

MGH INSTITUTE OF HEALTH CARE PROFESSIONALS

A MAGAZINE FOR ALUMNI AND FRIENDS OF THE MASSACHUSETTS GENERAL HOSPITAL GRADUATE SCHOOL OF HEALTH CARE PROFESSIONALS

The Pandemic Pivot

Faculty, students, alumni, and staff innovate and adapt to meet the challenges of COVID-19

The Diversity of Science

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MGH INSTITUTE
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On the cover: Bridget McGowan (left) and Maggie O'Rourke, both 2013 Bachelor of Science in Nursing graduates, were reunited on the Blake 12 Intensive Care Unit at Massachusetts General Hospital during the COVID-19 pandemic.

A Community That Does Not Give Up

During this time of uncertainty due to COVID-19, I hope this message finds you and your loved ones safe and healthy. I am writing to you today from my home office, an experience that has been unlike any previous summer in my over 40 years in higher education. While 2020 started off like most years, welcoming a new class of ABSN students, planning for summer enrollments, and putting the finishing touches on Commencement, when March rolled around, everything we knew about the delivery of health professions education was upended as COVID-19 gripped the country and the world. On March 11, we made the decision, like many of our academic colleagues in Boston, to suspend on-campus activity and to shift our educational instruction to virtual. By April 1, almost all of our clinical sites had asked our students to leave so they could focus on the anticipated surge of coronavirus patients.

The Institute's response to this crisis was speedy, comprehensive, and effective. Changes to administrative operations necessitated by the transition to a fully remote workforce were led by Vice President for Finance and Administration Atlas Evans. Provost Alex Johnson developed the CART (Coronavirus Academic Response Team) model that allowed our students to continue to effectively progress in their programs. Supported by exceptional librarians, instructional designers, and instructional technologists, faculty had access to the resources they needed to pivot their courses and classes to a virtual format.

Associate Provost for Interprofessional Education and Practice Mary Knab worked with her team to develop and deliver new ways to provide interprofessional education to students in the Sanders IMPACT Practice Center, which included developing telehealth practices to allow students to continue their clinical education. Dean Jack Gormley and his team created a virtual student services office and artfully transitioned the services students were accustomed to receiving in person into a virtual delivery mode. And

while it has been an incredibly stressful time for everyone, through it all, our students worked as our partners in this transition, embracing new ways of learning and exploring new approaches to clinical education.

The resilience and commitment that I have seen in our faculty, staff, and leaders have been inspiring. Our faculty have worked tirelessly to provide the excellence that is characteristic of an IHP education. They have transformed their courses and added exciting new teaching approaches featured in this magazine. Our staff has remained engaged and innovative in the way they perform their individual roles. I was especially moved by their commitment to maintaining the IHP culture throughout this physical separation by hosting Tea Times and IHP social events. Our leaders have been the foundation on which we have built this new way of operating; their focus and determination to our students and our community have been nothing short of amazing.

In May, our community was rocked once again by the senseless and brutal murder of George Floyd, reflecting what can only be described through a lens of systemic racism. Our community felt a deep sense of sympathy for the family and friends of Mr. Floyd as well as pain, anger, sadness, and frustration at the disparities that exist not only at the IHP but also in our communities and in the country. That anger and frustration has moved the IHP to action. We, as a community, joined together to address systemic racism and oppression wherever we find it and are committed to fostering change through difficult conversations and specific action. We recognize the magnitude of the change that must occur at the IHP, and our work has begun in earnest. A description of what we have committed to and what initiatives we have started are included in a story about racial injustice beginning on page 16.

Through all the challenges we have experienced over the last five months, there have been so many bright spots and silver linings that have emerged. Our



Despite the dual pandemics, President Milone-Nuzzo remains more hopeful than ever about the future.

community came together to host the New England Commission of Higher Education (NECHE) in its first virtual site visit in June. Seven NECHE visitors were able to see the excellence of our academic programs and the strong community culture through a series of Zoom meetings, resulting in a very positive outcome. Our students reached out to isolated communities to bring their expertise to families that were quarantined from coronavirus, and our alumni answered the call to support current students who were financially suffering because of the virus by donating to the IHP Student COVID-19 Emergency Fund. Ours is a community that steps forward in the face of challenge and does not give up.

As I reread my message to you from January of this year, I think of how much has changed from that time, but I remain more hopeful than ever about the future and look forward to a time when we can all be together again.

Please continue to remain vigilant and follow the guidance for reducing the spread of COVID-19 and, above all, stay well.

FIVE QUESTIONS

Trustee John Herman, MD

MGH Institute Trustee Dr. John Herman is associate chief of the Department of Psychiatry and the Trustees Chair for Medical Psychiatry at Massachusetts General Hospital, and associate professor of psychiatry at Harvard Medical School. Dr. Herman is medical director of Mass General Brigham's Employee Assistance Program, serving over 80,000 employees and family members.



1 You have been part of the Massachusetts General Hospital Incident Command System (HICS) since the beginning of the pandemic. How did you manage the flood of information?

John Herman, MD: Leadership requires reliable data, clear communication, confident decisions, and efficiently deployed actions. The HICS team of more than 200 people met daily for the first two to three months to review the state of the pandemic nationally, statewide, and at the MGH. Transforming the hospital to being COVID-ready required up-to-the-moment awareness of the rate of transmission in the community, and especially among our own staff. We closely monitored the numbers of patients requiring inpatient admission as well as those requiring beds in our newly created intensive care units. MGH's response to the pandemic may have been its finest hour.

2 What was the most challenging issue the hospital faced?

JH: Visitor restrictions did not allow families to be with their sick or dying relatives. Over and above the enormous effort required to care for COVID-19 patients, a heavy emotional responsibility was added to health professionals' roles, especially nurses, who were often called upon to serve as bedside proxies for families. As the number of coronavirus cases grew, we worried its spread might outpace our ability to care for those requiring respirators or other complicated

support. This raised terrifying ethical challenges here and across the state. The HICS team worked with Massachusetts Gov. Baker to develop state policy to guide hospitals and caregivers if they became overwhelmed. Fortunately, the surge peaked before these triage policies had to be implemented, but it was a week or two staring down a grim path.

3 What about the low inventory of personal protective equipment?

JH: There was little direction coming from the federal government, which created local and national competition for scarce supplies. We found alternative suppliers, but were they high quality and reliable? Could the masks be decontaminated and reused, and if so, by what method? We eventually stabilized our inventory, but it was a daily worry.

4 How do you feel hospital employees have handled things?

JH: People who are emotionally healthy, resilient, optimistic, and well-equipped with ready coping skills have managed this quite well. Not surprisingly, many have not found it so easy, especially those who by nature or experience suffer more anxiety and fear or who must attend to their own family's worries. To help our

workforce, we created a robust portfolio of resources, including webinars, regular town halls, online seminars, therapy apps, in-person peer support and resilience training, and debriefing after shifts. These were shared with the IHP, which also developed programs to serve its faculty, staff, and students. Virtual visits for all medical services grew exponentially, allowing us to provide the best treatment without risking infection.

5 What does the future hold?

JH: That's the \$3 trillion question. COVID-19 will be with us for years to come. I'm particularly concerned about child care, especially with the uncertainty of schools reopening. And the killing of George Floyd has exposed deep and long-standing systemic racial, economic, and health care inequities. We learned that Chelsea, home to many of our essential workers, was impacted at a rate far outpacing other communities. Will there be a second surge? This will depend on the ability to follow what are now commonsense guidelines. Fortunately, there has been encouraging progress developing treatment protocols and vaccines. Should these be perfected, hopefully within the next 12 to 18 months, health care in the post-coronavirus world will be changed forever.



Four School of Nursing Faculty Retire, Are Named as Emeritae



Dr. Nancy Terres



Dr. Inge Corless



Dr. Janice Goodman



Dr. Patricia Lussier-Duynstee

When the first class in the Master of Science in Nursing program graduated in 1985, that cohort's faculty members included Dr. Nancy Terres. This year, Terres completed a 36-year career when she and three other School of Nursing colleagues were named Faculty Emeritae, teaching's highest honor.

The faculty becoming emeritae—Terres, Dr. Inge Corless, Dr. Janice Goodman, and Dr. Patricia Lussier-Duynstee—have a combined 96 years of service at the MGH Institute.

“Nancy, Inge, Pat, and Janice have played a major role in the education of our nursing students as well as being valuable colleagues who raised the bar for all faculty,” said Dr. Elaine Tagliareni, the nursing school dean. “Their leadership, wisdom, and knowledge will be greatly missed.”

Dr. Nancy Terres has focused on caregiver stress, breast-feeding support, and infant feeding problems during her 51 years as a nurse. A past chair of the Faculty Senate, she has presented at interprofessional conferences across the globe.

Terres has received a number of awards for her clinical work and was awarded “Outstanding Paper” from the Society of Pediatric Psychologists for her research on the effect of caregiver consistency on

high-risk infants. She is a founding member of the Parent-Child Research Collective at the IHP, and also has served as a research consultant for the neonatal abstinence syndrome program at Massachusetts General Hospital.

Dr. Inge B. Corless, who has taught at the Institute for 27 years, has been a trailblazer in both the hospice movement and HIV/AIDS care. A 37-year member of the American Academy of Nursing, she is a former president of the Association of Nurses in AIDS Care and is a board member of the International Work Group on Death, Dying, and Bereavement.

