BATTLING EBOLA

SHEILA DAVIS LEADS EFFORTS IN WEST AFRICA TO CONTAIN THE DEADLY DISEASE

Physician Assistant Studies Program Begins
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VA Grant to Match Students with Veterans
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Tackling the Region’s Opiate Epidemic
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“I received a first-class education in classes taught by some of the most brilliant minds I have ever encountered. Coupled with high-quality clinical experiences, the MGH Institute prepared me well to become an independent speech-language pathologist.”

— Jennifer L. O’Connell, CSD ’03
Director of Pupil Personnel Services,
Winthrop Public Schools
First Words
President Janis P. Bellack

Five Questions
Honorary Trustee Matina Horner

Along the Waterfront
New trustees, Commencement 2015, physician assistant studies program begins, Gala hits new record, BWH internship program, and more news from around campus.

FEATURES

Sheila Davis’s Toughest Battle
When the Doctor of Nursing Practice graduate traveled to Liberia and Sierra Leone in 2014, she stepped into the middle of West Africa’s deadly Ebola outbreak.

Tackling the Opiate Epidemic
Faculty members in the School of Nursing and Physician Assistant Studies program expose students to the region’s growing epidemic.

Honor Roll of Giving
We thank those who supported the MGH Institute in 2014–2015.

Class Notes

Last Words
The importance of a stethoscope.
Higher education is undergoing profound change in both large and small ways. Increasing scrutiny and expanding regulation by federal and state governments; growing public concerns about the price of college and mounting student debt; questions about the value of college and graduates’ employability; changing demographics, including a more diverse student population with differing expectations and learning needs; a decline in numbers of the traditional college-bound students, especially in the Northeast; growing federal and state compliance regulations; data privacy concerns; tightening of research funding; and proliferating technological advances affecting communication, the teaching-learning environment, and health care are all forces to pay attention to. Also, campus activism is on the rise around issues of race and inclusion, undocumented students, sexual assault, academic freedom and free speech, and the growing use of adjuncts to replace core faculty.

As a specialized health professions graduate school, we don’t face some of the challenges that other colleges and universities are grappling with, such as athletics and Greek life, unsustainable tuition discount rates, deferred maintenance on outdated facilities, or a location no longer appealing to students. Other issues, however, demand our careful attention, vigilance, and response.

One of the Institute’s most important strategic priorities is to anticipate and adapt to the changing external environment so we can continue to make the investments in our academic programs, student support, faculty development, research, and facilities that keep us at the leading edge. We must keep our eyes on issues that may impact our unique niche at the intersection of higher education and health care, and ensure the Institute is well positioned to address them and sustain the academic excellence for which we are known.

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We are fortunate to attract, enroll, and graduate students who are purpose-driven and have both a clear goal and the passion to make a difference as health care providers. We are able to attract highly qualified and dedicated faculty in an era of faculty shortages in the health professions. We continue our efforts to expand the diversity of our student body to better reflect the growing diversity of the population. We also continue our efforts to attract faculty and staff who can further enrich the diversity of the learning environment and to whom our students look for expert teaching and mentoring. And importantly for all, a more diverse community assures that we are the welcoming and inclusive campus we strive to be for all who choose to join us.

We also have a robust risk management plan to keep us well-positioned as a strong, viable, and attractive place to learn and work. The Institute has been at the forefront among its peers in anticipating and mitigating potential risks to our unique mission and culture; surprisingly, fewer than half of the country’s colleges and universities have formal risk management plan. Ours has been in effect for years and is continually reviewed and updated in collaboration with our Board of Trustees and risk management experts in Partners HealthCare.

As risks change in response to the evolving economic, social, political, health care, and higher education landscapes, we will take the necessary steps to ensure the Institute’s continued vitality, reputation, quality, distinctiveness, and effectiveness. I am confident we have the talent, leadership, commitment, and will to anticipate and effectively manage challenges and seize opportunities to assure we are positioned for both the foreseeable and long-term future.
Dr. Matina Horner served on the MGH Institute’s Board of Trustees for 27 years, and chaired the Board from 1995 to 2005. She was appointed an Honorary Trustee in 2015 in recognition of her long-standing service and steadfast commitment to the school.

Dr. Horner is President Emerita of Radcliffe College, having led the college for 17 years. She subsequently served as executive vice president at TIAA-CREF, and on several non-profit and corporate boards, including the Massachusetts General Hospital, for which she continues to serve as Honorary Trustee and chairs its nominating and governance committee.

Dr. Horner has received 15 honorary degrees as well as numerous awards, including the Ellis Island Medal of Honor, a Citation of Merit for the Northeast Region of the National Conference of Christians and Jews, and the Distinguished Service Award in Trusteeship from the American Governing Boards of Colleges and Universities (AGB).

**1. During your 27 years on the board, what were the most significant changes you witnessed as the IHP continued to grow and change?**

**Matina Horner:** A dramatically changing health care environment presents a number of educational challenges to preparing students for professional excellence and leadership roles in their chosen fields. The continuous evolution and dramatic growth in the number, diversity, and quality of our students, faculty, and academic programs has been particularly gratifying to watch.

One of the most significant events for the Institute during this time was securing a permanent home in the Charlestown Navy Yard. This change made it possible to grow as a community and to expand our focus on interprofessional education, team-based learning and practice, research, and community outreach and service.

Over the years, the Institute has also strengthened its ties and mutually beneficial relationships with our parent organization, Mass General Hospital, and also with Spaulding Rehabilitation Hospital, our new neighbor in the Navy Yard, as well as other members of the Partners HealthCare System.

**2. During the 10-year period you chaired the Board of Trustees, you helped steer the IHP from a tenuous financial position to a financially stable one. What do you recall as most salient about that period of time?**

**MH:** Most salient for me was the sheer number of significant challenges: an unanticipated $1 million deficit, the illness and resignation of the president, the need to find a new campus location, and the decision by both MGH and Partners leaders that they could no longer afford to financially support the Institute. The prospect of being penniless, leaderless, homeless, and soon to be orphaned clearly was a crisis. The dangers were clear, the opportunities for survival not at all obvious. Many felt that attempts to save the Institute and its programs, however worthy, would be futile—a “mission impossible.” Panic was possible, but useless.

