henry was one of the only physicians at the hospital who was involved early on," recalled Alan Jette, a physical therapist who was among the IHP's first faculty members. "Most of the doctors thought the Institute could become a distraction, but Henry knew immediately that it could be a great asset to MGH as well as be a new kind of health professions school."

Mankin originally worked with Dr. Charles Sanders, the hospital's general director, who had continued the early efforts of Dr. John Hilton Knowles after Knowles' unexpected early death. When Sanders left for the private sector, Dr. J. Robert Buchanan picked up the mantle, and he and Mankin shepherded the Institute's application past strenuous objections from several area universities and ensured it received approval from the state's board of higher education.

Most of the leaders of non-medical departments at the MGH, including Ruth Sleeper (nursing), Marjorie Ionta (physical therapy), Annie Galbraith (dietetics), Julie Atwood (speech-language pathology), and Barbara Berkman (social work), along



Dr. Henry Mankin was a leading advocate for the IHP's creation.

with Nancy Watts, who ran the hospital's education department, joined Mankin as acting faculty even before the first classes were offered. (Dietetics and social work closed in the 1980s due to changing market conditions.)

Mankin, an orthopaedic surgeon, was well-connected to the physical therapy world, and he convinced several PTs with whom he worked to be the IHP's first students. Among that initial group was BA Harris, who recalled how Mankin talked up the fledgling school at every chance.

**“Without Henry’s dedication and commitment, the Institute never would have made it to where it is today.”**

– DR. ALAN JETTE

“Henry was dedicated to the school's mission of developing leaders in the health care professions. He frequently gave talks at the hospital, and he held well-attended lectures at Shriners Auditorium to publicize the IHP,” said Dr. Harris, who would receive the

Institute's first graduate degree in 1983 and spend most of the next three decades as a faculty member. “He was its spirit and energy in those early years.”

Mankin taught courses in orthopaedics, physiology, and biomechanics at MGH's Ruth Sleeper Hall, where the IHP initially was located. He also served as a preceptor and thesis reader for students, many of whom used his data about his patients to produce research projects and write articles that would be published in peer-reviewed journals.

Additionally, Mankin was one of the school's first trustees, serving for 20 years until 2001, when he was named an honorary trustee. He continued to lecture well into the first decade of the 21st century, co-chaired the 2008 Institute Gala with Sanders, and established the Mary Mankin Prize in honor of his mother, which is awarded each year to a graduating DPT student.

“I think it's safe to say that without Henry's dedication and commitment, the Institute never would have made it to where it is today,” said Dr. Jette, who remains on the school's faculty in the PhD in Rehabilitation Sciences program. “He never wavered in his belief.”

# New SHRS Dean Arrives with Acclaimed Model of Care

BY ALYSSA HAYWOODE

Michael Iwama wants to be a part of raising the MGH Institute's profile as one of the premier graduate schools in the United States.

Dr. Iwama is the new Dean of the School of Health and Rehabilitation Sciences. He arrived in December from Augusta University in Georgia, where he had chaired the Department of Occupational Therapy for the past six years.

"I'm at that stage in my career where I really want to be able to contribute to a legacy, work with colleagues to achieve something truly great, and give something back to the world," says Dean Iwama, who was born in Japan and grew up in Canada. "And I want to do it at the MGH Institute."

For the past 12 years, Iwama has championed a new framework of care he developed, one that transcends geography and nationalities. Called the Kawa Model, it allows OTs to put the concept of "occupation" aside and ask patients how they want to live their lives so that it is more meaningful to them, and then collaborate on how to achieve that.

His 2006 book, *The Kawa Model: Culturally Relevant Occupational Therapy*, is considered a landmark publication in occupational therapy and a significant contribution to the rehabilitation theory literature. It began, Iwama says, out of necessity when he was working in Japan and found himself struggling to share with Japanese health professionals and patients his occupational therapy knowledge, which was fused with North American norms. "They would look at me and say, 'You know, you're breaking all of our social rules. You're being too individualistic,'" he says. "I realized that I was directing patients to



Dr. Michael Iwama likens the Kawa Model to open-source software, something that always is being adapted and tweaked.

do things that didn't necessarily make sense to them."

Iwama devised a unique way of using a river—in Japanese, *kawa* means "river"—as a metaphor to explain the concept of life flow to patients. At any point, the river can run freely or be constricted. Water, then, is symbolic of

**"It's the person's authentic story that we really want to get to. Then the therapist looks for every possible potential for greater flow in a person's life."**

— DEAN MICHAEL IWAMA

life flow. The water is shaped by the river walls—which are symbolic of a person's physical, social, and emotional environments. Rocks, or life obstacles, can block the flow. Or there may be driftwood, neutral or positive elements that may dislodge rocks or widen the river's

channel. "It's the person's authentic story that we really want to get to," he explains. "Then the therapist looks for every possible potential for greater flow in a person's life."

He likens the Kawa Model to open-source software—something that always is being adapted and tweaked. In the United States, patients typically draw their own rivers. In Spain, drawing the river is often a collaboration between patient and therapist. In Japan, the therapist tends to lead the conversation about the river. And, in a nod to today's technological world, there's even a Kawa app for those on the go.

Iwama believes the model can help advance the school's focus on interprofessional education. "The same metaphor can be harnessed to bring our other programs to an enhanced way to focus on the client," he says. "I'm looking forward to immersing myself in all the Institute's programs to help make them among the very best in the country, if not the world. And I get to work with the best of the best, in a community where people exemplify excellence."

# Recognizing Local Partnerships

The MGH Institute's connection with its neighborhood partners has never been stronger.

To say thank you to the more than 60 nonprofits, public schools, health care facilities, and other organizations with whom the Institute partners, the Institute held its first Celebration of Community last fall.

Monies raised at the event will increase the \$6.5 million in scholarships the Institute provides to many of its 1,600 students, many of whom accumulate a significant amount of undergraduate and graduate school debt. Master of Science in Nursing student Sheena Wood, who is scheduled to graduate in 2021, applied to the IHP last year without knowing how she would pay for school. Not only was she admitted, but she was awarded a Charles and Ann Sanders Interprofessional Scholarship to help defray tuition.

"I was overjoyed when I received the scholarship, not only by the honor of support from the Sanders family, but also because I knew that I could pursue my dream of becoming the best nurse I can be," Wood told the audience.

Several speakers talked about the partnerships the Institute has developed over the years. Keynote speaker Josh Kraft, CEO of the Boys & Girls Clubs of Boston, applauded IHP students for bringing health care solutions to children. "We certainly don't have all the answers, but it's partnerships like the one MGH Institute has with the community that can make things better," he said.

Turahn Dorsey, chief of education for Boston, noted how Mayor Martin Walsh is appreciative of the Institute's efforts that include students providing care, volunteering, and assisting children in schools throughout the city.



**Turahn Dorsey, right, and President Paula Milone-Nuzzo greet performers from the Charlestown Boys & Girls Club. Behind them are Josh Kraft, left, CEO of the Boys & Girls Club of Boston, and Jason Gallagher, principal of Harvard-Kent Elementary School.**

The event's platinum sponsor was Massachusetts General Hospital. Gold sponsors included Davis Marcus Partners, McCall & Almy, Inc., Putnam Investments, and Wise Construction Corporation. Sterling sponsors included Alexandria Real Estate Equities, Inc., Peter and Pamela D'Arrigo, Eversource Energy Foundation, Fulton Properties, LLC, Trish and Mark Joyce, Mr. and Mrs. John H. Knowles, Jr., Massachusetts General Physicians Organization, MGH Nurses' Alumnae Association, Inc., Dr. Paula Milone-Nuzzo, National Development & Charles River Realty Investors, Newton-Wellesley Hospital, and Spaulding Rehabilitation Hospital.