A member of the Sigma Theta Tau International Hall of Fame, Corless has authored more than 200 articles, books, and chapters and was an honorary research fellow at South Africa's University of KwaZulu-Natal from 2003–2005. In 2008, she was named “Faculty of the Year” by the *Boston Globe's* “Salute to Nurses.”

During **Dr. Janice Goodman's** 15 years at the Institute, she has served as coordinator of the school's Mind Body Spirit Nursing certificate and the psychiatric nursing advanced practice programs. A Robert Wood Johnson Nursing Fellow, her grant-funded initiatives have focused on improving

the mental health of mothers and infants in the vulnerable postpartum period. She also has championed mind and body wellness approaches at the Institute and to national audiences.

Goodman has participated on research committees, mentored fellow faculty members, assisted students with research projects, and testified at state hearings on behalf of improving mental health care for postpartum women.

Dr. Patricia Lussier-Duynstee joined the IHP in 2002 as an assistant professor, concentrating on community health nursing and health care policy. After seven years in the classroom and serving as faculty chair, she moved into administration roles, including program director of the direct-entry nursing program, assistant dean of academic affairs, and assistant dean for student support and clinical facilitation. In these roles, she promoted students' academic and personal success, topics on which she focused her scholarship.

Lussier-Duynstee was an inaugural member of the IHP's Diversity, Equity, and Inclusion Council. She has worked on projects with nursing programs in South Africa and Saudi Arabia and has accompanied and mentored students in global immersion programs in India and Peru.

OTD Program Places Highly in First Ranking

The Doctor of Occupational Therapy program received high marks in its first year of eligibility in the 2021 Best Graduate Schools list released this spring by *U.S. News & World Report*.

The OTD, which was the first entry-level doctoral program developed in New England, ranked 23rd. That places it in the top 12% of 193 ranked programs in the country. “This indicates the confidence of our peers in the early success we have demonstrated in occupational therapy,” said Dr. Michael Iwama, dean of the School of Health and Rehabilitation Sciences.

Two other programs in the SHRS were highly ranked. The Doctor of Physical Therapy remains the top-ranked program in New England. It placed 9th out of 217 ranked programs in the country, which puts it in the top 4%.

Also maintaining its top rank in New England was the Master of Science in Speech-Language Pathology, which is ranked 10th in the country out of 260 ranked programs. It also is in the top 4%.

From the School of Nursing, the Master of Science in Nursing placed in the top 30% of the country’s nurse practitioner programs, while the Doctor of Nursing Practice ranked second in Greater Boston.

“These rankings clearly show that the programs at the MGH Institute continue to be acknowledged as being among the best in the country,” said Dr. Alex Johnson, provost and vice president for academic affairs. “It is the result of the exceptional talent of our faculty, the excellence of our students, and the accomplishments of our graduates that our programs have been recognized for their quality.”

Medical School Faculty Enroll in HPEd Program



IHP faculty and faculty from St. George’s Medical School confer during a recent Zoom meeting.

When Marios Loukas enrolled in the MGH Institute’s Master of Science in Health Professions Education program in 2018, he quickly recognized how the program could help junior faculty members at St. George’s University Medical School in Grenada.

Dr. Loukas, now the medical school’s dean, began talking with Roger Edwards, the HPEd program director, about developing a relationship between the two schools. Loukas also told Kazzara Raeburn, an assistant professor at St. George’s and the junior faculty’s supervisor, how the IHP’s year-long HPEd certificate program could expand many of the skills faculty at the West Indies school were already using.

“We are thrilled St. George’s recognized how beneficial our certificate program can be to their junior faculty,” said Dr. Edwards, who noted a formal agreement between the two schools was finalized in December and the first cohort began the following month. “It’s the largest group of participants from one institution we’ve ever had.”

Six more cohorts of 20 each are expected to take the program over the next three years. St. George’s is one of the largest medical schools in North America.

Dr. Raeburn was part of the first cohort. “It is a tremendous opportunity to improve the learning experiences for our students,” she said.

HPEd faculty Anshul Kumar, Anne Thompson, and BA White joined Edwards in January and traveled to the medical school for the program’s customary one-week kickoff. For the 21 students in the second cohort that began in June, the session was held via Zoom because of COVID-19 travel restrictions. “The students’ enthusiasm and commitment to making the virtual learning format work was a positive experience that established the necessary foundation for them beginning the program,” said Edwards.

According to Raeburn, many of the faculty in the first cohort have already started implementing new strategies in their teaching, while others in the second cohort are looking forward to using them when the medical school’s fall semester begins.

Foord Named PT Chair



Dr. Lynn Foord

Lynn Foord, PhD, MEd, MSPT, has been named the new chair of the Department of Physical Therapy.

Dr. Foord, who arrived at the Institute in 2012 as the inaugural director of the Prerequisites for the Health Professions program, has served as interim PT chair for the past year.

During her eight years running the online prerequisites program, enrollments grew exponentially as she led an expansion of classes

to include those needed to prepare for all of the IHP's direct-entry programs as well as to apply for programs at other universities.

She also has worked on curriculum design and development, faculty development, and online-learning orientations for students.

Foord, who has master's degrees in physical therapy and education and a PhD in educational technology, designed and built Simmons College's transitional Doctor of Physical Therapy program. She also founded and led the Department of Online Teaching and Learning at Simmons' School for Health Sciences, and co-directed its certificate in diversity management programs that operated in conjunction with the Institute for Diversity and Health Equity of the American Hospital Association.

She was one of the principal investigators awarded a grant from the American Physical Therapy Association to develop the American Physical Therapy Association Clinical Instructor Training Workshop and Assessment Center. In addition, she is co-editor of *Teaching Strategies for Health Education and Health Promotion: Working with Patients, Families and Communities*, which was named a 2009 Book of the Year by the *American Journal of Nursing*. Foord has taught in clinical, classroom, and laboratory settings and lectured widely. She is nationally recognized as an expert on the development and assessment of professional behaviors in physical therapy education and practice.

Palan Lopez Returns to IHP



Dr. Ruth Palan Lopez

Ruth Palan Lopez, PhD, GNP-BC, FAAN, has been appointed as the inaugural associate dean for research in the School of Nursing and the Jacques Mohr Endowed Professor in Gerontological Nursing.

Dr. Palan Lopez returns to the MGH Institute after two years as the McMahan-McKinley Endowed Professor in Gerontology at the University of Tennessee, Knoxville College of Nursing.

In her new role, she will lead a newly created Office of Research and Scholarship in the nursing school to advance scientific inquiry and scholarly activities that improve practice and enhance the stature of clinical and translational research. She will support and cultivate research faculty who are at the cutting edge of their fields, foster collaboration, and promote interprofessional research.

A nationally recognized expert in gerontological nursing, Palan Lopez initially joined the Institute in 2004, concentrating her research on people with dementia and their family caregivers. In addition to teaching, she was director of the Doctor of Nursing Practice program from 2013–2017. She replaces Dr. Diane Mahoney, who retired, as the Jacques Mohr professor.

With over 25 years of experience as a gerontological nurse practitioner, she has developed and implemented innovative programs to improve the care of older adults in both hospitals and long-term care facilities. Palan Lopez has served as vice president of the Massachusetts Coalition of Nurse Practitioners. In 2015, she was inducted as a Fellow of both the American Academy of Nursing and the Gerontological Society of America. She has received funding for several national research initiatives, including as co-principal investigator of an R01 grant from the National Institute on Aging to examine racial and regional disparities in end-of-life care for nursing home residents with advanced dementia.

Showcasing the Diversity of Science

As a young girl growing up in Boston's Dorchester neighborhood, Inricka Liburd looked forward to nighttime, when the stars came out. "I was always interested in looking at the constellations," said the second-year nurse practitioner student. "I loved all of that."

Fast-forward to Liburd decked out in a head-to-toe astronaut's suit adorned with the blue NASA logo, speaking to small groups of fourth- and fifth-graders at Charlestown's Harvard-Kent Elementary School library. Sitting at a table with a small model of the planets, she was role-playing as Dr. Mae C. Jemison, a physician and the country's first female Black astronaut. Liburd was among 13 MGH Institute students who gave the elementary-school students examples of the contributions women and people of color have made in the sciences at last February's Cultural Science Day.

Second-year OTD student JP Bonadonna, who played Brazilian neuroscientist Dr. Miguel Nicolelis, created the event at the IHP in 2019 as a way of providing students with role models in the sciences. "Studies show, when asked to draw who they believe is a scientist, kids tend to draw males, and it becomes more of an entrenched thought as they get older," said Bonadonna, who launched a similar program in 2017 while he was a research technician at Arizona State University. "This is intended to be a fun and interactive event that can show students that scientists come from diverse backgrounds and they can aspire to become one as well."