Instead, I was mindful that throughout its history, the Institute was blessed with leaders with vision and passion and a special capacity to identify the risks, dangers, and opportunities that each crisis presented. I looked for and found a leader, former President Ann Caldwell, who with her team had the energy, vision, and courage to challenge expectations, take carefully weighed risks, and generate creative solutions and previously unconsidered options for preserving and advancing the Institute’s vision and mission.

There is no question that the survival of the Institute against the seemingly insurmountable challenges we face is owed primarily to the incredibly dedicated team of leaders, faculty, staff, administrators, and board members who believed so deeply in the Institute’s mission and its ability to make a difference that they were willing to accept responsibility and make the real personal sacrifices needed. I am forever grateful to them and their vision, dedication, and perseverance.

**3. You have served in many leadership roles over the years, including president of Radcliffe College. How have those experiences shaped and influenced your role as a trustee and board chair at the IHP? What accomplishments are you especially proud of?**

**MH:** It is true that I have had several opportunities during my career to serve in a leadership role in a variety of settings, often during uncertain times rife with challenges and shifting social, economic, and political pressures. But
each challenge has proven to be an incredibly valuable learning experience that helped me grow and better understand the skills needed, especially the importance of listening more than talking. Serving on both sides of the board table has given me a deeper appreciation and respect for the respective roles and stewardship responsibilities each one around the table has in shaping the future prospects of treasured institutions like the Institute. Mutual respect and trust are particularly important during times of change and uncertainty when answers are not obvious and value-guided judgments are essential.

What leadership wisdom would you like to impart to the Institute’s leaders, faculty, students, and alumni given the changing health care, higher education, and societal environments?

MH: In the midst of a dramatically changing environment, believe and take pride in the vision and mission you create, and continue to build on the incredible achievements of the visionary and dedicated leaders before you. Someone once wisely said, “Times of stress and difficulty are seasons of opportunity when the seeds of progress are sown.” The Institute has time and again shown this to be the case.

What roles do you see yourself playing in the Institute’s future as an Honorary Trustee?

MH: It has been a very special privilege to be a participant observer of the Institute’s remarkable development and contributions to date through all the changes and the many storms confronted and conquered. I look forward to continuing to participate as an honorary trustee and spokesperson for the Institute. I am confident in its continued success and ability to thrive, grow, and make a real difference by its unwavering commitment to excellence in its academic programs, research, and community service.

Former President Patrick McCarthy, an Early Institute Leader, Passes Away

Patrick McCarthy played an instrumental role in the early years of the MGH Institute.

McCarthy, who passed away at the age of 85 in his native Maine on October 13, was the Institute’s second president after the school was separately incorporated as an independent affiliate of Massachusetts General Hospital. He served as president from 1988 to 1994. During his tenure, the school moved from Ruth Sleeper Hall, its initial home at Mass General, to 101 Merrimack Street, where for the first time all faculty, students, and staff were housed in one location.

E. Lorraine Baugh was the Institute’s first chair of the Board of Trustees, and worked closely with McCarthy during his six years as president. “Patrick came to the Institute at the time there was a need for identity, stabilization, growth, and independence,” Baugh said. “The move to Merrimack Street represented a major first step in this direction. Patrick’s legacy is the strong foundation that was built under his leadership and that remains a part of what the Institute is today.”

During his presidency, the Institute’s student population surpassed the 500 mark for the first time. In addition, the nursing program achieved specialized accreditation, the speech-language pathology program was launched and the program’s academic department was renamed Communication Sciences and Disorders, and in 1994, the Institute joined the newly formed Partners HealthCare as the system’s only degree-granting institution.
The two newest members elected to the MGH Institute’s Board of Trustees promise to bring a wealth of health care knowledge and experience to the school.

Stanley W. Ashley, MD, chief medical officer and senior vice president for medical affairs at Brigham and Women’s Hospital, and Bill Geary, co-founding partner at Flare Capital Partners, began their terms at the Boston health sciences graduate school on July 1.

“We are excited about Stan and Bill joining the Board,” said Board Chair George E. Thibault, MD. “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.”

Since 2011, Dr. Ashley has held the position of chief medical officer at Brigham and Women’s Hospital, an affiliate of Partners HealthCare System. He previously served as vice chair of the Department of Surgery and program director of the General Surgery residency program at the hospital. He also is the Frank Sawyer Professor of Surgery at Harvard Medical School and has held several national leadership positions, including his current role on the Board of Directors of the Accreditation Council for Graduate Medical Education. His research has focused on diseases of the gastrointestinal tract and been funded by the Department of Veterans Affairs and the National Institutes of Health.

A graduate of Oberlin College and Cornell University Medical College, Dr. Ashley completed a residency in general surgery at Washington University in St. Louis, where he subsequently joined the faculty. He then spent seven years at the University of California at Los Angeles before coming to Brigham and Women’s in 1997.

“\textit{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.}”

– BO\textsc{ARD} CHAIR DR. GEORGE THIBAULT

Geary co-founded Flare Capital Partners, a leading health care technology venture capital firm, in 1994. During his 20-year tenure investing in young and emerging health care companies, he has served on the boards of numerous industry-leading companies, actively advising and working closely with founders and management.

Geary is on the Board of Overseers of Brigham and Women’s Hospital and serves on the advisory boards of Boston Children’s Hospital Technology Development Fund and Joslin Diabetes Center. Previously, he was a partner at Hambro International Equity Partners, the chief financial officer at MathSoft, and a CPA in the Boston office of Arthur Andersen & Company.

Geary holds an undergraduate degree from Boston College’s Carroll School of Management, where he has served his alma mater in a variety of capacities, including as former chair of the Board of Trustees and current member of its Investment & Endowment Committee.
A serious car accident in 2014, followed by surgery and two months of rehabilitation, gave Lawrence O’Donnell a new appreciation for the invaluable role that health care professionals perform.

The Boston native, and host of the nightly MSNBC program “The Last Word with Lawrence O’Donnell,” spoke of the care he received following the accident during his May 11 keynote address at Commencement 2015.

A total of 551 students, the largest class in school history, earned degrees in nursing, physical therapy, communication sciences and disorders, and health professions education. The Institute has now graduated more than 5,900 students since it was founded in 1977.

O’Donnell emerged from a serious car accident with a better understanding of health care workers, telling new graduates their work is “more important than winning the Super Bowl.”