**"It's partnerships like the one MGH Institute has with the community that can make things better."**

- JOSH KRAFT, CEO  
THE BOYS & GIRLS CLUBS  
OF BOSTON

## Community Partners

**Charlestown:** Alexandria Real Estate, BCYF Charlestown Community Center, Boston Housing Authority @ Ferrin Street, Boston National Historic Park @ Charlestown Navy Yard, Boys and Girls Club of Charlestown, Bunker Hill Community College, Center for Medical Simulation, Charlestown Mother's Association, Charlestown Neighborhood Council, Charlestown Public Library, Charlestown YMCA, Courageous Sailing, Dennis McLaughlin House, First Church in Charlestown, Friends of Charlestown Navy Yard, Friends of City Square Park, Fulton Properties, LLC, Golden Age Center, Harborview at the Navy Yard, Harvard-Kent Elementary School, Harvest on Vine Food Pantry, HomeBase, John F. Kennedy Family Service Center, MGH Captain's Quarters Daycare, MGH Charlestown HealthCare Center, MGH Children's Quarters Daycare, National Development & Charles River Realty Investors, Ronald McDonald House at Boston Harbor, Spaulding Rehabilitation Hospital - Charlestown, Special Townies, St. John's Episcopal Church, St. Mary-St. Catherine of Siena Parish, USS Constitution Museum, and Zelma Lacey House

**Greater Boston:** AccesSportAmerica, Amy Lowell House, Boston Children's School, Boston Food Forest Coalition, Boston Health Care for the Homeless Program, Boston Rescue Mission, Brigham and Women's Hospital, Center Club Boston, Community Resources for Justice, Community Servings, Crimson Care Collaborative with Harvard Medical School, Eliot School, Esplanade, Good Shepherd School, Hearth at Ruggles, Home for Little Wanderers, Horizons for Homeless Children, Kroc Corps Community Center, Mario Umana Academy, Massachusetts General Hospital, Massachusetts General Physicians Organization, MGH Nurses' Alumnae Association, More Than Words Boston, New England Aquarium, Old West Church, Project Place, Room to Grow, Rose Fitzgerald Kennedy Greenway Conservancy, Rosie's Place, Southwest Corridor Park, Spaulding Rehabilitation Hospital - Brighton, Spaulding Rehab Pet Therapy, and Susan Bailis Assisted Living

# New Center to Tackle Climate Change

A new initiative launched by School of Nursing faculty promises to tackle the effects of global warming, which a recent United Nations report says are far more dire than scientists previously predicted.

The Center for Climate Change, Climate Justice, and Health is the country's first nurse-led initiative that focuses on climate issues through education, research, and advocacy. The Center's mission is to promote research and scholarship that explores the impact of climate change on health of populations; bring together thought leaders on climate, climate justice, and health by hosting symposiums and creating educational offerings, including a certificate; and create opportunities for public discourse and advocacy that result in policy changes promoting preventative measures.

"Not everyone recognizes that nurses, and health professionals in general, can play a critical role in preventing and preparing for climate change. The School of Nursing is uniquely positioned to impact the health care of individuals, families, and communities locally and around the globe," said Dean Inez Tuck. "In creating the Center for Climate Change, Climate Justice, and Health, we have the opportunity to work together in our roles as teachers, clinicians, policy makers, scientists, and environmentalists to address these pressing issues through education, practice, research, and service."

"Nurses play a key role in teaching wellness and preventative care, so it made sense to build on this expertise and give the Institute a voice in the global dialogue about health and the environment," said Dr. Leslie Neal-Boylan, the chair of the Center's steering committee



Several nursing faculty are focusing on the health effects of global warming.

and associate dean for academic affairs and program innovation. "It's a chance for us to make an impact on the world's most pressing problem."

The Center will combine the scholarly expertise and passion of 10 nursing faculty. Three of them, Assistant Professor Suellen Breakey, Professor Inge Corless, and Professor Patrice Nicholas, recently co-authored *Global Health Nursing in the 21st Century*. It is the first textbook to present the successes, challenges, and opportunities of global health nursing. It responds to a recent World Health Organization mandate advocating that nurses and midwives be part of an interprofessional team of key strategists for facilitating global health.

"Many health care professionals are unaware of how climate change will affect their jobs, but the effects already

are apparent with such things as higher rates of asthma from air pollution and an increase in health issues that arise after natural disasters," said Dr. Breakey. Dr. Nicholas, who recently was named the Center's first director, added, "Unless changes are made, climate change will continue to have adverse effects on people, especially those who are members of vulnerable populations."

Dr. Tuck envisions the Center also will foster integration of content relevant to climate change, climate justice, and health in nursing education curricula, as well as expand and deepen the MGH Institute's commitment to research and scholarship on the subject. This includes having faculty from the school's other academic programs participate, which will further expand the IHP's commitment to interprofessional collaboration.

**The Center is the country's first nurse-led initiative that focuses on climate issues through education, research, and advocacy. It will give the Institute a chance to make an impact on the world's most pressing problem.**

# Students Become Best Buddies

BY ANDREW CRISCIONE

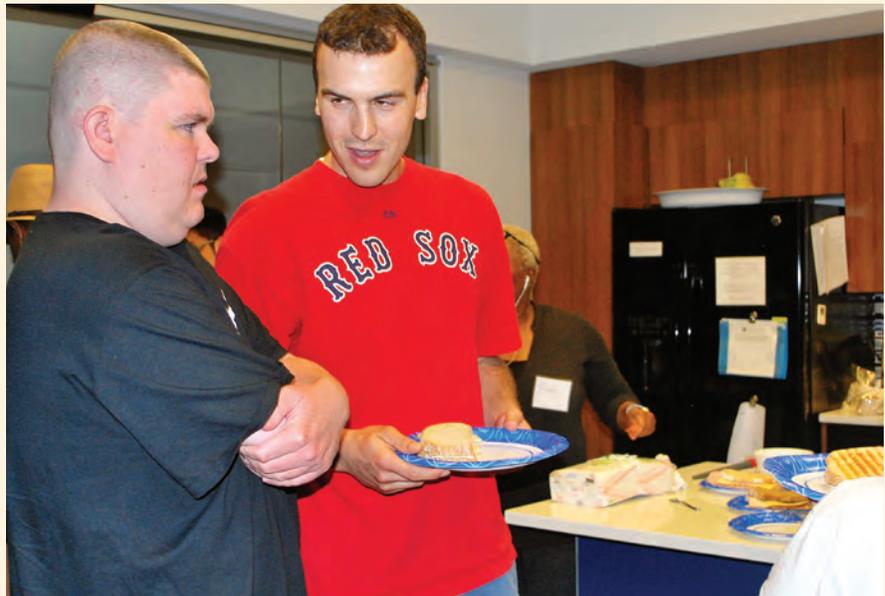
**Matt Boone knows firsthand how well the Best Buddies program works.**

Boone, who is in his second year in the MGH Institute's Doctor of Occupational Therapy program, has two brothers who have benefited from the world's largest organization dedicated to ending the social, physical, and economic isolation of the 200 million people worldwide with intellectual and developmental disabilities (IDD).

"Just normalizing friendships, all that social interaction is so key for getting confidence, feeling comfortable around people that they aren't familiar with," says Boone, one of several MGH Institute students who recently participated in the IHP Best Buddies chapter's kickoff event. It was there that he began paying it forward with Stephen Hughes, a young man from Charlestown who is nonverbal and has autism.

Two summers ago Andrea Fairman, an associate professor of occupational therapy, met Debbie Hughes, the director of the Special Townies nonprofit organization in Charlestown and Stephen's mother, while organizing a summer camp at the group's Main Street location for young children with developmental disabilities.

In learning more about those families, Dr. Fairman recognized the needs of these families with adult children who must work at developing meaningful and enjoyable social opportunities for them. She contacted the Massachusetts Best Buddies organization to see if the IHP could establish a chapter, and asked students in her fall 2016 OT pediatrics course if they wanted to help. Debbie Hughes was invited to the first meeting to see if other families at Special Townies would like to get involved, and Anna



Occupational therapy student Matt Boone, right, with his Best Buddy, Stephen Hughes.

Ford, then a first-year student in the OTD program, took the initiative to create interest among her classmates as the first president of the new student organization.

Last year, Fairman contacted Vinfen, the Boston-based human services organization, to see if other individuals with IDD in the greater Boston area could be reached by the IHP. Vinfen, which helps IDD adults with employment and social opportunities, jumped at the chance. It now purchases refreshments for IHP chapter events and provides transportation for those who cannot independently use public transit, helping connect them with the more than 30 students from several academic disciplines who now participate in the chapter.