When Alyssa Torchon enrolled at the MGH Institute as a speech-language pathology student, she quickly learned that the profession was predominately



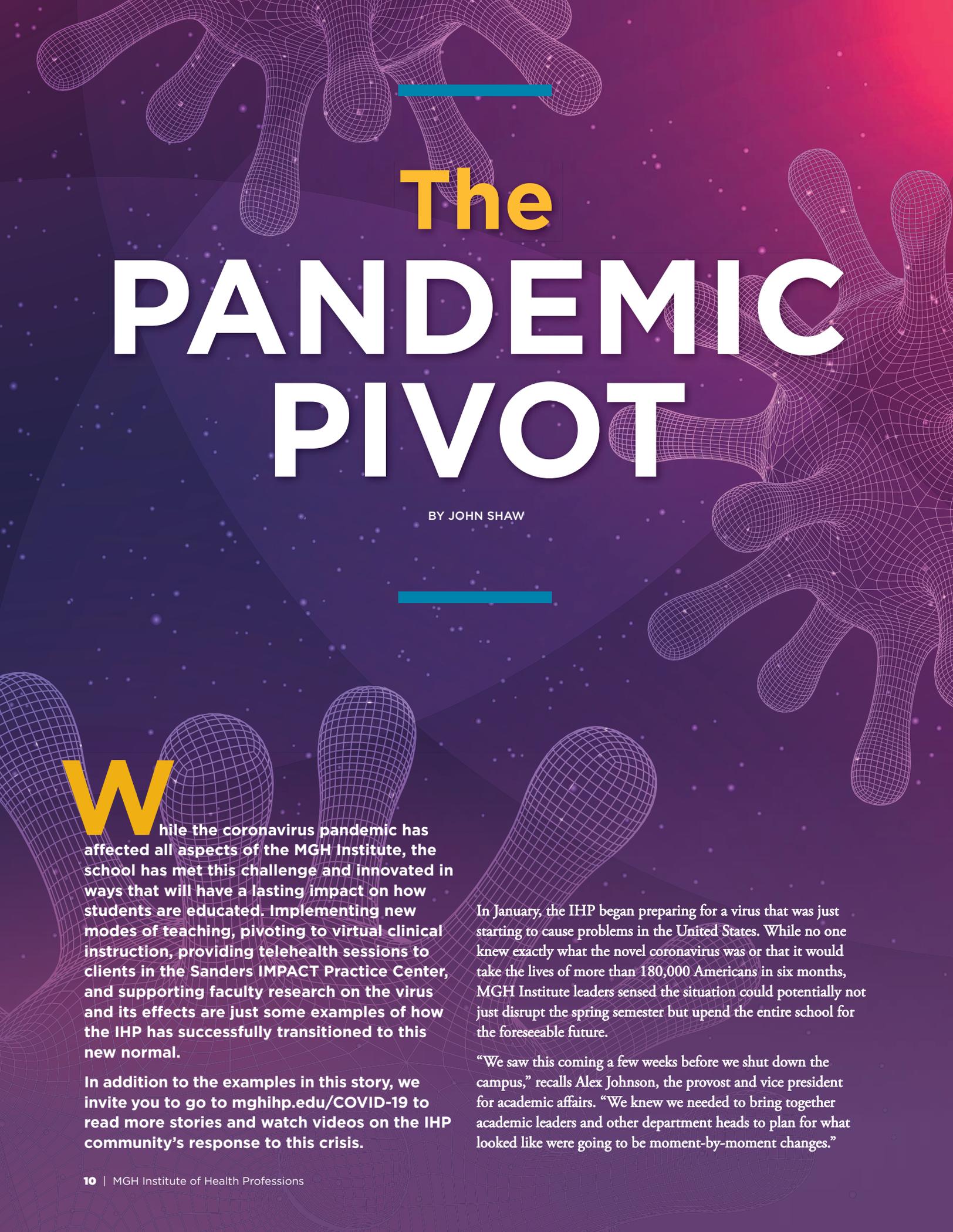
Nurse practitioner student Inricka Liburd, as astronaut Mae Jemison, talks to a Harvard-Kent Elementary School student.

white. So it was an easy decision for her to play Dr. Ianessa A. Humbert, a Black speech-language pathologist at the University of Iowa who researches swallowing disorders. "I never learned anything like this when I was in school," said Torchon while awaiting the next group of students to arrive where she would explain how a larynx works. "It's important for kids to see that science is made by people from all backgrounds."

A couple of tables away was second-year nurse practitioner student Dimitri Lamisere in the role of Dr. Samuel P. Massie, a Black chemist who was part of the Manhattan Project team that developed the atomic bomb and who later focused on medicinal treatments for infectious diseases. Across the room sat Maria Linton, a first-year occupational therapy student, as 19th-century British paleontologist Mary Anning, whose findings contributed to important changes in scientific thinking about prehistoric life and the history of the Earth.

Other Institute students participating included first-year OTD student Bridget Carroll as 19th-century astronomer Caroline Herschel; first-year OTD student Katie Kesler as the 19th-century English mathematician Ada Lovelace; and second-year nurse practitioner student Doriann Amadi as HIV/AIDS prevention expert Dr. Loretta Sweet Jemmott. Two sets of IHP students split time in roles: first-year SLP Shaina DiLalla and second-year OTD Emily Gomez played X-ray crystallographer Rosalind Franklin, and third-year OTDs Felice Mendez and Jasmin Torres played Mexican-American botanist Ynes Mexia.

The morning's inspiration was heard loud and clear by Larissa, a Black fourth-grader who had just finished listening to Ariel Lontoc, a first-year OTD student in the role of Filipino-American occupational therapist Dr. Tsu-Hsin Howe. "I think I'd like to become a scientist because I want to do things like this," said Larissa.



The PANDEMIC PIVOT

BY JOHN SHAW

While the coronavirus pandemic has affected all aspects of the MGH Institute, the school has met this challenge and innovated in ways that will have a lasting impact on how students are educated. Implementing new modes of teaching, pivoting to virtual clinical instruction, providing telehealth sessions to clients in the Sanders IMPACT Practice Center, and supporting faculty research on the virus and its effects are just some examples of how the IHP has successfully transitioned to this new normal.

In addition to the examples in this story, we invite you to go to mghihp.edu/COVID-19 to read more stories and watch videos on the IHP community's response to this crisis.

In January, the IHP began preparing for a virus that was just starting to cause problems in the United States. While no one knew exactly what the novel coronavirus was or that it would take the lives of more than 180,000 Americans in six months, MGH Institute leaders sensed the situation could potentially not just disrupt the spring semester but upend the entire school for the foreseeable future.

“We saw this coming a few weeks before we shut down the campus,” recalls Alex Johnson, the provost and vice president for academic affairs. “We knew we needed to bring together academic leaders and other department heads to plan for what looked like were going to be moment-by-moment changes.”

Before long, reports of burgeoning cases and deaths began dominating the news. Dr. Johnson announced the creation of a new COVID-19 Academic Response Team during a Town Hall meeting on March 12—the day before the campus shut down. Known as CART, the group of academic and administrative leaders met daily to assess, evaluate, and decide how to keep the Institute’s academic focus front and center, anticipate and mitigate disruptions to students, and ensure that all academic segments remained connected and fully functional.

“Lives were being disrupted from multiple directions,” says Johnson. “That day had a bit of a September 11 feeling to it—not in terms of context, but the uncertainties of what this would be like and for how long it could go.”

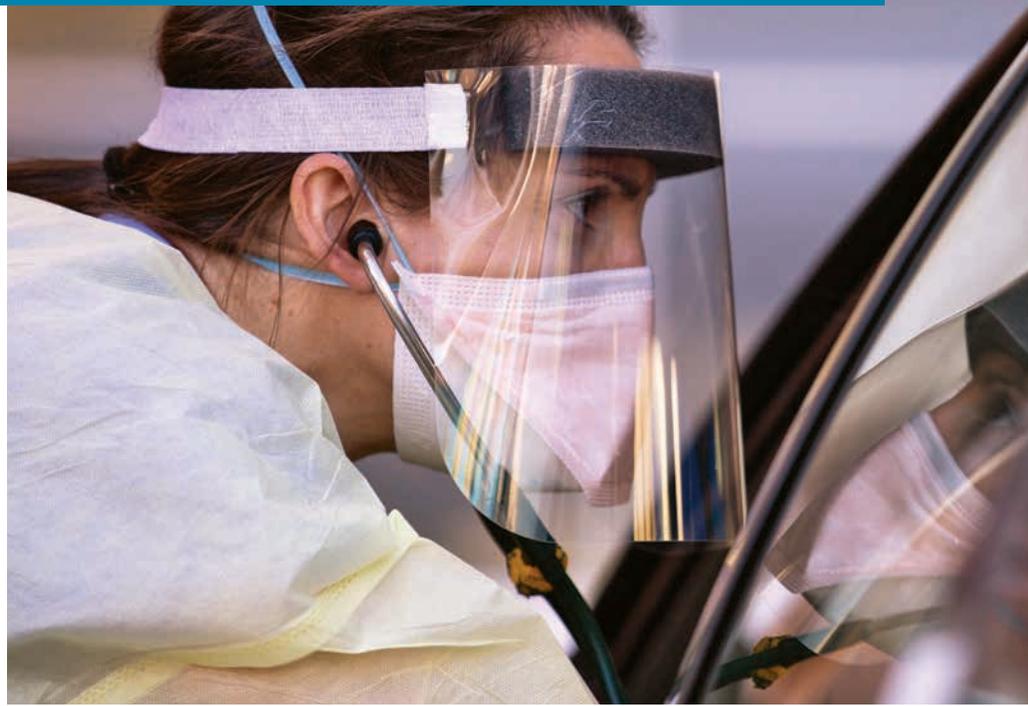
Six response teams were spun off from CART to oversee all academic operations and coordinate all functions that directly affected students and faculty. Each group, which included both faculty and staff, focused on a particular aspect of adjusting to a new normal and assisted in pivoting to what Johnson accurately called “business as unusual.”