O’Donnell experienced firsthand the invaluable roles health care professionals perform.

“You are all heroes,” he told the 2,000-person audience of graduates and their families at the John B. Hynes Convention Center in Boston. “What you do is more important than winning the Super Bowl. I know most people won’t fully realize that until they need you. We can try to find the words to thank you, but what I do know is that you will never be thanked enough for all you do.”

O’Donnell, whose program focuses on politics, noted, “There are no politics in hospitals. What happens in hospitals is more important than politics.”

“You can listen to what we think is the news of the day, but remember that there are so many good things that happen in the country each day that we couldn’t even begin to report them,” he remarked. “All of you are going to make those good things happen.”

Three Alumni Receive Awards

The Institute traditionally bestows three major awards during Commencement ceremonies. The 2015 recipients were:

Janet Callahan, PT ’00, ’13, an assistant professor in the Department of Physical Therapy since 2012, received the Bette Ann Harris Distinguished Alumni Award, the school’s highest honor given to a graduate. She is a renowned expert in dystonia, a condition in which people experience involuntary movements and extended muscle contractions.

Amanda Hitchins, CSD ’12, a speech-language pathologist, received the Emerging Leader Alumni Award for her efforts to build the first soundproof auditory room in the eastern section of the Democratic Republic of Congo to screen for hearing disorders and allow for early detection and treatment.

School of Nursing Assistant Professor Katherine Simmonds, NS ’93, received the coveted Nancy T. Watts Award for Excellence in Teaching. The Watts Award, named after one of the physical therapy profession’s pioneers and the Institute’s first leader of its physical therapy department, is presented each year to a distinguished faculty member who has excelled in teaching. Simmonds, who has taught at the Institute since 2000, was lauded as a leader and innovator in clinical education and a mentor who has been a role model for students and colleagues alike.

Simmonds in 2014 was one of six nurses named as an inaugural Jonas Health Policy Scholar by the American Academy of Nursing.
For more than half of Courtney Cahill’s life, the MGH Institute has been like her second home.

The South Boston native, who graduated in May with a Bachelor of Science in Nursing degree, had spent countless hours on campus even before starting her education, first as a client in the Speech, Language and Literacy Center as a teenager, and then as the daughter of one of the first clients in the Aphasia Center.

“I have been here quite a bit,” she noted. “My family and I have benefited so much from our association with the Institute.”

Her first introduction came in 2000, when as a 12-year-old she needed assistance with learning disabilities. Courtney had auditory processing deficits that prevented her from hearing correctly what her teachers were saying during class. Along with some comprehension issues, collectively they prevented her from excelling in school despite long hours of studying. Two years of twice-a-week visits to the Speech Center turned that around.

“I wish I could remember the names of the students who helped me, but they were huge in me getting to the point where I finished college and now have my nursing degree from the Institute,” said the 27-year-old. “I couldn’t have done that without their assistance when I was young.”

It was around that time that her father began coming to the Aphasia Center. A Boston firefighter who suffered a head injury battling a blaze, Jimmy Cahill was afflicted with aphasia when the second of two strokes took most of his ability to communicate. Aphasia is a condition in which people who suffer a brain injury, most often from a stroke, lose some or all of their ability to effectively communicate verbally.

Courtney often would drive her dad to his aphasia therapy sessions, first to the school’s former 101 Merrimack Street location, and for the past 14 years to its current Charlestown Navy Yard campus. Today, Jimmy has regained much of his communication abilities, and can drive and get around independently, although Courtney admits she can’t remember a time when he could speak fluidly.

“I’ve had an amazing support system, both at home and with my faculty. The strategies I learned as a Speech Center client helped me get my nursing degree.”

— Courtney Cahill

“T’ve had an amazing support system, both at home and with my faculty. The strategies I learned as a Speech Center client helped me get my nursing degree.”

“I’m so proud of her,” Jimmy said, speaking slowly as he finds the words. “I can’t believe she’s graduated.”

The affection the pair has for each other clearly shines through. While most 20-somethings probably would not want to see their father at school, Courtney felt the opposite. “It was a comfort, really, to have him here,” she said. “I felt like I already had a friend on campus. It was like we were in school together.”

The Institute was the only school to which Courtney applied, her years-long connection being that strong. She was so intent on following in her mother’s footsteps—Maureen Cahill recently retired after a long nursing career at Boston Medical Center and the VA hospital in Jamaica Plain—that she repeated a few prerequisite courses to master the content prior to starting the intensive 15-month program.

And while her learning disabilities have never completely vanished, she was not afraid to reach out for assistance as a student. “I’ve had an amazing support system, both at home and with my faculty,” she notes. “The strategies I learned as a Speech Center client helped me get my nursing degree.”

Courtney Cahill was inspired to become a nurse by the care her father, Jimmy, has received in the Aphasia Center.
IHP is Named to Great Colleges Honor Roll

The MGH Institute was the only college in Massachusetts named to the 2015 Honor Roll by The Chronicle of Higher Education in its annual workplace survey of colleges and universities.

The school was recognized in the prestigious education magazine’s 2015 “Great Colleges to Work For” survey. Only 42 colleges in the country achieved honor roll status, the survey’s highest level, which goes to the top ten schools in each four-year size category and the top four schools in each two-year size category. This is the sixth consecutive year the Institute has been named to the Great Colleges list.

“It is no surprise to me that the Institute is once again recognized as a great place to work.”

— Richard Doherty, president, Association of Independent Colleges and Universities

“Impressed to the Honor Roll for the second consecutive year is evidence that we value and support a rewarding work environment,” said President Janis P. Bellack. “It is an affirmation by our faculty and staff that the MGH Institute is a place where talented people have opportunities to thrive as they dedicate themselves to our mission of educating tomorrow’s health care leaders.”

The Institute was recognized in seven categories: Collaborative Governance, Compensation & Benefits, Confidence in Senior Leadership, Facilities, Workspace & Security, Professional/Career-Development Programs, Respect and Appreciation, and Supervisor Department Chair Relationship.

“MGH Institute of Health Professions is a leader among Massachusetts colleges in a number of growth and success indicators, and that only happens when everyone in the boat is rowing together,” said Richard Doherty, president of the Association of Independent Colleges and Universities in Massachusetts. “It is no surprise to me that the Institute is once again recognized as a great place to work.”