**Many IHP students will go on to provide professional care for persons in the IDD community.**

Many IHP students will go on to provide professional care for persons in the IDD community. The assistance occupational therapists provided to Matt Boone's brothers, one of whom was nonverbal before OTs intervened when he was six, prompted Matt to pursue his doctoral degree. And thanks to his mother's unrelenting advocacy and the support of their family and community, one of his two brothers graduated from high school and will be attending college. But the road, he said, wasn't easy: "Even in Massachusetts, which has the best resources in the country for public schools and special education funding, it still was a challenge to make sure that he got everything he needed."

At the IHP Best Buddies event, Boone and Stephen Hughes were a little nervous at first, but they quickly bonded. They participated in games, a cooking exercise, and a picnic with the other student-Buddy pairs, and they communicated about scheduling future activities such as swimming at the Charlestown YMCA and sailing. It looks like the start of a wonderful friendship.

# For BSN Student, Paying It Forward

BY JOANNE BARKER

Joe Putignano watches from a bench in the back of a Charlestown courtroom as a woman in black jeans stands before the judge. The woman, on parole for petty theft, has failed a drug test. In a traditional court, she'd face prison time for violating parole, but this is drug court. Here, relapse is seen as a step on the path to recovery. It's an innovative approach to addiction that has proven six times more likely than prison to keep people in treatment long enough to get clean.

"This is the coolest clinical in the world," says Putignano, who's a student in the Accelerated Bachelor of Science in Nursing program at MGH Institute of Health Professions. "Instead of sending addicts to jail, drug court allows them to be part of the solution." To his mind, health care and its approach to substance abuse needs a similar overhaul.

He should know. More than 20 years ago, a decade of active addiction exposed Putignano to the best and the worst of the clinical system. While some clinicians treated him with empathy, many more dismissed him as a lost cause. He remembers being called hopeless, a dirty junkie, a drain on the system. Looking back, he recognizes how such encounters drove him further into addiction. "Shame is the backbone of addiction," he explains. "To ask for help and to get shamed like that, it's crippling."

Yet some clinicians saw through Putignano's addiction to his humanity. He remembers being told he didn't have to live a life of such despair. Most significantly, a few clinicians shared their own stories of addiction and recovery. "I didn't believe them at first," he says. "I told them, 'But you're a doctor, you're a nurse.' And they said, 'Yeah, and when I got clean I changed my life.'" Over the course of a decade, through devastating cycles of relapse and homelessness, he



Joe Putignano worked with people who have substance abuse disorder during a clinical rotation at Charlestown District Court.

held on to those stories, which provided him a flickering flame of hope.

Eleven years ago, Putignano embraced the 12 steps of Alcoholics Anonymous and kicked his heroin habit for good. A former gymnast in training for the Olympics, he resumed working out, rebuilding his body so he could perform breathtaking feats. He became an acrobat and contortionist, and spent several years performing on Broadway, at the Metropolitan Opera House, and with Cirque du Soleil. He also wrote a bestselling autobiography, *Acrobaddict*, and has been profiled several times on CNN and other national news organizations.

Now, the 41-year-old Brockton native is on track to complete his nursing education this May so he can repay his good fortune to those still in the grip of addiction. "I was clinically dead twice when I was 19," he explains. "I swore to myself, if I survive this, I'm going to come back and help other people."

He hopes to do that by getting a job where he can work on the front lines with addicts, using his knowledge from both sides of the issue to help transform the way health care practitioners care for them. "The way we're treating substance abuse is not working," he says. Stigma and a lack of understanding, he says, remain prevalent in the field; too many clinicians still treat addiction as a moral failing instead of a chronic disease that requires long-term care and encouragement. Using himself as an example, he says, "Yes, addicts are prone to relapse, but they can recover."

His classmates give him hope that such change is possible. He and three fellow students participated in a population and health promotion community experience at the drug court to watch how a deeply entrenched system has taken a new approach. "We are a team," he says of his classmates. "They have so much empathy, they are so open to learning, they help stabilize me on this path."

# Exhibiting Art from the Heart of Health Care



Former School of Nursing faculty Gail Gall, NS '97, contributed her photograph *The Coast* to the exhibit.

Anne Bruntrager was sitting in her History of Nursing class when she got the idea to knit a replica of a heart. Three months later, her artwork was one of two dozen pieces displayed last fall at the Institute's first Student and Alumni Art Show.

"It represents the intersection of science and compassion, how I view the job of nursing," said Bruntrager, a Master of Science in Nursing student. "Making this heart allowed me to explore the unity of anatomical science, the care and comfort we give to our patients, and the way we nurture ourselves in order to continually take care of our patients."

Seventeen students, alumni, and staff submitted pieces for the show's opening, held in the new Student and Alumni Center. The artwork featured needlework, painting, photography, and poetry. Some were inspired by travel or their environment, others were done as a form of relaxation, still others the pursuit of a long-held interest in a particular medium or form.

"This gallery serves as a celebration of the diverse talent and creativity of the IHP community," said Dean of Students Jack Gormley. "It invites the IHP community to think of our students and graduates in a new and different way. Themes of social justice, health care for all, the beauty of the human condition, and love emerge, displaying the hearts and minds of current and future health care leaders."

When she was younger, Samantha Lovins received speech pathology after being diagnosed with a word-retrieval challenge, what she says is an "invisible" condition that continues to affect her to this day. The second-year speech-language pathology student was inspired to submit her spoken-word poem, *Language is a Puzzle*. (You can read her poem on page 30.) "As health care professionals, it is easy to overlook that which is not visible," she said. "However, just because we cannot see it does not mean the individual is not experiencing it and affected by it."

## Financial Health Continued in FY18

The MGH Institute continued its decade-long trend of strong financial health in Fiscal Year 2018.

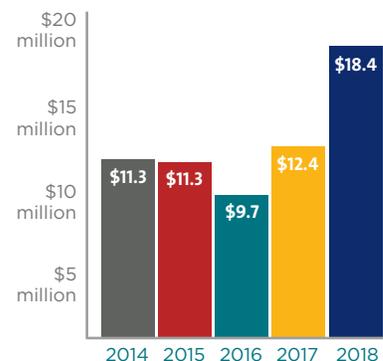
According to Atlas Evans, the vice president for finance and administration, operating revenues grew 13.8 percent to \$57.9 million, net assets increased 15.7 percent to \$81.6 million, and total assets improved 12.5 percent to \$113.4 million.

Research efforts at the IHP also continued a five-year rise in the total number and overall value of active research grants. Since 2014, the number of grants has almost doubled to 27, while the total value of the grants has increased 48 percent to \$18.4 million. According to President Paula Milone-Nuzzo, the growth reflects the school's commitment to expanding its research enterprise to improve patient care.

"It's exciting to see the wide variety and the amount of research taking place on campus and in conjunction with research colleagues in hospitals and universities in Greater Boston and beyond," said President Milone-Nuzzo. "Our faculty are taking their research to greater heights, and we anticipate that their efforts will play an increasingly important role in developing new solutions to health care problems and improving the quality of life of our patients." Read more about the IHP's research beginning on page 18.

To view more details on the Institute's FY18 financial report, go to [www.mghihp.edu/FY18](http://www.mghihp.edu/FY18).

### Total Active Grants (in millions) 2013-2018



# GLOBAL IMPACT



BY BEVERLY FORD

Service trips at home and abroad  
have a lasting effect for both students  
and patients.



aving just arrived at the largest refugee camp in Jordan, the contingent of six Doctor of Occupational Therapy students was amazed at what they saw.

A line of 75 Palestinian refugees was waiting for them, having traveled up to four hours. Many were children. Some were in wheelchairs. Others came on crutches. Their ailments included spinal injuries, amputated limbs, and physical disabilities due to stroke. And they were just a fraction of the number of people in camp with chronic conditions that needed care.

“It was overwhelming at first,” says Hiba Hashim, a second-year student. “It was pretty inspirational to see the resiliency of these people.”

Along with Rawan AlHeresh, an assistant professor of occupational therapy who arranged the trip, the team dug in. A planned hour-long staff orientation was cut short after just 10 minutes so the students could begin helping clients more quickly. In those first four hours, 65 people were evaluated. By the end of their two-week stint, the team had treated or written therapy plans for more than 300 people.

“We came feeling we were just students and didn’t have the skills to do this kind of work,” says Hashim, whose fluency in Arabic was a big help. “But by the time we left, I felt we helped as many people as we could. It was a great learning experience for me and the first step to leaving a lasting impact on Jordan.”