Focus on the Class of 2020

The top priority was for students in the Class of 2020 to graduate. That meant ensuring the 557 budding alumni could complete their classroom instruction and clinical hours to meet the school’s and state’s requirements. Several of the new response teams were instrumental in innovating to make that happen.

Overseeing the monumental task was the Program Response Team (PART). Led by School of Nursing Dean Dr. Elaine Tagliareni and School of Health and Rehabilitation Sciences Dean Dr. Michael Iwama, its mission included planning for the different needs of, and developing effective communication between, all academic programs and CART.

Student success hinged on faculty success in converting hundreds of classes



Shelby Lee Freed, MSN '11, works with a COVID-19 patient at Oregon Health & Science University Hospital. (Credit: Bradley W. Parks. Courtesy of Oregon Public Broadcasting.)

to an online format. To accomplish that, the Helping Educators Adapt & Respond Team (HEART), led by Associate Provost for Academic Affairs Dr. Peter Cahn and Chief Operating Officer Denis Stratford, launched initiatives that included creating faculty instruction quick guides and a Microsoft Teams channel for faculty to share teaching materials.

While many faculty originally learned the fundamentals of virtual instruction during the winter of 2015, when a series of snowstorms forced the IHP to teach online multiple times, those closings lasted only one or two days. Instructing 40 to 90 students for several weeks while learning nuances and best practice techniques on the fly was a different matter.

Instructional designer Tony Sindelar understood this early. On March 16—just three days after the IHP moved to virtual classes—he launched a video series called *The New Normal* to help faculty transition to teaching online. “There was no roadmap or switch to flip for turning all of our instruction into online teaching with very little notice,”

says Sindelar, who was named the IHP’s 2020 Employee of the Year, in part for his efforts. “I knew faculty were anxious and would need help, and I wanted to do something to help coach them through this stressful situation.”

Physical therapy students got creative, creating videos using the discussion app Flipgrid to demonstrate their knowledge of patient assessment: Christina Lee played the role of both patient and therapist, Evelyn Chodock evaluated her mother for cervicogenic dizziness, Miguel Abreu demonstrated on his mother an assessment of light touch sensation in Spanish, and Lan Tran evaluated a fictional future DPT student.

Poster presentations, a regular highlight in many programs, were displayed in Zoom rooms where students explained their mock research studies or literature reviews to classmates and their faculty. Nurse practitioner students utilized cutting-edge online Objective Structured Clinical Examinations (OSCE).

Behind the scenes, instructional technologists Bill Elizondo, Greg Moore, and Susan Stark trained faculty on using Zoom, expanded their hours to answer

faculty questions on best practices of using Zoom, Simucase, and other technology, and introduced the new D2L Video Note tool for students.

In early May, faculty members Midge Hobbs (IMPACT), Dr. Antonia Makosky (SON), Dr. Keshrie Naidoo (PT), and Dr. Sofia Vallila-Rohter (CSD) presented the webinar “How We Did It,” which detailed the flexibility, adaptability, and innovative teaching their respective programs used in pivoting to virtual education. In addition, Amanda Worek, a CSD instructor who had piloted a telehealth program the previous summer, helped faculty who oversee students using telehealth to work with clients in the Charles A. and Ann Sanders IMPACT Practice Center (IPC).

A Switch to Telehealth

Changes at the IPC, which houses client-centered rehabilitation centers in nursing, occupational therapy, physical therapy, and speech-language pathology, were spearheaded by the Virtual Clinical Response Team (VCR). Led by Dr. Mary Knab, the associate provost for interprofessional education and practice, its charge was to address clinical hours and clinical skill development and assessment using new ways to implement telepractice, virtual simulation, and standardized patients as the professions’ accreditation bodies ruled that virtual experiences were acceptable substitutes for certain aspects of hands-on patient care.

Students embraced the pivot to telehealth. “Although the virtual setting presented certain challenges, the telehealth sessions were an extremely valuable experience for me,” notes second-year Doctor of Occupational Therapy student Nikki Lam, who created an individualized home program for her young clients in the OT center.

Marissa Russell, a speech-language pathology student graduating this year, says her clients in the Aphasia Center thrived during their twice-weekly

Alumni, Students, Faculty on the Front Lines of COVID-19

As should be expected from a health professions school with more than 8,500 graduates, IHP alumni and faculty have been working on the front lines of the pandemic—leading vital response efforts on multiple fronts. Here are just a few examples.

Kevin Whitney, DNP ’15, senior vice president of Patient Care Services and chief nursing officer at Newton-Wellesley Hospital, worked with the Mass General Brigham hospital incident command and surge planning teams to convert a surgical unit to an ICU and repurpose procedural areas as inpatient units. Partners In Health, led by its chief executive officer, Sheila Davis, DNP ’08, MSN ’97, trained and deployed hundreds of contact tracers to help prevent the spread of the virus. Lisa Columbo, DNP ’09, the executive vice chancellor of Commonwealth Medicine at the University of Massachusetts Medical School, headed the incident command team at the Holyoke Soldiers’ Home after a deadly outbreak in March.

Harrison Keyes, PAS ’18, is overseeing a coronavirus testing initiative for Boston Health Care for the Homeless Program that identifies homeless individuals who may have contracted the deadly virus. Sarah Gendreau, CSD ’14, assisted providers at Mass General in using augmentative and alternative communication tools to better care for patients on respirators.

Beyond Massachusetts, Shelby Lee Freed, MSN ’11, developed and championed a more efficient way to evaluate and test patients for coronavirus at Oregon Health & Science University Hospital in Portland; and Josh Merson, HPEd ’18, an associate professor of physician assistant studies, was part of a Massachusetts disaster response team that was deployed at Dobbins Air Force Reserve Base in Marietta, Georgia.

Nurse practitioner alumni at the Lynn Community Health Center—Natali Cabrera, MSN ’11, Julie Chan, MSN ’10, Marita Gove, MSN ’10, Rozanne Puleo, MSN ’11—treated COVID-19 patients whose condition was worsened by the country’s second acute pandemic, racial injustice, which has exacerbated and exposed the virus’s effects among people of color.



More than 60 BSN students treated COVID-19 patients at Boston Hope, the field hospital created by Mass General Brigham.

Associate professor of nursing Dr. Suellen Breakey worked with the Norman Knight Nursing Center for Clinician and Professional Development at Mass General to provide basic ICU skills training for non-ICU nurses who potentially could be redeployed to treat COVID-19 patients. Assistant professor of nursing Dr. Rita Olans was among the many health professionals who kept working despite the possibility of contracting the virus, continuing her regular pediatrics shift at Spaulding Rehabilitation Hospital.

Students also had the opportunity to work with alumni and faculty. Several nurse practitioner and physician assistant studies students, faculty, and alumni volunteered at the Chelsea/Revere Quality Inn isolation hotel. Jordana Dalila Baez, a first-year NP student, noticed the staff advocating for the purchase of chamomile tea and vapor rub, which many Hispanic households use during times of sickness. “As a Hispanic, I really appreciated seeing this,” says Baez. “It may seem like a small detail, but to me it was such a display of thoughtfulness, particularly during a time in which we are experiencing so much turmoil.”

A team of DNP graduates and current students led the transformation of Spaulding Hospital Cambridge into a COVID-19-positive post-acute long-term

care facility to support the MGB's acute care hospitals manage their surge plan. Maureen Banks, DNP '19, president of Spaulding Cambridge and the Spaulding system's chief nursing officer, worked with Joanne Fucile, DNP '12, vice president of hospital operations/director of nursing, to convert two inpatient units. They collaborated with current DNP students Tamera Corsaro, director of professional development, and Pauline Clarke, the nurse manager of one of the converted units.

In addition, more than 60 BSN students worked at Boston Hope, the field hospital created by the Mass General Brigham (formerly Partners) health system for an anticipated overflow of COVID-19 patients. The IHP students, who were designated as graduate nurses early so they could treat patients, were the only student nurses working at the facility, where Dr. Jeanette Ives Erickson, DNP '11, chair of the IHP's Board of Trustees and chief nurse emerita at Massachusetts General Hospital, was co-director. Not only did they gain valuable experience, but they were also able to fulfill many of the clinical hours they needed to graduate.

All told, over 400 students and faculty, plus countless alumni, have battled the pandemic.

sessions on Zoom. "I was originally concerned things wouldn't go as well as on campus, but I saw many of my clients making as much or even more progress than they did during their in-person sessions," she says.

Despite some technical and other issues presented by the pivot to telehealth, the number of clients who continued to participate exceeded expectations. In the Aphasia Center, more than two-thirds continued using telehealth; the other centers reported similar numbers.