Institute Finances Remain Healthy

The MGH Institute’s strategies to expand student scholarships continued its upward path during Fiscal Year 2015. The college distributed $4.9 million in student scholarships. Over the past five years, student aid has increased 58 percent.

“When the Board of Trustees decided several years ago to dramatically increase financial aid, it expressed its commitment to providing more students the opportunity to attend the Institute and fulfill their goal of becoming health care professionals,” said President Janis P. Bellack.

The robust financial aid numbers were just one of several positives in the school’s ledgers for the year that ended June 30, 2015. According to Vice President of Finance and Administration Atlas Evans, faculty researchers brought in an additional $1.2 million in grants, bringing the year’s total to $3.8 million. Together with students enrolling in the new Master of Physician Assistant Studies program and a second cohort in the Occupational Therapy program, operating revenues increased to $47.4 million, allowing the school to further strengthen and advance its mission, vision, and strategic plan.

To view more details on the Institute’s FY15 financial report, go to: www.mghihp.edu/FY15.

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(The table shows the increase in student scholarships from $2 million in 2011 to $4.9 million in 2015.)
Physician Assistant Studies Program Begins

Andrew said the Institute’s team-based approach impressed him, and helped him decide to be among the 40 students in the inaugural cohort of the Physician Assistant program.

As an officer in the U.S. Air Force for eight years, Andy Andrew found time to volunteer more than 300 hours working in a military ICU as well as time to shadow physicians and physician assistants. He also obtained his EMT certification and later worked as an ER technician at Brigham and Women’s Faulkner Hospital. It was these experiences that led him to pursue his passion for serving others and become a member of the inaugural cohort of the MGH Institute’s Master of Physician Assistant Studies (PA) program.

“I saw how PAs interact as part of a patient-care team, and it was the MGH Institute’s team-based learning approach that really impressed me,” said Andrew, who received an engineering degree from the Air Force Academy in 2006. “Attending a Partners HealthCare institution is a great opportunity to learn from the best teachers and clinicians. And with the successful history of the MGH Institute’s other programs, I knew it was the best place for me to become a PA.”

The Class of 2017 consists of 40 exceptional students from Massachusetts and beyond. They represent 15 states, and have an average of over 1,600 hours of healthcare experience—far exceeding the minimum of 1,000 hours required to apply.

“The opportunities for interprofessional education at the Institute, combined with training in the nation’s preeminent health care institutions in the Greater Boston area, offer a unique educational experience for our students,” said Program Director Lisa Walker. “Students in this program are learning how to be highly effective members of health care teams, prepared to meet the needs of patients and employers in a variety of settings.”

*The ARC-PA has granted Accreditation-Provisional status to the Master of Physician Assistant Studies Program sponsored by The MGH Institute of Health Professions. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. Students who graduate from a PA program with a designation of provisional accreditation are eligible to sit for the Physician Assistant National Certification Examination (PANCE).*

Chief Development Officer is Named

As the new Chief Development Officer at the MGH Institute, Betsy Rigby’s goal is to strengthen the school’s philanthropic culture.

Rigby is working half-time at the Institute while continuing her long-standing role as Director of Development at Partners HealthCare, of which the school is its only degree-granting affiliate.

“We are most fortunate to have attracted someone of Betsy’s caliber and expertise to lead our Development Office,” said President Janis P Bellack. “I look forward to working with her, her staff, and the Institute community to more fully realize our commitment to creating a robust culture of philanthropy in support of our strategic goals.”

“I am delighted to have this opportunity to work closely with the many talented and dedicated faculty, staff, and leadership at the Institute,” said Rigby. “Together, I think we will be able to build a strong philanthropy program and expand support of all the exceptional education being provided to our students.”

Rigby, who earned a master’s degree from the Harvard Graduate School of Education, previously worked with the American Red Cross of Massachusetts Bay, The Medical Foundation, and the League of Women Voters.
A $3.4 million grant co-awarded to School of Nursing Assistant Professor Brant Oliver will create new clinical experiences for close to 50 nurse practitioner students over the next five years and improve care for veterans who live in rural Vermont and New Hampshire.

The VA Rural Health Scholars grant from the Department of Veterans Affairs Office of Academic Affairs is a five-year academic-clinical partnership between the MGH Institute, which receives $1.9 million, and the White River Junction VA Medical Center, which receives $1.5 million.

The grant will provide adult-gerontology primary care master’s students with clinical placements at the Vermont hospital, followed by a one-year post-graduate residency program. Those completing the residency will then have priority to be hired by the Center into rural health clinical positions.

“The program allows the MGH Institute to develop nurse practitioners as ‘clinician-leader-improvers’ who can improve access to care and health outcomes for rural and underserved veterans,” said Oliver, who serves as co-program director of the grant. Added co-awardee Lisa Bujno, the VA center’s associate chief nurse for performance and quality, “It is a wonderful opportunity for students, preceptors, and faculty to collaborate on a program that can improve access to high-quality health care for people who have served our country.”

Five full-time faculty members are being hired to educate students and develop, implement, and evaluate the program, which will include assessing the impact on student learning outcomes and access to care for underserved veterans in the hospital’s service area.

Increasing the number of nurse practitioner students and developing a post-graduate residency program will provide a VA learning experience that will create a cadre of future clinicians who have a strong understanding of military culture and health care issues,” said the hospital’s director, Deborah Amdur. “With our aging population of veterans, this will be an important new venue.”

“This is an incredible opportunity for our students to learn not only about the special health issues of veterans but to provide the highest level of evidence-based practice to improve health outcomes of veterans,” said School of Nursing Interim Dean Linda Andrist. “The ‘clinician-leader-improver’ model of this program aligns well with our mission to prepare NP students to become innovators and leaders in health care.”

Oliver, who is also faculty senior scholar for the VA National Quality Scholars (VAQS) Fellowship program and co-directs the program site at the hospital, said the School of Nursing is developing new curriculum offerings for nursing education in veteran-centric health care, leadership, and health care improvement science both on campus and at the medical center. VAQS Fellows will participate in program development, mentorship, and facilitation, which will include developing residency faculty and preceptors at both locations.