Dr. AlHeresh explains that it took over a year of meetings with Jordanian officials, school administrators, and United Nations representatives to get her project off the ground. Her goal was to create something more than just a short service trip for students, so she designed a program that would train Jordanian health care professionals in community-based rehabilitation while teaching patients how to care for certain physical injuries. “I wanted to create a way to have a meaningful impact on that

population,” she says. “The outcome needed to touch people’s lives.”

Originally created as an “emergency” camp to accommodate Palestinians displaced by the 1967 Arab-Israeli War, the sprawling and dusty Baq’a camp remains one of 10 UN-registered refugee camps in Jordan. It wasn’t exactly the kind of place OTD student Bria Mitchell-Gillespie expected to find. “When I heard we were going to a refugee camp, I expected to see a community of people desperate to return to their homes,” she recalls. Instead, students found a well-established village with shops, schools, and a tight-knit, friendly, and supportive community where she and her fellow students had a chance to really connect with the residents. Nonetheless, social problems are rampant, and as many as 10 people may live together in one shelter without indoor plumbing.

### *A Sustainable Approach*

This trip was just one of a growing number of global experiences in which IHP students have participated each year since 2005, when nursing professor Dr. Inge Corless brought students to South Africa. While global experiences are nothing new in the higher education world, the Institute’s aim is to make the visits part of a sustainable, ongoing effort to improve the lives of people—as opposed to the more common practice of having teams of students and faculty swoop in for a week or two, leaving behind just a memory.

“It’s not just a matter of going in, giving back, and then leaving,” says Peter Cahn, the associate provost for academic affairs who works with the faculty on these experiential learning visits. “These experiences are part of the school’s mission to prepare students to care for patients from all walks of life. We want our students to learn what people in different countries face in terms of health issues, while also creating a sustainable program that will operate long after students have left.”



**Nursing faculty Elissa Ladd, far left, has taken an interprofessional cohort of students to India for the past several years.**

Jane Baldwin, an assistant professor of physical therapy, has taken DPT students to Guatemala for the past three years. Partnering with the non-profit Move Together, Inc., she has done such things as advising students as they spearhead equipment drives to provide much-needed medical devices for the clinics as well as training local physical therapists to treat the local population after she and her cohort of students have returned to the States.

“The challenge for all of us is that the education and concepts we’re providing need to be in a cultural and social context, and that can be challenging to our students,” says Dr. Baldwin. “We always need to be mindful of their recommendations to ensure patients can actually carry out those suggestions at home after we leave. Telling a patient to

warm a wet towel in a microwave to alleviate a sore muscle doesn’t work if the person doesn’t have a microwave because they can’t afford one.”

For Efosa Guobadia, CEO and co-founder of Move Together, knowing teams of IHP students return each year allows the organization to maintain sustainable rehabilitation clinics that are tailored to individual communities. “The collaborative energy of the MGH Institute students has been nothing short of remarkable,” says Dr. Guobadia. “Their passion and focus have helped us solidify relationships, achieve objectives, and expand the scope of our work.”

### *Team Building*

It was during the 2011–2012 academic year when Elissa Ladd, associate professor of nursing, was in India on a Fulbright Fellowship that she first conceived the idea of returning with a team of students from all of the IHP’s disciplines. Over the past six years, Dr. Ladd has brought more than 45 students to India’s Manipal University and its affiliate Kasturba Hospital, where interprofessional teams have observed how local practitioners rely on ingenuity, book smarts, and practical skills to treat patients with far fewer resources than are available in the States.

“I felt it would be the perfect place to bring students because it would be a true global educational immersion,” says Ladd. “It really showed them how health care is delivered in resource-poor settings.”

Faculty from several other programs have accompanied Ladd in recent years, including Mary Hildebrand, associate professor of occupational therapy, and Rachel Pittmann, instructor of communication sciences and disorders, each providing students with complementary approaches to patient care.

Jaime Tirrell Hassey, who graduated in 2018 with a masters in speech-language pathology, spent time working in a clinic where large patient wards and basic medical equipment made U.S. hospitals look futuristic. While she and the other students first learned of team-based care during their IMPACT Practice courses at the IHP, it wasn’t until she worked with her fellow students from other professions that the concept of applying interprofessional care to patients really began to take hold. “I learned you can find a way to deliver excellent care in a variety of circumstances and sometimes, being resourceful and having your own innovation and creativity can produce beautiful results,” says Tirrell Hassey, who found that high tech equipment

**OTD student Bria Mitchell-Gillespie, left, works with a client in Jordan.**



and supplies were not necessarily a requisite for quality care. “It was truly one of the most life-changing experiences I’ve ever had.”

A second interprofessional cohort of travelers was added this year when John Wong, assistant professor of nursing, and Emily Zeman, assistant professor of occupational therapy, brought Bachelor of Science in Nursing and Doctor of Occupational Therapy students to Shenzhen, China. During the two-week independent study project at two local hospitals and several community health centers, the team learned about nursing care and rehabilitation treatments in that region and saw firsthand how traditional Chinese medicine is used in medical treatment and health maintenance.

Some students have had global experiences under the auspices of other organizations. Second-year DPT students Andy Covino, Danielle Davila, Carley Kaikkonen, and Natalie Miano traveled in January to Cordoba, Argentina, with Child Family Health International (CFHI), an organization that provides global health education programs for both undergraduate and graduate students. While individual students have gone on CFHI-sponsored trips since the school began its association with the group two years ago, this was the first time multiple students had traveled together. On their trip, the IHP students worked alongside peers in different disciplines from other schools, providing them with an interprofessional experience as well.

### ***Domestic Experiences, Too***

Being exposed to underserved populations who have little access to quality health care doesn’t require leaving the United States. For the past three years, nurse practitioner and physician assistant studies students have alternated monthly rotations at a Sioux Native American reservation in Rosebud, South Dakota. With a population of about 1,500 people, the remote town has just one store that offers gas, food, and supplies.

A trip to the closest supermarket is a three-hour drive, so getting fresh vegetables and other healthy foods is a major challenge in a community with one of the lowest median incomes in the United States, unemployment hovering between 80 and 90 percent, and age-adjusted mortality rates among the highest in the nation.

“We saw patients with real chronic diseases there because they don’t have access to good food,” says Alana Scheibe, a nurse practitioner student, noting that many patients have diabetes, high blood pressure, kidney disease, and other chronic illnesses, while others experience depression, mental illness, and substance use disorder. Complicating things even more, she says, was the remoteness of the 35-bed hospital, where physicians and staff rotate in and out.

The Rosebud trips are coordinated by Matthew Tobey, a Massachusetts General Hospital physician who runs its Fellowship Program in Rural Health Leadership program. Its partnership with the IHP garnered a Partners in Excellence award in 2018 for its work, and the team included several faculty from the nursing school and physician assistant department.

With yearly trips by NP students to the Good Samaritan Hospital in the Dominican Republic, and new opportunities being planned to such places as Peru, it’s clear that the MGH Institute’s focus on exposing students to transformative experiences away from Boston will continue—and that their effects are felt even after graduation.

Anna Pietal, who went to Guatemala last year, graduated with a Doctor of Physical Therapy degree in 2018. Her experience made such an impact that she volunteered to accompany this year’s group of students on their trip. “It is a big commitment,” she explains, “but everyone should go if they can, because it’s life-changing to see another culture and use your skills to help people.” ■



**DPT students discussing clients during their trip to Guatemala.**

**“I felt it would be the perfect place to bring students because it could be a true global educational immersion. It really showed them how health care is delivered in remote, resource-poor settings.”**

**– DR. ELISSA LADD**

# Research Collaborations Aim for Improved Results

BY LORI HOUGH

Lisa Wood has been researching the cause of clinical fatigue for over a decade, focusing on the role of inflammation fatigue in cancer survivors. But a series of conversations the nursing professor had with physical therapy researcher Janet Kneiss spurred a collaboration that is expected to produce innovative results on how to treat breast cancer survivors.

“Knowing we wanted to collaborate and getting our research idea together went fast, but at first Janet and I were talking at cross-purposes,” says Dr. Wood, the School of Nursing’s director of research, who has been the Amelia Peabody Chair in Nursing Research and director of the Fatigue Research Lab since coming to the Institute in 2012. “We realized that what fatigue meant to each of us was different. To me, fatigue is a draining state of exhaustion that prevents people fully engaging in their lives. But to a physical therapist like Janet, it’s the ability of skeletal muscles to generate force during exercise. The challenge for us was how to link those two—how to take the subjective—and find an objective answer.”