One particularly challenging situation involved the annual interprofessional collaboration between direct-entry students and those from Harvard University's medical and dental schools. Instead of 350 students working together at the IPC in several large classrooms, Zoom sessions of 45 students each met virtually with the course's health mentors. One health mentor was so intent on participating that he filmed his segment from his hospital bed. Led by Hobbs, the IMPACT Practice curriculum director, and overseen by peer facilitators and

faculty, students asked questions and follow-ups just like during an onsite session. "It's really telemedicine training and practice for the health care of tomorrow," Hobbs says.

Accreditation organizations for several academic programs created flexible requirements for students in the Class of 2020. Students in speech-language pathology and occupational therapy used Simucase, a virtual simulation platform that allowed them to receive approved clinical hours and graduate on time.

With classes moving online and clinical rotations on hold, many students opted to move home. For some, that meant a quick drive up Route 93. For others, like second-year OTD student Eliza DuPont, it meant traveling out of state. DuPont returned to her native Vermont, using Simucase to get the clinical hours needed for her to stay on track to graduate in 2021. She also completed her capstone project ahead of time. "While this experience has been quite different than what I expected, the school and especially the OT faculty have done an incredible job supporting our class as we all try to finish out our final year," she says.

Administrative Changes

Changes and innovations took place throughout the Institute. Keeping students, faculty, and staff informed was a priority for President Paula Milone-Nuzzo and other leaders, who sent more than 30 email messages and held more than 20 virtual town halls over five months with the IHP community to provide updates on the ever-fluid situation, on topics ranging from accessing the campus to managing clinical rotations.

When and under what conditions Commencement would be held was a major concern. As it became clear in early April that the pandemic was not subsiding any time soon, school officials postponed the in-person event until the end of August. Less than a month later, they decided the safest way to



NP student Jordana Dalila Baez (left) and nursing faculty Antonia Makosky at the Chelsea/Revere Quality Inn isolation hotel.

celebrate the Class of 2020 was to hold a virtual ceremony. “It’s not what we all had planned, but we know we can make it a very memorable and special day,” wrote Milone-Nuzzo in an email to the community.

The closed campus prompted other operational changes. According to Mike Monteiro, director of enterprise software applications and systems, virtual meetings jumped from 330 in January to 4,134 in March. By the end of June, that figure had doubled, to 8,336 meetings, with 57,382 people participating for 3.8 million minutes that month.

The Enrollment Support Team (CERT) focused on ensuring each program with

a summer start date met its enrollment goals and incoming students were receiving constant updates and communications from the Institute. Led by James Dupont, the dean of enrollment services, the admissions department converted activities such as information sessions and new student open houses into virtual events. The Institute exceeded expectations this summer, and cohorts that begin in the fall are on track for similar results.

Supporting the IHP Community

The Student Services Response Team (START) was led by Dean of Student and Alumni Services Dr. Jack Gormley.

It addressed issues from supporting students’ online learning to advising international students through hectic federal changes to helping student leaders organize virtual events. A particularly popular

START event has been the weekly “student lounge,” virtual drop-ins where new students have gotten to know staff and ask questions.

Mike Boutin and Steve Ciesielski, assistant deans for student success, launched a support group for students balancing parenting and school, and a second group for students who were self-quarantining. “The support group was a great way for me to continue human connection,” says Maria Bundy, a second-year physician assistant studies student. “Without being able to see my friends, classmates, and family in person, I felt depleted. These support groups not only provided social interaction to express my emotions but a place to understand other classmates’ perspectives and hardships. It brings a sense of belonging and a sense of ‘we are all in this together.’”

Not just students needed this support. The Staff Council and several academic programs held regular virtual social



PA faculty Josh Merson (left) with PA students Meagan Murtagh and Jordyn Durkin worked at the Chelsea/Revere Quality Inn isolation hotel. Inset: BSN students Joanna Ghilardi, Ally Luongo, and Melissa Richard were interviewed by WCVB-TV about working at Boston Hope.



Sarah Gendreau, CSD '14 (left), talks with nurse Katelyn Bushey about augmentative and alternative communication tools they used with patients at Massachusetts General Hospital.



Harrison Keyes, PAS '18, is overseeing a coronavirus testing initiative at Boston Health Care for the Homeless Program.

gatherings and interactive events so staff members could maintain a connection with their peers.

Recognizing the pandemic's financial disruption, the IHP distributed half of its government CARES Act monies evenly between all students. And the establishment of the IHP Student COVID-19 Emergency Fund raised over \$34,000 from donors, two-thirds of them alumni, to provide additional financial assistance. (See story, page 20.)

Research Refocuses on the Pandemic

Although the school's research efforts were hindered after participants were temporarily banned from studies, faculty still advanced their work on several levels, thanks to the Science Managing Academic Research Team (SMART). Led by the executive director of research, Dr. Nara Gavini, the team ensured valuable research didn't grind to a halt.

Several faculty are pursuing research related to the coronavirus. Dr. Ruth Palan Lopez, who was hired in June as the associate dean of nursing research, is using an existing grant to study the effect of COVID-19 on the care of nursing home residents, family members, and staff. Xue Bao, a PhD in Rehabilitation Sciences student, and SAIL Lab director Dr. Tiffany Hogan wrote a paper on the effect of COVID-19 school closings on reading ability among kindergartners. Hogan also was co-author of "A Call to Action: Supporting Women Faculty in the Time of COVID-19 and Beyond," which warns that remote working may exacerbate existing inequalities that favor men in academe and suggests potential remedies. And in late August, the IHP awarded eight separate grants to 20 faculty members who will be researching coronavirus-related topics.

Dr. Alex Hoyt, a nursing professor, developed an Excel tool allowing his DNP students—many of who run large health systems—to model the virus's spread. The nurse leaders used it, which mirrors the U.S. government's model, to tweak their own models to project the

staff and equipment they would need to handle the first surge in April. With U.S. deaths surpassing 180,000 and a vaccine months away at the earliest, his tool may prove to be even more useful in the coming months.

And, reflecting that the coronavirus doesn't exist in a vacuum, the Institute's Center for Climate Change, Climate Justice, and Health and the Alliance of Nurses for Healthy Environments co-hosted a webinar in May that discussed how the pandemic has exposed the connection between climate change and racial injustice in the country.

Looking Forward

The pandemic shows little sign of abating. School leaders therefore have developed a plan that combines distance learning, virtual simulations, telehealth opportunities, and external clinical placements. Called COMMIT @ IHP, it is a holistic approach with a primary focus on the health, well-being, and safety of the entire Institute community.

Most faculty and staff will continue working from home through the end of the year. To prepare for a modified student return this fall, the simulation labs have had a \$300,000 retrofit to support social distancing during their clinical education. Additional funds have been used to make personal protective equipment available for anyone coming on campus and to place mask and sanitation kiosks in all the school's buildings. A comprehensive cleaning program has been implemented across campus. And, despite the additional costs along with a drop in revenues, there have been no layoffs or furloughs of faculty and staff.

"Every person plays a very critical role in the education of our students, so we made it a priority that everyone continued working," says Milone-Nuzzo. "It's a big reason we are confident the IHP will continue to be well-positioned to graduate high-quality health care professionals prepared to care for patients in a post-coronavirus environment." ■

Combating Racial Injustice Head-On

The MGH Institute continues having difficult—but necessary—conversations about the country’s second pandemic.

BY ALYSSA HAYWOODE

It should have been enough of a crisis that coronavirus shut down the country this past spring. It forced the MGH Institute to close its Navy Yard campus in mid-March like all other Boston-area colleges. But soon afterward, news stories began linking the pandemic to racial health disparities, with people of color facing higher infection and death rates from the virus. Then, on May 25, George Floyd was murdered in Minneapolis, Minn., exposing the depth and daily practice of systemic racism in the United States.

For the Institute, it was more than a one-two punch. It was a call to action.

Less than two weeks after Floyd’s death sparked nationwide protests, IHP students organized a Black Lives Matter vigil on Zoom that drew more than 200 people from across the Institute community. “We are committed to the mission of supporting and elevating all student voices to enact change at the IHP,” Alejandra Luna, president of the Student Government Association, said at the vigil. “We care about each and every one of you, and as a result, we wanted to create this event as a space where you could safely express yourself and your feelings.”

The SGA organized the event along with three other student organizations: KinsIHP, Students for Racial Justice in Health Care, and Coalition of Occupational Therapy Advocates for Diversity. “Even at a place like the IHP, which I think is fairly progressive, there’s still a lot of room for growth,” says Luna, a second-year OTD student. “There’s room for deeper conversations about systemic racism and health disparities. We have to talk about things like what happens when a Black woman working in a geriatric setting treats an older man who makes explicitly racist

comments. What does that woman do?” Days later, IHP’s Office of Diversity, Equity, and Inclusion hosted “United Against Racism: A Moment of Reflection.” (Read on page 23 DPT student Kamaria Washington’s spoken-word piece she performed at both events.)

President Paula Milone-Nuzzo spoke at the DEI event, saying in part, “I’ve lived most of my life with the feeling that if I tried to be a good person, if I care for others and I conducted my life with integrity, that was enough.

“But what I’ve learned over the last two weeks is that it’s not enough,” she continued. “It’s not nearly enough. If I’m silent, I’m allowing others to define what is right. If I’m silent, I’m condoning violence and oppression that others are facing. If I’m silent, I’m part of the problem, not part of the fight for justice.”