The partnership is one of six VA graduate nursing academic-clinical partnerships participating in the program. The others are at Emory University/Atlanta VA, Duke University/Durham VAMC, University of Utah/VA Salt Lake City, University of California-San Francisco/San Francisco VA, and Catholic University/Washington D.C. VAMC.
It was a few years ago that three faculty members in the School of Nursing realized there was no comprehensive textbook that detailed nursing’s contributions to global health efforts. So Suellen Breakey, Inge Corless, and Patrice Nicholas decided to produce that book.

*Global Health Nursing in the 21st Century,* published by Springer, is billed as the first book to present the successes, challenges, and opportunities of global health nursing from a nursing perspective. It looks at the social, political, cultural, economic, and environmental factors—including climate change—that can impact health in both rich and poor countries.

“We discovered that most existing texts were written by experts from other disciplines, and few explored the unique contributions of the nursing profession to the interprofessional landscape of global health,” said Breakey, who is lead editor.

The three Institute faculty members, along with the book’s fourth editor, Nancy Meedzan of Endicott College, have more than 70 years of firsthand experience in global health issues. The editors wrote several chapters, while Institute faculty Linda Evans, Elissa Ladd, Antonia Makosky, Eleonor Pusey-Reid, and Susan Stevens also contributed chapters.

“There is a growing recognition that nurses are essential to providing quality, people-centered care and improving the cost effectiveness of that care,” said Nicholas, referring to a recent World Health Organization publication that acknowledged the absence of nurses and midwives in developing global health solutions.

Chapters include the foundations of global health, including the emerging concept of climate justice, the ethical context of global health, and the importance of interprofessional education. Throughout the book are a variety of case studies, while many chapters are written by nurses from both resource-limited and resource-rich countries. The book also focuses on people living in developing countries and those living within war zones and the need for both populations to have better access to primary care.

“Achieving global health is akin to achieving Nirvana. Unfortunately, unlike mathematics, solutions to the challenges of global health are not typified by elegance but rather by pragmatics,” noted Corless. “The collective hope of the authors and editors is that these approaches inspire the development of other collaborations in our efforts to improve the health and the well-being of the world’s people.”
They arrived on the MGH Institute campus in early summer as interns, three rising college sophomores who have participated in the Brigham and Women’s Hospital Student Success Jobs Program. Ten weeks later, Bryan Saint-Louis, Karan Patel, and Ewelina Stanek left with a much better sense of the health care research world.

The program, which is run through BWH’s Center for Community Health and Health Equity department, exposes 95 Boston high school students to medical, health, and science professions, and then matches them with health care professional mentors. Students who graduate from the program are then eligible to return during the summer following their freshman year in college to be placed in departments that reflect their area of study.

“After working here, now I know I can tackle the types of problems that I’ll need to do in medical school,” said Saint-Louis, a University of Massachusetts Dartmouth student who worked in the Fatigue Research Lab with Assistant Professor John Wong, Senior Research Associate Kaari Lynch, and technician Lisa Tran. “I got a chance to really understand how good research is done, and these are skills I will be able to use in any lab.”

“It was apparent when I first met Bryan that he was very eager to learn about research and to interact with researchers,” said Wong. “It was gratifying to see how much he learned and how helpful he was in the laboratory.”

“The Student Success Jobs Program is dedicated to diversifying the future health care workforce by providing opportunities and support to young people who are underrepresented in health care careers,” said Lisa Taylor-Montminy, the program’s youth development manager. “We are thankful for the rich internship opportunities that were provided to these students by the MGH Institute.”

Brian Richburg, clinical research coordinator of the Speech and Feeding Disorders Lab, said Stanek was exposed to a wide variety of tasks, including literature searches, equipment setup and calibration, data collection, and statistical analysis. “I was really impressed with how much prior knowledge she came into the internship with, and how quickly she picked things up,” Richburg said. “She was able to do data analyses that we’d typically have our graduate students doing.”

Stanek, who attends Assumption College, said she learned a great deal about amyotrophic lateral sclerosis (ALS), which is a major research focus of the lab. “It’s so important to study how a patient’s speech and motor functions deteriorate over time,” she said. “If we can help them speak even for a few extra months, it gives them the opportunity to have a better quality of life.”

Assistant Professor Joanna Christodoulou, who runs the Brain, Education, and Mind (BEAM) Team and with whom Patel worked, echoed her colleagues’ overall satisfaction in her assessment of the University of Connecticut student who, like Saint-Louis and Stanek, attended high school at Boston Latin Academy. “His contributions helped to advance our research in understanding how children develop their reading skills and what factors can influence their performance,” Christodoulou said.

“We are thankful for the rich internship opportunities that were provided to these students by the MGH Institute.”

— Lisa Taylor-Montminy, Brigham and Women’s Hospital
2015 GALA SETS FUNDRAISING RECORD FOR STUDENT SCHOLARSHIPS

The MGH Institute set a new fundraising record at its 9th annual Gala, raising more than $450,000 at the October 27 event.

Approximately 250 people attended the event, held at the Boston Renaissance Hotel. The night’s theme, “Local Impact, Global Reach,” featured speakers and videos that highlighted the impact members of the MGH Institute community have made in Boston and around the world.

“The mission of the MGH Institute to educate the best health care leaders continues to resonate with people,” President Janis P. Bellack told the audience. “What sets the Institute apart is what goes on in our classrooms, labs, and clinical settings. Students learn with, from, and about each other through these experiences. They learn to be leaders. And they learn from faculty and practitioners who are leaders in their respective fields who bring the best of their knowledge and expertise to benefit our students.”

Heather Unruh, anchor for WCVB-TV, was the event’s emcee. Honorary co-chairs were Bob Reynolds, president and CEO of Putnam Investments, and Dr. Peter Slavin, president of Massachusetts General Hospital.

Institute Trustee Peter D’Arrigo, president of D’Arrigo Bros. Co., chaired the Gala Committee.

Proceeds from the Gala fund scholarships for students in nursing, occupational therapy, physical therapy, physician assistant studies, and speech-language pathology. More than $3 million has been raised since the first Gala in 2007.

Putnam Investments was the lead sponsor, donating $50,000. Five individuals or companies donated $25,000: Sumner Brown, Bill and Kristi Geary, Massachusetts General Hospital, MinuteClinic, and Dr. and Mrs. Charles A. Sanders.

“We’re all going to need the care of these vital health professionals at one time or another in our lives. We also need them to help improve our systems of health care and assure that all those in need of care are able to receive it no matter where or in what circumstances they find themselves,” Reynolds told the audience. “Let’s make sure there will be a future Hayley or Sheila or Anne ‘there to care.”