The result: a new study funded by the National Institute on Aging that looks at why 30 percent of breast cancer survivors who are cancer free suffer from persistent fatigue, which leaves people feeling wiped out no matter how much sleep or rest they get.

It’s just one example of the kind of interdisciplinary teams that are focusing on improving the prevention, diagnosis, and treatment of a broad range of health problems and disabilities, not only between researchers focused on the same issues or from the same lab, but also with researchers like Wood and

Dr. Kneiss, who come from different professions and points of view.

Bob Hillman, director of the PhD in Rehabilitation Sciences program, says that was part of the plan when the IHP created the program six years ago and simultaneously began recruiting full-time faculty researchers to jump-start a new research initiative. “It’s all about cutting across the different fields. That’s how the best research gets done, especially in patient care and rehabilitation,” says Dr. Hillman, the long-time IHP faculty member who also is co-director and research director of the Center for Laryngeal Surgery and Voice Rehabilitation at the Massachusetts General Hospital and a professor of surgery at Harvard Medical School. “No matter the discipline, the impact is multifactorial. Patient care is better managed when a team is involved, and that flows into the kind of research that needs to be done. If you look across the Institute, most people are doing interdisciplinary research.”

Jordan Green, associate provost for research and director of the Speech and Feeding Disorders Lab, says when researchers come together to share expertise and best practices, it translates into better addressing real-world problems. “It’s baked into the cake here,” says Dr. Green, who came on board with Wood and Speech and Language (SAiL) Literacy Lab director Dr. Tiffany Hogan when the research initiative was launched. “Interdisciplinary collaboration is the most effective and efficient model for treating patients. At the clinic level, you see this kind of integration. At the research level, if we’re working in silos, we’ll never address big issues and problems.”



Assistant Professor of Nursing Meredith Scannell, seated at right, helps Janet Kneiss, left, and Lisa Wood test equipment.

**“If we’re working in silos, we’ll never address big issues and problems.”**

— DR. JORDAN GREEN  
ASSOCIATE PROVOST FOR  
RESEARCH

### ***Location, Location, Location***

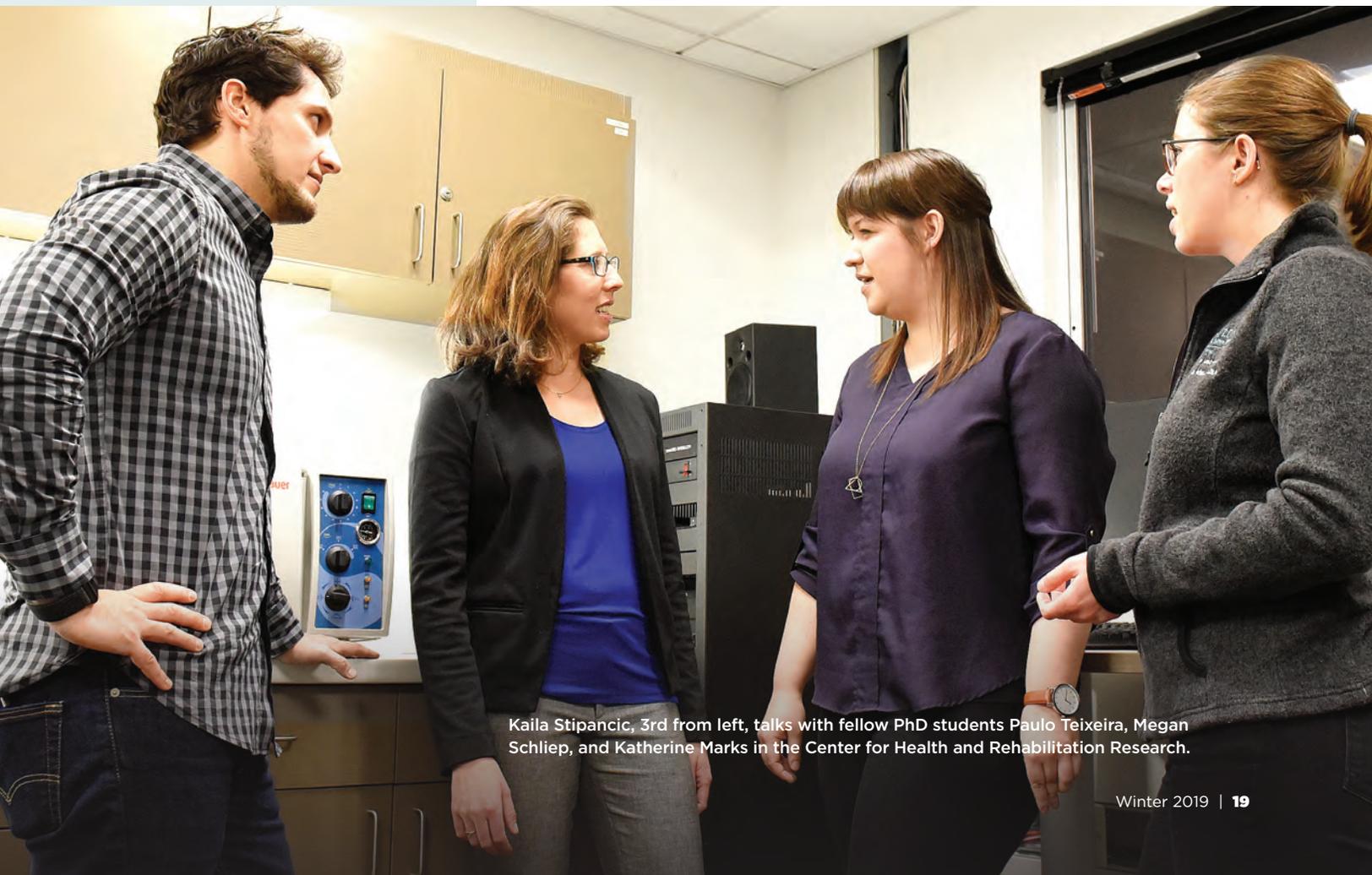
With most of the researchers grouped together in the Center for Health and Rehabilitation Research in Building 79/96, located on the far end of the main campus, collaboration is inevitable, says Kaila Stipancic, a doctoral research fellow for Green in the Speech and Feeding Disorders Lab, who is pursuing her PhD at the Institute.

“There is something about just being able to knock on someone’s door and get a quick answer to a question or being able to sit down and discuss a problem over coffee that makes working together easy,” says Stipancic, a speech-language pathologist who before coming to the IHP completed a clinical fellowship at the University of Wisconsin-Madison. “It means that the barriers to working in conjunction with other disciplines have, almost literally, been broken down.”

Stipancic’s relationship with her fellow PhD students illustrates another example

of collaboration. Working with Green on motor control of speech and swallowing in adults with neurologic diseases such as amyotrophic lateral sclerosis (ALS, or Lou Gehrig’s disease), Stipancic wondered how much intelligibility must decline before its impact is felt by a patient and before clinicians should intervene. When she looked for answers in the speech literature, she found virtually nothing. But when she mentioned the issue to physical and occupational therapist colleagues in the doctoral program, they pointed out that their disciplines were addressing the same problems and had found answers to similar questions. “The project I completed came directly from how other fields have dealt with this issue,” Stipancic says. “I was able to bring these concepts to speech pathology, where they had not been used before.”

This ability to come at an idea from a different point of view isn’t just a nice bonus—it’s critical for doing serious



Kaila Stipancic, 3rd from left, talks with fellow PhD students Paulo Teixeira, Megan Schliep, and Katherine Marks in the Center for Health and Rehabilitation Research.



Scott McIntyre, seated, discusses data with Assistant Professor of Nursing Alex Hoyt.



Marizye Eshghi says people from different fields contribute to new ideas.

research, says Marizye Eshghi, a postdoctoral research fellow in the MGH Institute’s Speech and Feeding Disorders Lab.

“In medical fields, in particular, establishing standards for high-quality health care services depends upon interprofessional collaboration,” says Dr. Eshghi, who is part of a team of researchers who work with neurologists and other health care providers on speech and oromotor skills of patients who have ALS.