Since early June, virtual Town Hall meetings for students, faculty, and staff also have provided other opportunities to discuss ways the school can address racial injustice.

Naming the Problem

Historically, students and faculty of color at the Institute say they have faced microaggressions and racism, both on campus and during clinical placements. But talking about these instances can be tough. Some fear that speaking out could jeopardize their success at the school or their future careers. Others don’t want to publicly call out someone with good intentions, or rouse anger or resentment that could block progress.

To end this silence and begin defining the problem, two nursing faculty, Dr. Clara Gona and Dr. Eleonor Pusey-Reid, along with faculty emerita Dr. Patricia Lussier-Duynstee and Dr. Gail Gall, conducted a qualitative research study. The resulting article, “The Experiences



Alejandra Luna helped organize the student Black Lives Matter vigil.

of Black Nursing Alumni at a Predominantly White Institution,” appeared in *Nurse Educator* last fall. The unnamed institution was the Institute.

The researchers interviewed 16 alumni. They would have preferred to speak with students but had learned over the years that students were wary of sharing their experiences before they graduated. The study identified four challenges: the burden of exclusion and isolation, the lack of diversity among students and faculty, the struggle to find mentors, and cultural assumptions about students’ interests and abilities. Respondents said they coped by finding strength in numbers, relying on helpful mentors, resilience, faith, and, disturbingly, self-silencing.

To Dr. Milone-Nuzzo, those issues reinforce what she has heard during her three years as president. “What I hear

from so many Black students and Black faculty is, ‘I just keep my head down. My goal is to get through the day, get through the week, get through the month,’ she says. “That breaks my heart because we want to be a welcoming community, and we’re obviously not achieving that.”

Building on a Foundation

“As a community, we realize what we’re really talking about is the word ‘systemic,’” says Jack Gormley, the IHP’s dean of Student and Alumni Services. “Racism is in Boston, it’s in health care, it’s in our school, it’s a part of us.”

Dr. Gormley says students in 2017 raised concerns about white supremacy. But it was four years after the Black Lives Matter movement had begun in response to the acquittal of George Zimmerman in the 2012 shooting death of Black teen Trayvon Martin, and the sense of this being a national priority seemed to shift. “It was perhaps comforting to say, ‘I’m not a racist’ then, but



Kimberly Truong, PhD, had been working on initiatives about racial injustice before the death of George Floyd.

now, as a whole country and as a school, we’re saying, ‘What can we do to be anti-racist, and what concrete actions will make a difference?’”

In 2009, then-IHP President Jan Bellack launched a diversity council and increased scholarships for students of color. Training programs were developed to teach faculty and staff about avoiding bias in hiring.

When Milone-Nuzzo arrived in 2017, she expanded the council’s work, creating the Office of Diversity, Equity, and Inclusion, and hiring Kimberly Truong in 2019 as its director.

“There wasn’t a common vocabulary for talking about race at that time,” says Dr. Truong, who previously was director of inclusion programs at the Harvard T.H. Chan School of Public Health. “We didn’t have a common understanding of what racism is or where the concept of race comes from. Because if you don’t have a common language, you can’t talk about the problem as an institution.”

Even before Floyd’s death, Truong had been working on a number of initiatives about racial injustice. She launched a microaggression workshop for students, faculty, and staff. Truong also engaged in conversations about critical pedagogy and inclusive curricula, introducing the Institute to Critical Race Theory as a framework for racial justice. Working with human resources, the Provost’s office, faculty, and staff, she helped develop and implement the equity advocates’ training for new-hire searches.

She also organized several on-campus talks, such as a Know Your Rights workshop by the Muslim Justice League, and led a Chinatown walking tour with the Chinese Progressive Association that focused on equity issues including gentrification and environmental health. Additionally, Truong has developed partnerships with the Edwards Middle School in Charlestown and Suffolk University, and listened to stories from faculty, staff, and students about their experiences at the IHP.

Earlier this year, Kay Martinez joined the diversity office as its associate director. Hired just as the IHP was closing its campus, Martinez had previously worked with Truong at the Harvard T.H. Chan School of Public Health. The two quickly modified their racial injustice programs and initiatives to a virtual platform.

“Conversations about race can be hard, and they can be uncomfortable, but it’s important to learn how to be comfortable with being uncomfortable.”

—ALYSSA TORCHON,
SLP STUDENT

In June, the school was scheduled to hold its Power, Privilege, and Positionality workshop. The event, held each semester, gives incoming direct-entry students an opportunity to hear about and discuss inequality and health care disparities.

In the wake of the double pandemic of COVID-19 and racial injustice, Truong felt that there needed to be a more explicit conversation about institutional racism. She and Martinez retooled the June workshop, sharpening its focus on race and racism. To encourage conversation, over 60 faculty and staff members were trained as facilitators for the event. Students responded positively, some saying this was the first time they had talked about structural racism.

Close to 300 people attended the virtual event, which featured Dr. Taharee A. Jackson, scientific workforce diversity program manager at the National Institutes of Health, and Dr. Ndidiamaka Amutah-Onukagha, an associate professor of public health and community medicine at Tufts University School of Medicine.

Over the past year, the diversity office also has accomplished a quieter but, in some ways, a more pivotal goal, says Martinez: It has become a safe space where students, faculty, and staff can discuss everything from personal challenges to microaggressions and racism to ideas for change. “We’re getting more and more requests from students, faculty, and staff who are asking how they can work with us because they want to revamp what they’re doing,” says Martinez.

In late June, the IHP announced the diversity office would become the Office of Justice, Equity, Diversity, and Inclusion, or JEDI. Its agenda includes a new anti-oppression statement; programs to improve the diversity, retention, and support of faculty, staff, and students of color, especially Black faculty, staff, and students; and a review and streamlining of procedures for reporting bias. More is to come, Milone-Nuzzo says: “The work that absolutely needs to be done is to develop a curriculum that is free from bias and oppression, that’s inclusive and welcoming, and that enables everyone to be who they are and succeed.”

Taking Steps Forward

Indigo Young began developing an anti-oppressive intervention curriculum in 2017, shortly after joining the Department of Communication Sciences and Disorders as an instructor.

“As a school-based clinician, I was struck by how often school systems, which we entrust to teach and support our children, enact harm and reinforce the marginalization we see elsewhere in our society,” says Young, who graduated from the IHP in 2014 with a Master of Science in Speech-Language Pathology. “I became invested in learning about how I could minimize harm.”

Her curriculum pairs knowledge with concrete skills such as recognizing bias in intervention materials. “My goal is for IHP graduates to be innovative and highly skilled clinicians who are dedicated to evaluating and confronting bias in themselves, their interventions,



Indigo Young is working to ensure IHP graduates can evaluate and confront bias in themselves and where they work.

and the systems they will work in,” she says.

Young and the CSD department conduct bias reviews of the materials used in the department’s Speech, Language, and Literacy Center, which provides services to the local community. “We don’t just teach anti-oppressive intervention,” Young says. “We strive to demonstrate it as well.”

At the Speech and Language (SAiL) Literacy Lab, director Tiffany Hogan and her team are grappling with how to better address race, diversity, equity, and inclusion in their research.

“A big focus of our lab is what we call implementation science,” Rouzana Komesidou, a SAiL post-doctoral fellow, says. “We work with our partners, school districts in particular, to create change models that support all students. To do this well, we have to be able to talk about equity and justice, even if it’s uncomfortable.”

“Literacy is itself an issue of equity,” says Dr. Hogan. “There’s a lot of research on the impact of literacy on academic achievement, health access, and life choices.”



Kay Martinez says the JEDI office has become a safe space for people to talk about racism and change.

The SAiL Lab team used an online interactive platform to compile questions, share ideas, and gather resources on anti-racism and equity. “It was a soul-searching moment for us, thinking about our past experiences,” Dr. Komesidou says. “For example, I’m an immigrant in this country, and I have been an immigrant my whole life, so I’ve experienced prejudice.

“Sometimes students of color who work in the lab face discrimination in different areas of their lives,” she continues. “And we are their academic family. So, while it’s nice to be compassionate and say, ‘We support you,’ it would be better if there were concrete steps that we could take to help. That’s what this lab is trying to do.”

Hogan adds, “In science, there is a real lack of diversity, so we need to remove the barriers that prevent persons of color from entering our fields.”

The lab is converting its brainstorming efforts into procedures to put into action in the fall.

Another important challenge is supporting IHP faculty, who may be experts in their field but not in facilitating interracial dialogues.



Nursing faculty Eleanor Pusey-Reid is hopeful the IHP can improve its reputation as a good place for students of color.

“Everyone agrees that there’s a need to address racism in classroom settings,” says Peter Cahn, the associate provost for academic affairs. “Our students are steeped in these issues in ways that many of our faculty are not, so we wanted to introduce appropriate and productive strategies.”

To do that, Dr. Cahn collaborated with librarian Jessica Bell to create an online faculty guide on responding to racism. It includes resources on racial equality, the link between racism and grief, and trauma-informed teaching. Also on the radar is looking at curricular content and how the interprofessional patient care approach taught to all students can be intertwined with diversity. “Students will be better at advocating for change and social justice if they know how to collaborate and work as a team member across different health professions,” says Cahn.