Speakers were:

• New England Patriot great Tedy Bruschi on physical therapy Assistant Professor Ann McCarthy Jacobson ’99, ’02, who helped him return to the team after having a stroke in 2005;

• Partners In Health president and co-founder Dr. Paul Farmer, on the role of Sheila Davis ’97, ’08 as the nonprofit’s chief of Ebola response during the 2014 epidemic in West Africa (cover story, page 16); and

• Sylvia Stevens-Edouard, executive director of the Albert Schweitzer Foundation, on what occupational therapy student Hayley Younkin ’17 is currently doing as a Schweitzer Fellow to address the mental health needs of children at St. Mary’s Bridge Home in Dorchester.

Members of the Gala Committee were Steve Davis, chief scientist, Physical Sciences, Inc.; Bill Geary, general partner, Flare Capital Partners; John Glaser, senior vice president, Cerner; Clare Richer, chief financial officer, Putnam Investments; Amy Waggoner, senior manager, MinuteClinic College Relations, CVS Health – MinuteClinic; and John Wise, president, Wise Construction.

The Host Committee included Pam D’Arrigo; Julie Atwood Drake, professor emerita; Bette Ann Harris, ’83, ’02, professor emerita; Trustee Trish Joyce, former registered representative, Merrill Lynch; and Ann Quealy, board of directors, MGH Nurses’ Alumnae Association.
Sheila Davis’s Toughest Battle

When the MGH Institute graduate traveled to Liberia and Sierra Leone in 2014, she stepped into the middle of West Africa’s deadly Ebola outbreak.

By Alyssa Haywoode
The disease was ravaging the region. Entire families and villages were swamped by death. Local health care providers kept showing up to fight Ebola, even though they were mourning colleagues and loved ones who had been infected and died. Ebola became known as a caregiver's disease because it killed so many physicians and nurses, the very people who struggled to fight it.

“It was horrible, just chaos,” recalls School of Nursing graduate Sheila Davis, ’97, ’08. “The whole health system, which was terrible to begin with, just completely collapsed.”

As the newly appointed chief of Ebola response for the global nonprofit Partners In Health (PIH), the MGH Institute graduate worked to shore up the African countries’ health care systems.

As a nurse in a place where so much care was desperately needed, Davis also provided direct care in the “red zone,” where patients with confirmed Ebola cases stayed. She knew the protocols. She wore hazard suits. To kill germs, she walked through pans of bleach.

Unlike an earthquake or a tsunami, one-time events, the Ebola outbreak was a recurring disaster, Davis says. “Every day there were more people showing up, and we had no idea when it might end.”

It wasn’t until she was an undergraduate at Northeastern University, where she earned her BSN in 1988, that she first encountered the social justice issues that have become a staple of her career. One of her mentors was a gay man whose partner was dying of AIDS. At the time, a dense fog of stigma and discrimination shrouded the health care provided to gay men as well as to IV drug users, people of color, and sex workers, all of whom were the most susceptible to contracting the disease. Davis saw firsthand some of the abysmal care her mentor’s partner received from nurses and other caregivers. There were, of course, a number of good nurses. But she was struck by the bad ones. “If I want to continue in this profession, that can’t be how I’m a nurse,” Davis thought to herself.

Soon, she volunteered for the AIDS Action Committee. And later, because there were “no books about how to be an HIV nurse,” she and other nurses found each other. She joined the Association of Nurses in AIDS Care. After six years of caring for patients, she was considered an expert. And when funders were looking for health care providers who could implement HIV programs in Africa, Davis was among the nurses who went. HIV, she says, became “a perfect training ground for social justice in health care because we really saw the worst of the worst.”

But she needed to continue her education if she was to have a greater impact. In 1997, Davis earned a Master of Science in Nursing from the Institute to become a nurse practitioner (NP). She liked the program’s clinical focus, and she admired faculty members’ interest in HIV. Among the faculty was Inge Corless, a professor who had served as president of the Association of Nurses in AIDS Care. “I found the faculty to be extremely supportive, very interested in seeing people grow,” Davis says.

“Every day there were more people showing up—and we had no idea when it might end.”

She took classes at night and worked during the day at the Community Research Initiative, a nonprofit organization that focused on HIV and AIDS research. After graduating, she became an NP at Massachusetts General Hospital, where she cared for patients with HIV and AIDS.

In 2003, she and fellow Mass General nurse Christopher Shaw co-founded a small nonprofit organization called Sibusiso, a Zulu word that means “blessings.” The organization operated in South Africa, helping local health care workers provide patients with increased services. And in Boston, Sibusiso reached out to provide health services for immigrants from sub-Saharan Africa. After seven years, Davis felt the organization had given all it could offer, so she passed its technical assistance work on to local providers and closed its doors.
By 2007, Davis was back at the IHP after Corless suggested she should consider earning a Doctor of Nursing Practice degree. The new program, one of the first launched in the United States, allowed her to think more broadly about a number of issues, including population health, health financing, and patient outcomes. It also helped that she received a scholarship that covered part of her tuition. “Inge has always been my biggest advocate in life,” Davis says of Corless, who has been on the School of Nursing faculty for 17 years. “She always encouraged me to stretch and to think bigger than I probably would have.”

In 2008, Davis became one of the DNP program’s first three graduates. She also joined the faculty, teaching classes about HIV and global health in the adult nurse practitioner program. Little did she know her new education would play a key role in her future career path. “If I hadn’t done the DNP, there is no way I could have ever done the Partners In Health job.”

PIH hired Davis as its first nursing leader in 2010, and she became chief nursing officer three years later. Her first task was to develop training programs to help fill a dire nursing shortage in developing countries; she also helped open Haiti’s Hôpital Universitaire de Mirebalais. Working with the Dana-Farber Cancer Institute, she helped develop oncology programs in Haiti and Rwanda, assisting nurses in those nations to provide strong cancer care to people who otherwise would not have it.
Then Ebola hit. Dr. Jim Yong Kim, a co-founder of Partners In Health and the president of the World Bank, asked PIH for help. Davis became the chief of Ebola response and received a stark education in international crisis relief. The work was grueling and haunted by a grim fact: Ebola’s toll was so horrific because the region’s health systems were so fragile.