“Conducting cutting-edge research is not possible unless professionals from different fields bring their in-depth specializations, skills, and experience to the table. This is how critical thinking, creativity, and learning flourish.”

### *Two Sides of the Same Discipline*

Sometimes collaboration involves not just different disciplines but contrasting skills. When Alex Hoyt, an assistant professor in the School of Nursing, started researching scope-of-practice regulations for nurse practitioners across the country, he knew the health side from his experience working as an NP, and he knew the theory from his PhD in social policy. What he didn’t have was experience managing complex projects.

“What I needed was someone to organize the information, interpret the

descriptions of scope of practice, and apply a scoring methodology for all the records. I had a vision of a dataset containing 29 variables for all 50 states and Washington, D.C., going back 25 years,” Dr. Hoyt says. “That’s a lot to keep track of.”

Enter Scott McIntyre, who shortly after starting his first year in the Master of Science in Nursing program learned of Hoyt’s study. A true career-changer, McIntyre had spent nearly three decades in sales and delivery roles in business technology, including consulting for IBM and IBM partners. He was an ideal match for Hoyt. “Scott brought a great level of organization and an eye for detail,” says Hoyt. “Where I was better suited to think about the design of the dataset, he had the organizational skills to make it happen.”

And the collaboration wasn’t a one-way street. McIntyre says it changed his view of nursing and how he wanted to approach his new career in the field of gastroenterology. “I used to think I’d just want to see my patients, treat them, and be the best nurse practitioner I can be,” says McIntyre, who graduated in 2018. “Now I realize that part of being the best I can be includes not only knowing the most recent evidence-based practices to diagnose and treat, say, irritable bowel

syndrome, but also doing research to contribute to my field and improve treatment protocols where I can. It’s important that part of my job includes doing such research, and I now know how to do it.”

It’s this embrace of collaboration at the Institute that makes the research so effective, says Green: “If we’re working in silos, we’ll never address big issues and problems.” It’s also partly what keeps researchers like Yael Arbel so passionate about what they do.

“For me personally, working in a team is ideal,” says Dr. Arbel, a speech-language pathologist and co-director of the Cognitive Neuroscience Group. While she uses electrophysiological and eye-tracking methodologies in her lab to study how children with developmental language disorders learn, fellow co-directors Dr. Lauren Zipse and Dr. Sofia Valilla Rohter use those methodologies to study learning in adults with acquired disorders. “You get to hear others’ perspectives, and three brains are better than one,” Arbel adds. “By interacting with researchers from other disciplines, you realize that sometimes a rose by any other name is still a rose, and that discoveries and theories of others can apply to your field of study. It’s hard for me to see how and why you wouldn’t collaborate.” ■

# A Primer for Budding Researchers

**They arrived at the MGH Institute on a mission: to learn how to put theory into practice.**

A cohort of 16 high school and college students spent seven weeks last summer assisting several IHP researchers. Working at the Center for Health and Rehabilitation Research, the budding researchers performed and assisted several principal investigators with tasks big and small, including data management, literature review, and data analysis, giving them a taste of a career in health science research.

“I’ve always been interested in the brain, so this gave me a chance to gain experience that I didn’t get in the classroom,” said Jared Sullivan, a biomedical engineering major at Harvard University, who worked with Yael Arbel, associate professor of communication sciences and disorders and co-director of the Cognitive Neuroscience Group (CNG). “I hope to apply what I’ve learned here when I go back to college.”

For Dr. Arbel, having several students assist her and fellow CNG director Dr. Lauryn Zipse on projects met both short- and long-term goals. “While they didn’t have any clinical experience, the interns brought a unique set of skills that we could use in the lab,” said Arbel. “But more importantly, the internship was a way to get them interested in the application of what they’ve been studying in class and to ignite in them an excitement about research so that they consider becoming researchers after they graduate.”

Arbel noted that the undergraduates also inspired several MGH Institute students who participated—Emily Feeley, Maria Galassi, and Gwen Meredith, who are in the Master of Science in Speech-Language Pathology program,



Tufts University student Claire Pernet, left, discusses her research poster with Dr. Teresa Kimberley.

and Jasmine Urqhart, who is in the PhD in Rehabilitation Sciences program.

Other IHP researchers who mentored the interns were Dr. Joanna Christodoulou (BEAM Lab), associate professor of communication sciences and disorders; Dr. Jordan Green (Speech and Feeding Disorders Lab), Matina Souretis Horner Professor in Rehabilitation Sciences and the school’s director of research; and Teresa Kimberley (Brain Recovery Lab), professor of physical therapy.

Several of the college students were part of Brigham and Women’s Community Student Success and Massachusetts General Hospital’s Youth programs, both of which has placed interns at the IHP in previous summers. They came from Boston University, Brandeis University, Carnegie Mellon University, Cornell University, MCPHS University, New York University, Northeastern University, Tufts University, Union College, University of Massachusetts Amherst, and University of Massachusetts Boston. Three students from

Winchester High School also participated.

While this was Anamika Duta’s first experience as an intern, she was familiar with similar programs, having worked as a counselor at a STEM camp while in high school. A psychology major at the College of the Holy Cross, Duta conducted a literature review of test instructions in implicit learning tasks. “It was cool to learn the mechanisms of how people learn,” she said.

At the program’s end, the interns presented posters that included topics such as “Is Attention Necessary for Implicit Learning,” “Cortical Reorganization in Sighted and Blind Braille Readers,” and “Speed and Volume of Lower Lip Movement in Individuals with Facial Transplantation.”

“The interns put a lot of time and effort into preparing and presenting their posters,” said Arbel. “It was rewarding to observe them share what they’ve learned with their peers and with the IHP students and faculty.”

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## Matching a Grandmother's Influence



**Roberta FitzGerald, right, was among more than a dozen people whose participated in a matching gift program named in honor of former MGH employee Kay Bander, inset.**

Roberta FitzGerald remembers how her grandmother, Anna McGillicuddy Damon, thought so highly of nurses that she made a Red Cross uniform for the toddler during World War II.

“I think that was the start of my desire to become a nurse,” says FitzGerald, who would go on to graduate in 1959 from Massachusetts General Hospital’s School of Nursing. “I always saw her helping people in the neighborhood when I was growing up, and that was a big influence on me.”

To commemorate the 60th anniversary of FitzGerald’s graduation from the hospital’s former diploma school, she established a scholarship in her grandmother’s name for MGH Institute Doctor of Nursing Practice students through the Kay Bander Matching Gift Scholarship program. Over a dozen other donors created scholarships through the program.

The Bander scholarship matched gifts over \$25,000, strengthening the power of each donation. Bander had a front-row seat in the 1960s and 1970s, working with Institute founders Dr. John Hilton Knowles and Dr. Charles Sanders during their respective terms as general director of the MGH. When she died in 2017, her estate made a donation that allowed people through the end of 2018 to create an endowed scholarship.

Several years ago, the IHP Board of Trustees began a concerted effort to increase the amount of money for student scholarships. Since then, that number has increased by almost 50 percent, to \$6.5 million. But with graduating students facing an average debt of \$108,000, a figure that includes undergraduate loans, the Bander scholarships will help the school advance its mission to provide financial support for students from all socioeconomic backgrounds.

Initially, FitzGerald made one donation to the Bander scholarship but decided to double it when she heard it was a matching gift program. Her gifts are a fitting way to honor her grandmother, a woman who emigrated from Ireland with her family in 1883 when she was five and got a job to help her family’s finances instead of going to high school, a common occurrence in those times.

“It’s amazing to have the name of a woman, who only was a grammar school graduate, on the scholarship for a doctoral program,” says FitzGerald, who after graduating went on to become the first chair of the committee that created Yale University’s direct-entry Master’s program. “And, you know, she would have made a wonderful nurse.”

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*“The DPT program allowed me to continue working as a clinician in Houston while I took courses in pharmacology and diagnostic imaging, which made me a better physical therapist. I donate annually because I want future students from all programs to have a great facility in which they can receive hands-on experience. This enhances care for all patients in any setting.”*

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## Tabor/Connor Family Names OT Center



Students assisting a client in the Tabor/Connor Family Occupational Therapy Center for Learning, Participation, and Rehabilitation.

When Lisa Tabor Connor arrived at the MGH Institute as the first chair of the Department of Occupational Therapy, she envisioned an on-campus facility in which students would take their classroom education and apply it directly with clients.