To help diversify faculty hiring, the IHP just graduated its first class of equity advocates. They are a group of more than a dozen faculty and staff who are, Cahn says, “the guardians of a process.” Equity advocates, who serve as members of faculty search committees, will examine whether outreach and job

advertising for faculty positions are broad enough to attract diverse candidates.

“It’s a structural change that we’re embedding in every faculty search,” he says. “We aren’t just accelerating, we’re going deeper. We’re looking at structures. How, for example, do we hire vendors? Are our dollar decisions aligned with our values? That’s a structural level we hadn’t considered before.”

A Hopeful Future

“I am hopeful that now is when we are going to make our campus a safe place where everyone feels that they have had a meaningful experience, and that this boosts our reputation as a place that is good for minority students,” says Dr. Pusey-Reid, the assistant professor of nursing who is co-author of the paper on the experience of Black alumni. “That’s going to make it better for all students.”

Alyssa Torchon, a speech-language pathology student, says she would like to see more Black faculty and staff. “I would also love to see more support for students of color to help them navigate the IHP, which is a predominantly white space and a reflection of what many of our careers will look like. We need to learn to navigate these spaces,” she says.

A Haitian-American, Torchon attended New York City’s Queens College, where diversity is a given at a school in which nearly two-thirds of its students are of color.

“I would also love to see more training for all staff and faculty,” she says. “Conversations about race can be hard, and they can be uncomfortable, but it’s important to learn how to be comfortable with being uncomfortable.”

Katherine Mulcahy, the school’s director of alumni relations, has heard from alumni of color and white alumni who attended one of the virtual conversation events offered in collaboration with the Office of Justice, Equity, Diversity and Inclusion over the last couple of months. “All of the attendees were glad to know that this conversation is now happening,” she says, noting that many said

they would return to campus and speak with current students, help with making changes, or play a role in admissions efforts. “We are going to keep listening to alumni of color to learn more about what they experienced, find out how the Institute can help them as professionals, and offer alums opportunities to connect back with students of color.”

Looking ahead, JEDI director Truong says the Institute is developing momentum that can lead to meaningful changes.

“We’re talking about the curriculum. We’re talking about policies and practices. We’re talking about everything,” she says. “Last year, when I first started, I didn’t think that we would be ready to have certain conversations. I don’t think I could have said words like ‘anti-Black racism,’ ‘anti-Asian racism,’ or ‘anti-racism’ in general. But people are much more open, and we’re having these conversations now as a community. We are going beyond just conversations, and also committing to engage in anti-oppressive work.”

To do that, the school announced an anti-oppression initiative to think boldly about race and bring together all members of the IHP community to address systemic racial injustice and create a supportive and inclusive campus.

Milone-Nuzzo welcomes the opportunity for growth. “I would love to see the IHP be an environment where everyone feels welcome and included and has the feeling that they belong to an organization that has an anti-oppressive, supportive, collaborative curriculum,” she says.

“If we can accomplish that, if we can build a culture where everyone feels that they can be themselves and contribute and belong, then when problems arise, we would be in a strong position to deal with them,” she continues. “We would know how to collaborate as a community. We would know how to include everyone’s voices. We would have the structures in place to do this. That would be my ideal.” ■

Alumni, IHP Community Donate to Fund to Assist Students During Pandemic

When the coronavirus pandemic caused the MGH Institute to close its campus in March, students had to cope with much more than moving to online classes and scrambling to complete clinical rotations.

The pandemic, which has stretched from weeks to months with no end in sight, has caused such severe financial hardships that some students have wondered if they can afford basic necessities.

To help during this unprecedented time, the IHP launched the Student COVID-19 Emergency Fund. Created in early April by the Office of Development, the fund through July has raised more than \$34,000 from alumni, faculty, staff, and other donors to assist students who have lost their part-time jobs or have been unable to find work as a result of the pandemic.

“Students were approaching us with heartbreaking stories of their serious financial hardships, saying they did not have the money to pay for rent, heat, electricity, or food,” said Clare McCully, the Institute’s chief development officer. “Their lives have been upended in ways we could never have imagined.”

The fund, which began with a \$2,000 challenge gift, quickly eclipsed its initial \$10,000 goal. According to Deborah Altsher, the director of financial aid, the 63 students who applied each have received an average of \$500 from the fund.

“It allowed me to catch up a bit while I looked for a job.”

— GREGORY HARD,
FIRST-YEAR MASTER OF
SCIENCE IN NURSING
STUDENT AND GRANT
RECIPIENT



First-year MSN student Greg Hard said the funds helped him pay rent and buy groceries.

Gregory Hard, a first-year Master of Science in Nursing student, was working a couple of part-time marketing jobs when the pandemic struck, causing his clients’ businesses to close and putting him in financial straits. Hard, who lives in Charlestown, said he used his grant to help cover his rent and also buy food. “It allowed me to catch up a bit while I looked for a job,” said Hard, who before starting the nursing program spent five years as sales and marketing director for the Clubs at Charles River, Mass General Hospital’s health club, and its employee wellness program. Recently, one of his clients reopened, plus he’s picked up

“I certainly understand the pressures of being a student and scraping by in this wildly expensive city.”

— AMANDA WOREK, CSD ’11

some temp work at Brigham and Women’s Hospital, which has provided him with some much-needed cash flow.

Two-thirds of the 220 donations have come from alumni—many of whom recalled the challenge of attending the Institute full-time while trying to hold down a part-time job during normal conditions.

“I certainly understand the pressures of being a student and scraping by in this wildly expensive city,” wrote Amanda Worek, CSD ’11, in a note accompanying her donation. “I’m so thankful to be employed right now and glad I could

“This has been a very meaningful campaign because it’s touched the hearts of people and resonated with the entire IHP community.”

— CLARE MCCULLY, CHIEF
DEVELOPMENT OFFICER

help more, even if just a bit.” Added Roya Ghazinouri, DPT ’07, MSPT ’99, “This is such a small contribution for such an amazing organization. I am in awe of how the IHP has managed the crisis.”

McCully said one alum gave a gift during the appeal’s first week and said she’d give again, a promise she fulfilled. A parent of a graduate even donated, saying she remembered how the money her daughter received working part-time while attending the IHP helped make ends meet.

And, for several weeks in August, the school’s Staff Council Community Service and Health, Wellness, and Social committees began holding the IHP Resilience 5K to raise additional funds for students. People participated in the virtual event by either running, walking, biking, or skateboarding.

“This has been a very meaningful campaign because it’s touched the hearts of people and resonated with the entire IHP community,” said McCully. “It shows that our community recognizes the importance of supporting students during the pandemic to ensure their overall health and well-being.”

An unanticipated bright spot occurred when McCully successfully applied for a \$25,000 grant from the Boston-based Edwin S. Webster Foundation. A key element of receiving the funding, said McCully, was because the school agreed it would use its Kay Bander Matching Gift Fund to create a permanent emergency fund that can be used in the future.

“The lesson we’ve learned from the pandemic is that we have to be more responsive to and aware of some students’ tenuous financial situations, even during less critical times,” said McCully. ■

To contribute to the MGH Institute’s Student COVID-19 Emergency Fund, please go to giving.mghihp.edu/COVID-19.

Alum Named IHP’s First Gates Cambridge Scholar

Shalom Kim Henderson is the first graduate of the MGH Institute to receive the prestigious Gates Cambridge Scholarship.

Henderson, who graduated in 2018 with a Master of Science in Speech-Language Pathology with a concentration in adult neurogenic communications disorders, is among 28 U.S. students who received the scholarship this year. The award will cover tuition and living expenses for four years, worth approximately \$250,000, while she pursues a PhD in medical science at the University of Cambridge in England.

At Cambridge, she will focus on determining ways to better understand the cognitive and neural mechanisms underlying semantic cognition in patients diagnosed with frontotemporal lobar degeneration and its subtypes, such as primary progressive aphasia (PPA), which has no cure and is often misdiagnosed. Specifically, she will study how word meaning is stored and accessed in the brain, and the nature of impairments that can result when crucial brain regions are affected by disease, as in PPA.

“I’m excited because I’ll be able to continue working with this population with various neuroimaging tools that speech pathologists generally don’t get the opportunity to use in schools and medical settings,” said Henderson, who since graduating from the Institute has worked in the Frontotemporal Disorders Unit at Massachusetts General Hospital, focusing on speech and language issues in PPA. “There’s a big gap in the literature about understanding what’s happening in the brain before and after being diagnosed with PPA, and I want to help inform targeted interventions. Plus, this will allow me to continue the research I’ve been doing at Mass General.”

Henderson graduated from Northeastern University in 2009 with a dual degree in



Since graduating from the IHP in 2018, Shalom Kim Henderson has worked at the Frontotemporal Disorders Unit at Massachusetts General Hospital.

English and biology and completed postgraduate studies in linguistics and psychology from Harvard University and Columbia University in 2014 and 2016, respectively. At the Institute, she received the Kenneth N. Stevens Student Research Award, and her master’s thesis, “Immediate and Delayed Auditory Feedback in Declarative Learning,” was published as a first-authored paper.

Despite the coronavirus pandemic, she will move to England in September to begin her studies.