Writing in the Washington Post in August 2014, Kim and Dr. Paul Farmer, a PIH co-founder and Harvard Medical School professor, noted that if Ebola had struck in Washington, New York, or Boston, “there is no doubt that the health systems in place could contain and then eliminate the disease.”

Farmer explains that PIH’s work is threefold: to deliver better medical care for people living in poverty, to train people to provide this care, and to generate new knowledge. “And that’s how we got Sheila, because she does all three of those activities.”

“How do you run a hospital in a place like rural Haiti or rural Rwanda without nurses?” Farmer continues. “You can’t. But also, you can’t run a hospital without nurses who are committed to those roles of training and to learning. So Sheila was a great find for us and really has shaped not only the Ebola response but our work everywhere.

“She is one of those rare people who is able to combine deep clinical knowledge, compassion, empathy, and kindness with leadership skills that are unrivaled,” he adds. “And she’s able to do it in times of crisis. It’s a great gift to an institution or an organization like Partners In Health, but it’s a great gift, I think, to medicine broadly conceived.”

Today, Davis says Ebola has been contained. But she is on the phone daily with the PIH team in Sierra Leone, where cases are still in danger of cropping up. So for her, the work that remains is clear: the world needs better health systems and universal health care. There is no money to be saved by not investing, because that will only lead to more deadly and expensive health crises.

“I’ll never be a good Haitian nurse or Rwandan nurse. I don’t live there. I don’t know the context. I don’t know the culture,” she says. “But I can bring what I know and learn from the experts there. We try to combine it. There is synergy together and we learn from each other.”

In other words, a well-built web of globally connected nurses can help heal the world.

View video about Sheila Davis at www.mghihp.edu/GalaDavis
On various fronts, MGH Institute faculty show students how to use dignity and respect when treating people with addiction.

By Lawrence Harmon

It wasn’t until Cara Brown went to Hope House as part of her community nursing class this summer that the Bachelor of Science in Nursing student truly began to understand the extent of the prescription drug and heroin abuse crisis that is gripping Massachusetts.

“What made an impact on me was seeing people who are struggling every day with addiction,” she says about her visits to the Boston sober home where there are 95 residential beds as well as an outpatient day program that serves dozens more who are addicted to opioids (such as Percocet or Vicodin) or opiates (heroin).

“Meeting with these clients put a face to the disease.”

The class is taught by Instructor Donna White, an internationally renowned expert with 40 years of experience in treating opiate-related disorders. She is one of several MGH Institute faculty members who are educating student nurses and physician assistants about what to look for, and how best to treat, addiction disorders.

“Opioid addiction has been a major concern for years, but until recently it was considered an inner-city problem,” says White, who serves on the board of the International Nurses Society on Addictions and who also takes students to Lemuel Shattuck Hospital, where she has worked for several years, and other locations. “Now that it’s moved to the suburbs, there’s a lot more media attention because it affects people from all walks of life. It doesn’t discriminate.”

Institute faculty, including Assistant Professor Jason Lucey and Instructor Tom Dolan in the School of Nursing, and Physician Assistant Studies Instructor Josh Merson, are on the front lines battling the epidemic that in 2014 claimed the lives of almost 1,100 people in Massachusetts—a 63 percent increase in just two years. But even such a shocking statistic doesn’t begin to measure the impact of an insidious disease so closely associated with fractured lives, heartbroken families, diminished productivity, and lost hope.

Because faculty members work regularly with “people who have an addictive disorder” (as White prefers to call them), they are educating Institute students as well as current health care providers that people hooked on opiates and opioids have a chronic disease, not a character flaw.

Good Intentions Gone Awry

When Lucey began his nurse practitioner studies at the Institute in 1998, the prevailing wisdom was that pain should be liberally treated with prescription opiates. Few could have predicted a future in which these actions would lead to a sharp increase in addiction, or that people who became hooked after their pain eventually ended often would turn to heroin (which on the street costs as little as $3.50 a bag versus $30 a pill) as a much cheaper replacement.

“Most people during that period didn’t recognize the depth of the problem,” says Lucey, who teaches a course on advanced assessment and diagnostic reasoning and works as a nurse practitioner at Wentworth-Douglass Hospital in New Hampshire. “Sadly, many more people know about it now.”

Lucey, who has appeared as an expert panelist on New Hampshire Public Radio, teaches his students a method called compassionate refusal when dealing with those battling addiction who often will go to extreme measures in their attempts to convince a health care provider to write an opioid prescription. Rather than dismissing patients as “hopeless addicts,” he shows students how to ask questions such as whether the person has previously abused opioids, and steer them toward drug recovery treatment programs and healthier lifestyles.

Both White and Lucey also introduce their students to motivational interviewing—a form of goal-directed
counseling that encourages patients to make positive changes in their lives.

The nursing profession’s holistic approach to health and wellness dovetails with the treatment of people with substance abuse disorders. It can be a different situation when educating physician assistants, according to Merson.

“Traditionally, physician assistants operate on a medical model where providers take a disease-oriented approach to the patient,” says Merson, who teaches a course on physical assessment and also works at a North Shore hospital emergency room. But he notes that faculty are training PA students to adopt a more holistic approach in dealing with the psychological and social implications of substance abuse disorders, including motivational interviewing. “You have to look at the whole person for an illness so complex,” he explains.

Physician assistant student Hannah Kobett worked extensively one on one with patients with an addiction disorder in Washington, D.C. on harm reduction strategies, including syringe exchange programs, before starting her studies at the Institute last May. Mock clinical settings, she says, teach students how to take extensive social histories and identify sociocultural factors influencing the patient’s health. It’s difficult, she notes, to understand the full scope of what patients deal with on a day-to-day basis—especially the complex challenges extending beyond the clinic that she encountered while working with homeless chronic substance users. “We treat these patients like all our other patients—as people,” Kobett says.

**Significant Gaps Remain**

Students learn that public policy has a major role to play in managing the opiate epidemic. For example, pressure from first responders and family members of substance abusers has prompted several pharmacy chains to now offer the opiate-reversing drug Naloxone without a prescription. White makes sure her students are trained to administer the inhalant, commonly known as Narcan, which has been credited with saving the lives of hundreds who have overdosed.