Now, thanks to a generous gift from her and her family, the Functional Living Lab is known as the Tabor/Connor Family Occupational Therapy Center for Learning, Participation, and Rehabilitation.

Dr. Connor was joined by her father, Jim Tabor, her mother, Mary Duba, and her husband, Ken Connor, at the November naming ceremony of the center, which is located on the top floor of the Sanders IMPACT Practice Center.

“We hope that the center is a vital part of our students’ advancement and the beginning of their clinical careers,” Dr. Connor told the audience. “It truly represents the centerpiece of our active learning curriculum.”

According to second-year Doctor of Occupational Therapy student Taylor Dourney, the Tabor/Connor OT CLiPR is living up to expectations by providing

students a place where they can make a difference in clients’ lives.

“I’ve gained far more than I could have ever hoped for through this experience. I have truly been able to develop my clinical reasoning skills as a future practitioner thanks to the incredible space and people who have made it all possible,” Dourney told the audience. “We’ve been able to do with clients everything from baking brownies to painting with watercolors and even working toward crocheting with one hand for some individuals with hemiplegia.”

Associate Professor of Occupational Therapy Mary Hildebrand noted that the Center has provided fieldwork placements of doctoral research projects for more than 35 OTD students. Additionally, in the year it has been in operation, students have provided more than 350 hours of individual and group therapy to 65 adults and 15 children. The OT Department is looking forward to further development of educational opportunities for students and expanded services for clients in the coming years.

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*"I have been very impressed with the high level of interdisciplinary collaboration and encouragement I have received from both the faculty and fellow PhD students. Supporting a school that truly believes in graduating health care professionals who are well-equipped to provide team-based care, while also creating opportunities for collaborative research, is important to me."*

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# CSD Alum Looks to Turn Around a Struggling School District

BY ALBERT MCKEON

Cynthia Paris, CSD '96, hadn't even settled into her role as superintendent of schools in Lawrence, Mass., last fall when a series of gas explosions and fires rocked the city and towns in the surrounding Merrimack Valley. Even though two school buildings were converted to temporary public shelters to accommodate displaced families, Paris had all classes back on schedule within days.

Such an incident might have shaken some educators, but she viewed it as an opportunity to serve as a source of strength for her new community. "Being decisive and clear are things people look for during huge challenges," says Paris, a single mother of two children. "They look for someone to give guidance."

Her Puerto Rican heritage, fluency in Spanish, special-education and speech-language expertise, and experience as a principal who turned around two Boston elementary schools were cited as reasons why Lawrence school officials believed she would be the right educator to lead a 14,000-student school district the state Department of Education reports is 92.9 percent Hispanic.

"What stood out about Cynthia was the path she took to where she is today," says school board member Patricia Mariano. "She is someone the kids can look to as a role model and say, 'If she can do it, I can excel, too.' We wanted someone who would take the successes we have had and move us forward."

Paris mirrors the student population in several ways. Like many of them, she regularly moved between the U.S. mainland and Puerto Rico as a child, with English as her second language. So when a group of middle-school students asked about her background, it was an opportunity to find common ground. "They were curious and wanted to



Cynthia Paris gave the keynote address at the CSD Class of 2018's academic ceremony.

identify themselves with me," she says. "I'm a Puerto Rico island girl and a Latina, just like them."

After graduating from the MGH Institute in 1996, Paris spent 13 years as a speech-language pathologist in the Boston Public Schools. There she applied her IHP education, and recalls today how her written and language-disorders practicum made a huge impact. "It was a game-changer because it showed me how educators need to closely observe students' individual struggles rather than rushing to label them as 'special ed kids,'" she says, noting that roughly 20 percent of Lawrence's students have a learning disability. "It's especially critical for students who are learning a second language because learning difficulties could be a difference in language rather than an actual disorder."

Paris embarked on a districtwide listening tour during her first 100 days on the job, hearing from teachers, administrators, and parents about what works in the district and what doesn't. One issue that jumped out was student absenteeism. She's now asking local health care providers to encourage students to return to class after doctor's appointments, and has made indoor

recess an option for asthmatic students, whose breathing is affected by cold weather so their parents don't keep them out of school. These may seem like small steps, but she inherited a district that until recently had a 52 percent graduation rate and ranked in the bottom one percent in math and English proficiency.

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**Paris mirrors the Lawrence student population in several ways. Like many of them, she regularly moved between the U.S. mainland and Puerto Rico as a child, with English as her second language.**

"I believe it's possible to turn things around, I really do," she says. "An education is the right of every child, and it's our responsibility to create the proper learning conditions for the kids whose families trust us."

# Class Notes

The following abbreviations are used in Class Notes: APTA – American Physical Therapy Association; BWH – Brigham and Women’s Hospital; MGH – Massachusetts General Hospital; NWH – Newton-Wellesley Hospital; SRH – Spaulding Rehabilitation Hospital.

## Communication Sciences and Disorders

**Julie Wisnia, MS ’16**, is a second-year PhD student at Tufts University studying child study & human development. She biked the Pan-Mass Challenge last summer, and her wife, Grace Riley, is in her second year in the IHP’s nurse practitioner program.

**Reem K. Mohamad, MS ’17**, recently began working for Architects For Learning in Needham, Mass.

## Nursing

**Donna Wilson, MS ’92**, an oncology nurse and clinical fitness specialist with the Integrative Medicine Center at Memorial Sloan Kettering Cancer Center in New York, spoke to nurses at the Oncology Nursing Society’s 43rd Annual Congress in Washington, DC about incorporating exercises for patients into their practice.

**Virginia Capasso, CAS ’94**, received the Jeanette Ives Erickson Nursing Research Award from MGH for her study, “Evaluation of EdemaWear to Reduce Lower-Extremity Edema in Patients with Chronic Venous Insufficiency: A Pilot Study.”

**Laurie Miller, MS ’95**, co-presented “Ostomies Along the Continuum of Care” at the South Central Pennsylvania Affiliate Based Community Educational Event for the Wound Ostomy and Continence Nurses Society.

**Brenda Smith, MS ’98**, was one of three people to earn a President Award from the University Hospitals Portage Medical Center in Ohio.

**Jennifer Gil, MS ’08**, has been appointed a member of the National Board of Directors for the American Nurses Association.

**Tara O’Connor, MS ’08**, was designated a certified PNAP nurse at Peacehealth Medical Center in Springfield, MO.

**Allison Curtis, BSN ’10**, served on the MA-1 federal Disaster Medical Assistance Team and was deployed to Florida in response to Hurricane Michael.

**Jennifer Smith, BSN ’12**, began a position as a family nurse practitioner at Cape Fear Valley Bladen Medical Associates-White Lake in North Carolina.

**Karla Haney, BSN ’14**, traveled to areas affected by Hurricane Michael near the Florida panhandle with an interprofessional team put together by the MGH Center for Global Health.

**Julia Lange Kessler, DNP ’14**, director of the nurse midwifery/women’s health nurse practitioner program at Georgetown University Medical Center, discussed the difficulties of delivering a breech-positioned baby in an article on the school’s website.

**Jack Nally, BSN ’16**, served on the MA-1 federal Disaster Medical Assistance Team and was deployed to Florida in response to Hurricane Michael.

**Christina Palmieri, MS ’17**, received a 10 Under 10 Recognition award from Saint Anselm College, her undergraduate alma mater. She is a hospitalist at SRH in Cambridge.

**Julia Wagner, BSN ’17**, was a speaker at a community discussion on the impact of climate change and the growth of Lyme disease in Pennsylvania.

**Mallory Hillard, MS ’18**, was among the members of a research team that received Yvonne L. Munn Nursing Research Award during the MGH’s Nursing Recognition Week’s 2018 Research Day, for the study, “Empowering the patient voice: Analysis of patient-satisfaction data to inform future development of a bionic pancreas.”

## Physical Therapy

**Anne-Marie Dupre, MS ’92**, clinical associate professor and assistant director of clinical education at the University of Rhode Island, co-authored “Best Exercises for Hip Pain” in the online publication *Pain-Free Living*.

**Ruth Hansen, DPT ’05**, an associate professor of physical therapy at Mercy’s School of Health and Natural Sciences and director of the physical therapy clinical education program, co-authored “Physical Therapist Student Difficulty in Clinical Education Settings: Incidence and Outcomes” in the *Journal of Physical Therapy Education*.