The Gates Cambridge program, in addition to choosing scholars with outstanding academic achievement, emphasizes social leadership as part of its selection process in order to create a global network of future leaders committed to improving the lives of others. Established through a \$210 million donation to the University of Cambridge from the Bill & Melinda Gates Foundation in 2000, the program has funded more than 1,700 scholars from over 100 countries who represent more than 600 universities globally, including over 200 in the U.S.

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.

The following abbreviations are used in Class Notes: MGH – Massachusetts General Hospital; NWH – Newton-Wellesley Hospital; SRH – Spaulding Rehabilitation Hospital.

Communication Sciences and Disorders

Rosanne Clark, CSD '12, co-authored "Optimal Outcomes Reporting (OOR): A New Value-Based Metric for Outcome Reporting Following Cleft Palate Repair," published in the *Cleft Palate-Craniofacial Journal*.

Nursing

Rebecca Skoler, MSN '99, who works at Community University Health Care Center in Minneapolis, wrote, "Health Care Providers Call for Rescue of Our Homeless Population," published in the *Star Tribune*.

Daisy J. Goodman, DNP '10, was the virtual keynote speaker for the Amoskeag Health's 13th Annual Morning Matters breakfast. She is an assistant professor of obstetrics and gynecology at Geisel School of Medicine at Dartmouth College.

Catherine Alexander, DNP '15, was a co-author of "Doctor of Nursing Practice Project Advisement: A Roadmap for Faculty and Student Success," published in the *Journal of Nursing Education*.

Sally Vanderploeg, BSN '17, who works for Families First in Portsmouth, NH, was among the nurses recognized for community nursing in *Foster's Daily Democrat*. She is trained to do medically assisted treatment for patients with substance abuse disorder.

Physical Therapy

Maura Daly Iversen, DPT '05, was named dean of the College of Health Professions at Sacred Heart University in Connecticut.

Nancy R. Kirsch, DPT '05, presented the course "Educational Workshop: PT Ethics VI – The Ethics Risk/Benefit Ratio" for the Advance Healthcare Network.

Alumni Saluted in Boston Globe

Each year, the *Boston Globe* honors the many remarkable nurses who have made Boston the epicenter of caregiving. Alumni and students from the School of Nursing were highlighted in the "2020 Salute to Nurses" section, published in May. Among the IHP alumni listed were: **Kathy Savage, MSN '96**, MGH; **Krista Wachter, MSN '05**, MGH; **Caitlin Fournier, BSN '10**, Boston Children's Hospital; **Lisa Mashburn, MSN '12**, Cambridge Health Alliance; **Sarah Kugler, MSN '16**, South Shore Health; **Stefanie Sugrue, BSN '16**, MGH; **Tara Conklin, BSN '17**, MGH; **Melanie Weinick, CAS '19**, MGH Cancer Center at Newton-Wellesley Hospital; **Elizabeth Swomley, MSN '20**, SRH Cambridge.

Marilyn Moffat, DPT '06, was quoted in "Challenge Seeks Ideas to Help Orthopedic Patients Awaiting Elective Surgeries," published in *Orthopedic Design & Technology*.

Alison Chang, DPT '07, was the lead author of "Association of Long-Term Strenuous Physical Activity and Extensive Sitting with Incident Radiographic Knee Osteoarthritis," published in the JAMA Open Network.

Monica P. Jain, DPT '08, recently published *Healing the Heart Mindfully: A Practical Approach to Holistic Rehabilitation from Cardiac Surgery*. The mindfulness practitioner, public speaker, and holistic healer lives in Connecticut with her husband and two children.

Kara L. Mortifoglio, DPT '09, was quoted in the article "Your Vagina After Childbirth Isn't as Scary as You Think," published on Healthline.com.

Nicole Stout, DPT '13, presented the 25th annual H.P. Maley Lecture at the American Physical Therapy Association's Virtual NEXT Conference. An internationally recognized expert and leader in cancer rehabilitation and survivorship care, she is a research assistant professor at West Virginia University School of Medicine.

We invite you to submit your news and photos to alumni@mghihp.edu, or at www.mghihp.edu/alumni.

Alum Lights Up Mass. Bridges to Recognize Juneteenth

Elizabeth Hylton, MSN '10, wanted to make sure people in Massachusetts know about Juneteenth.

To do that, she successfully petitioned the state's transportation department to light both the Leonard P. Zakim-Bunker Hill Memorial Bridge in Boston and the Kenneth F. Burns Memorial Bridge in Worcester on June 19—the day in 1865 that enslaved people in Texas were freed by executive decree, two and a half years after the Emancipation Proclamation officially made slavery in the United States illegal.

"It's a small thing but hopefully it will create conversation," said Hylton, a psychiatric nurse practitioner in Worcester.

Working with patients who have experienced racism has shone a new light on its repercussions, especially when it comes to health care. "Racism is not only about Black Lives Matter—it's about a lack of access to health care, a lack of access to good food, a lack of access to clean water," she says. "These are conversations that need to be happening in homes, in schools, and in hospitals because this is a nationwide problem that needs to be addressed on all levels."



Is Lip Service All You Offer?

Kamaria Washington, a third-year DPT student, first performed this piece as a spoken-word presentation at the student-led IHP Black Lives Matter vigil in June.

Let's start this piece off with what it won't be
Let me make it clear that this won't be a heart on my sleeves
Ed Hardy plea
It won't be a retelling of how, when, or where black bodies were murdered
...Black bodies are still being murdered...
It won't be an education piece of why I am angry, distracted, full of sorrow, and distant
Per my last e-mail, we have educated enough
Gotten degrees in illustrating our pain only to have our pages of history and life be met with blind eyes that ask for an audio book instead
It's easier to listen to our cries when you don't have to stop carrying on with your own lies
I mean, LIVES
Let me make it clear that this won't be a stone thrown at my community for burning down whatever they see in sight...
Let me say it again for those who just clutched their pearls of privilege and had their faces flush with fright.
This won't be a stone thrown at my community for burning down whatever they see in sight...
He who is without sin should cast the first stone
Confess the burning of your torches when you stole this land and the cop cars you set on fire and blamed on protestors before you bloody the white angel costume you try to parade in.
This won't be, AND NEVER SHOULD BE, an instruction manual on how people of color should heal
Or process
When did it ever become someone else's business to manage the survival tactics of others
We
Are not the bosses of others' strategies for perseverance
We
Are not the authorities over personal laws of making it to see another day
This is not another blanket statement provided when asked "How are you doing today?"

This is not another hashtag.
Another awareness post



Kamaria Washington, DPT '21

Another black screen to black out your timeline
Another reminder that all lives won't matter until black ones do
This is not another well-intentioned prayer from praying hands that aren't dirtied from doing the work
This is not a provision of space for comfort nor passivity
We have coddled, double tapped, and exercised our thumbs with mindless scrolling long enough

This is a call for ACTION...
This is a call for ACTION!
Night lights and body cameras didn't stop the action
Lights, camera, action
We are still performing our daily tasks with hands up to prevent bullet for black life transactions
This is a push to the polls
November the 3rd
Write it down
Take a friend, or an elder, or your neighbor
Anyone over 18
This is a restructuring of power systems
An amplification of melanated voices that have been, and always will be, about resistance
This is a revamping of our curriculums;
How can we push an education onto black and brown bodies that don't see themselves reflected in it?
This is an outline for reform
Scrap the blueprint norm
We see more of our men in cages for petty crimes

More than we see them crossing capitalist stages for clever coveted rhymes.
This is a strong whip to the back of mass incarceration.
Y'all might not like this one
But this is a push-back on "12" and its head lock on liberation
I believe in GOOD cops just like I believe in BAD systems
We have a better chance of survival if we DEFUND this system
The safest communities don't have the most cops;
They have the most resources
Reallocate our dollars to our needs
If we all take a stand we can demand no longer using our necks to take a knee

I'll Campaign til the timer reaches Zero
Black Life my Matter until the streets can stop burying heroes
I will Know My Rights from my wrongs like Camps and Kaepernicks
Reclaim the Block and house the people they kept from it
Color of Change, color of fight
Color of God, color our politicians to engage in our plight
I will keep adding my efforts to this work until it Equals Justice in every Initiative
They will censor our words and label them as promiscuous
This is a conviction for ANTI-RACISM, instead of not being a demonstrator of racism
Know the difference.
If you watch a fellow gardener plant a seed...
Actually, no...
If you watch a fellow gardener RIP a flower from its native ground and transplant it in soil that has no nutrients for it to breathe and you swear you'd never treat a flower like that a day in your life...
Doesn't the flower still die?

See, this is a statement for intervention
A call for more disruptors of the soil
For those who will make sure every flower has room and right to breathe
There are no sidelines when bodies are being chalk outlined
This is a reimagining of the future
A plan to make sure there are still black people in it
This is the work
This is and always should be OUR work.
So miss me with the thoughtless double taps and the complacency of your sympathy
This is a call for ACTION!



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CELEBRATE WITH A PURPOSE

Thursday, October 22, 2020
VIRTUAL EVENT!

Please join us as we celebrate with a purpose and raise much-needed funds
to support **student scholarships**.

Our featured speaker, Michael Brenner, Professor at Harvard University, will present his work
on developing a Google app for Aphasia patients, partnering with the IHP's research lab.

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