**Colleen Peyton, DPT ’05**, is a co-investigator for a study that is looking into the efficiency of Baby Moves, an easy-to-use video app from Australia, that helps predict blindness in infants. The study will compare the responses of 400 preemies to study therapies and recommend early intervention for at-risk infants.

**Casey Vandale, DPT ’07**, a senior PT at MGH’s Adult Down Syndrome Clinic, wrote “Physical therapist thinks outside the

box to motivate young patient” in MGH’s *Caring Headlines*.

**Amee Seitz, DPT ’08, MS ’06**, an associate professor of physical therapy and human movement sciences at Northwestern University’s Feinberg School of Medicine, represented the APTA on the American Academy of Orthopaedic Surgeons work group developing clinical guidelines for management of rotator cuff injuries.

**Lenore Herget, DPT ’09**, wrote “Concussion Rehab: The Eyes Have It,” about computerized eye tracking technology, that was published in the journal *Rehab Management*.

**Deidre McLoughlin, DPT ’09**, was the team physical therapist for the United States’ Under 23 National Team that competed at the 2018 World Rowing Under 23 Championships in Poznan, Poland.

**Vanessa Dellheim, DPT ’11**, co-presented “Rehabilitation in Burns” at Partners Home Health in Beverly, Mass.

**Brianna Ryan, DPT ’13**, who is a physical therapist at Spaulding Outpatient Center in Framingham, wrote “The Truth About Lower Back Pain” for the Wicked Local newspaper chain in Massachusetts.

**Colleen Brough, DPT ’14**, director of the Columbia RunLab in New York City, was quoted in an article in *Women’s Running* magazine about how to improve running performance using resistance bands.

**Diane Jette, DPT ’15**, and former IHP associate chair and professor in the PT department, co-authored the American Physical Therapy Association blog article, “What’s the Best Post-TKA Intervention in the Acute Care Setting? There’s No Easy Answer, Say Researchers.”

**Jaclyn Riedel, DPT ’15**, presented the class “Back Pain and How to Sit and Lift Properly” at the Newton Senior Center in collaboration with NWH, where she is a senior physical therapist.

**Katie Burnett, DPT ’18**, wrote a blog post for the APTA about her time in Guatemala and Honduras with the non-profit Let’s Move.

## Health Professions Education

**Eric Johnson, MS ’15**, wrote “Primary Care Physician Resource Use Changes Associated with Feedback Reports” for the *American Journal of Managed Care*.

*We invite you to submit your news and photos to [alumni@mghihp.edu](mailto:alumni@mghihp.edu), or at [www.mghihp.edu/alumni](http://www.mghihp.edu/alumni).*

# Language is a Puzzle

Language is a jigsaw puzzle.

I have what is supposed to lay before me,

The full picture.

The pieces.

The phonemes that form words.

The words that should fit nicely together,  
strung into sentences.

You're supposed to start with the corners,  
constructing the image from there.

But what if you can't find them?

Which edge do you start with?

I just want to show everyone the box.

Here! This is what I want to say! This is  
what I mean!

I can't.

I can't finish the puzzle before I see  
widening eyes, turning heads, a glance at  
the phone.

Apparently, they know what I want to say  
and want to help me finish too.

And often enough, they try.

Forcing pieces where they don't quite fit.

A synonym not quite right.

Close enough.

I'm surrounded by future health care  
professionals.

Who tell me this is nothing.

They've had words on the tip of their  
tongue before.

An antonym just out of reach.

A word slowly returning from senior-year  
English.

When they go to sit with a patient who  
has had a stroke.

Cannot take a sip of water without  
coughing.

Liquid slipping past vocal folds into lungs.

What will they say?

"Ahh, yes, down the wrong pipe. Happens  
every once in a while to me too. You don't  
have dysphagia. You don't have a  
swallowing disorder."

Who are you to invalidate another?

To dismiss struggles that help mold  
identities?

People saw privilege in my disorder.



Extra time on tests.

Extra time for assignments.

Pulled from classes.

Twenty minutes to write an opening  
sentence.

Endless tears of frustration because I just  
don't know how to SAY IT.

Always interrupted.

Do you know what it's like to have people  
express your opinions for you?

Rephrase your sentences.

Using "cantankerous" because "cranky"  
isn't good enough.

Lexicon, best friend only in writing.

"Likes" and "ums" are for the dimwitted.

But I need you to know I'm not done.

I'm searching. What's the word?

Please don't stop listening to me.

A sigh. A glance at their phone.

A thought formed, but topic changed.

Stored to gather dust.

I talk too fast sometimes.

Too loud.

Will I be cut off?

No one really wants to hear me, do they?

Sometimes people let me talk.

Want to hear my thoughts.

I stumble through my sentences.

My articulators not used to so much  
movement, so much freedom.

"Why a speech-language therapist?"  
I'm asked.

Because I know what it's like to want  
to be heard.

To want to express a simple need, a  
wish, a thought.

To connect.

I know what it's like to question if  
you're worth the time it takes to be fully  
understood. I will not assume I know  
the depth of your struggles.

I will not be afraid to ask questions, like  
everyone seems to be these days.

I will wait for you to put the pieces  
together.

Take all the time you need.

*Samantha Lovins, who will graduate this year with a Master of Science in Speech-Language Pathology, submitted this poem for the MGH Institute's first Student and Alumni Art Show that was held last fall. When she was young, she worked with an SLP to help her with word-finding difficulties and slow processing, which eventually led her to seek a career in the field. "I wanted to express the frustration I experience when trying to communicate and the empathy I feel toward others who struggle with invisible challenges," she says.*

# Attend an Upcoming Conference

## MGH INSTITUTE CONTINUING PROFESSIONAL DEVELOPMENT

The MGH Institute in April presents two timely conferences that deal with some of the most important issues facing health care professionals today – reducing climate change and interprofessional innovation for improving patient care. We invite you to our Charlestown Navy Yard campus to join your peers and discover ways you can make a positive impact on these critical topics.

### ▶ **REDUCING THE IMPACT OF CLIMATE CHANGE ON HEALTH:**

*The Role of Health Care Professionals*



Gina McCarthy

**WHEN:** April 6, 2019

**COST:** General Rate: \$199/Student Rate: \$99

Includes course materials, light breakfast, lunch, snacks, and beverages.

**FOR INFORMATION OR TO REGISTER:**

<http://info.mghihp.edu/healthimpactsofclimatechange>

**OVERVIEW:**

Climate change is one of the most pressing issues today, and contributes to the health inequalities of millions of people across the globe. Former EPA Administrator Gina McCarthy leads a group of national experts, including MGH Institute faculty, for a robust, day-long discussion on identifying the health risks of climate change, advocating for climate/environmental justice, and mitigating its impact. Sponsored by the MGH Institute School of Nursing's Center for Climate Change, Climate Justice, and Health.

### ▶ **LEADING ACROSS PROFESSIONS 2019:**

*Interprofessional Innovations to Bridge Learning and Practice*



Barbara Brandt

**WHEN:** April 23-26, 2019

**COST:** General Rate: \$1,495/Group Rate: \$1,195. Student rates are also available.

CEUs are available for nurses, physician assistants, physicians, pharmacists, social workers, and speech-language pathologists.

**FOR INFORMATION OR TO REGISTER:**

<http://info.mghihp.edu/leading-across-professions-2019>

**OVERVIEW:**

Barbara Brandt, PhD, EdM, director of the National Center for Interprofessional Practice & Education, and a team of fellow renowned health care education and leadership experts will guide participants during this four-day, project-based conference that promises to provide ways to bridge the learning-practice gap using evidence, creativity, collaboration, and an interprofessional approach. Co-sponsored by The Institute for Patient Care at Massachusetts General Hospital.



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## Running the Marathon for the IHP



**T**om Doucette, who graduated in 2018 from the Master of Physician Assistant Studies program, and Kelly Moscariello, a member of the Bachelor of Science in Nursing program's Class of 2020, are the members of Team IHP who will run the 2019 Boston Marathon. Tom is supporting the PAS program, and Kelly is supporting student scholarships.

To become part of an initiative that has raised more than **\$130,000** since 2011, please go to [mghihp.edu/TeamIHP2019](http://mghihp.edu/TeamIHP2019). Thank you!



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