But significant gaps remain. Many addiction specialists see great potential in medications such as buprenorphine, a partial opioid agonist that prevents cravings and withdrawal symptoms but does not produce the same high as such drugs as methadone and suboxone, and is therefore less subject to abuse. However, nurse practitioners and physician assistants currently are prohibited from prescribing buprenorphine, which White sees as a barrier to effective treatment.

Massachusetts Governor Charlie Baker recently introduced several bills to address the crisis, including limiting to three days the amount of pills in a patient’s first opioid prescription—studies indicate that as many as 75 percent of people who become addicted initially receive the narcotic for legitimate reasons—and under certain scenarios giving hospitals the power to mandate treatment for patients who pose a danger to themselves or others. These ideas have not been met with universal agreement in the medical community or the Legislature.

But tackling this epidemic, says White, will require a new generation of practitioners with open minds, sharp clinical skills, and political savvy to help reverse this growing health epidemic. Someone like Megan Mahoney, a BSN student also scheduled to graduate in 2016.

“While not all of us will work in community settings, we will all come across patients with addictions,” says Mahoney. “Realizing how little dignity and respect these patients receive has made me want to want to be an active participant in the movement to help those who are suffering.”

![Massachusetts Opiate/Opioid-Related Deaths, 2012–2014](chart)

**Massachusetts Opiate/Opioid-Related Deaths, 2012–2014**

- 2012: 668
- 2013: 911
- 2014: 1,089

Source: Massachusetts Department of Public Health
A Picture is Worth Thousands of Words

By John Shaw

For Caitlin McDonald, the idea to photograph clients in the Aphasia Center was like a flash going off.

“We do a lot of picture-based therapy with clients, and I became interested in how pictures can often help them communicate better,” says McDonald, a 2015 Master of Science in Speech-Language Pathology graduate. “It got me thinking about using my love of photography to help show a more complete picture of who each person really is and raise awareness about their struggles.”

Her exhibit, “Thousands of Words,” featured 11 clients who receive speech therapy from students under faculty supervision to combat the condition. Aphasia occurs when a person suffers a brain injury, most often from a stroke, and loses some or all of their ability to verbally communicate effectively. The National Aphasia Association, which estimates that aphasia affects more than one million people throughout the country, reports that it is more common than Parkinson’s disease, cerebral palsy, and muscular dystrophy. Yet it remains relatively unknown to the general public.

McDonald visited most of the clients in or near their homes, wanting to portrait them in locations where they felt most comfortable. Sites included the waterfront, park benches, and other favorite spots. She also used information from her interviews to write photo captions describing what it has been like to lose their communication abilities.

One client, Richard Arsenault of Malden, is one of the more well-known aphasia clients. Always arriving on campus with a big smile and a booming voice, he has regained much of his speaking abilities after coming to the Aphasia Center for the past several years. His quote, which is on one of several posters on the walls adjacent to the photographs, sums up a client’s dilemma: “It’s in my brain, but I don’t have the words. It drives me crazy!”

Many clients, McDonald notes, have not been able to return to their former professions, which included a reggae musician, professor, and firefighter. For them and their family, aphasia has meant a new world of spouses becoming full-time caregivers, friends and relatives helping out, old friendships lost, and new friendships made. Qualities such as gratitude, patience, perseverance, resourcefulness, and perhaps most salient, humor and independence, have helped them triumph over their hardships.

“Whether they are able to speak many words or none at all, they convey thousands about the human spirit in the exemplary way they lead their lives,” McDonald explains. “This project is a tribute to the people I met who are struggling with something many have never even heard of. My hope is that in helping to share their stories, we can raise awareness in the community.”

McDonald, right, in front of her portrait of Romy Habte-Yohannes, at the exhibit’s opening.

L-R: Susie Havlin, Ibert Joseph, and Richard Arsenault were among the clients photographed for the exhibit.
By Esther Shein

Jane Baldwin has the best of both worlds.

An assistant professor in the MGH Institute’s Department of Physical Therapy, her primary role is coordinator of the Physical Therapy Center for Clinical Education and Health Promotion. This duality allows her to combine her two passions of teaching and working with patients.

She had no idea it would work out that way when she first became a term lecturer in 2003. At that time, she was working full-time at the Spaulding Rehabilitation Center in Wellesley, and thought teaching part time would be a temporary diversion. But when a full-time position opened up four years later, she had learned enough about the Institute and its highly ranked program that she decided a career change was in order.

“I really enjoy helping students develop their hands-on clinical skills and their clinical decision making.”

“It was a very difficult decision for me because I truly love patient care,” Baldwin says, “but I had been doing that a long time, and professionally, I wanted a new challenge.”

She joined the faculty as associate director of clinical education, meaning she would work with students in their off-campus placements. But it wasn’t long afterwards that plans were begun to create an on-campus physical therapy center, similar to the Speech, Language and Literacy Center and Aphasia Center that the Department of Communication Sciences and Disorders had been operating for several years.

“It made sense because patients from the two CSD centers often needed physical therapy, and we wanted our students to have an on-campus clinical placement to immediately implement what they are learning in the classroom,” says Baldwin, who has been the center’s coordinator since it was established in 2010. “It’s proven to be a great success.”

In its first semester in summer 2010, 18 clients visited the Center 165 times. Five years later, 56 clients made 546 visits in last summer’s term alone, and now there’s a nine-person wait list.

Many patients receive speech therapy, stemming from a stroke or another acquired brain injury. Most continue to work with faculty-supervised students long after their insurance benefits have been exhausted. Because of that, the Center, which is funded by the physical therapy department and with a few donations, annually provides hundreds of thousands of dollars in free care.

“I see the Center as a win-win for everyone,” Baldwin says. “Students get really good hands-on experience in an environment that isn’t so rushed and time sensitive as an insurance-based center would be, and clients receive care they otherwise wouldn’t have access to.”

Spend five minutes in the Center and it’s obvious Baldwin loves what she is doing. Her hearty laugh and infectious smile is omnipresent as she moves around the room, asking students questions and giving them pointers on how to do something better, while bantering with clients and their loved ones to keep them at ease.

And because her students are taking classes simultaneously, it allows Baldwin to see them transfer their education from the classroom into the center. “I really enjoy helping students develop their hands-on clinical skills and their clinical decision making,” she says. “It’s very rewarding to see a new student develop from struggling to interact with a client at the beginning of the semester into someone who can confidently work to help clients achieve their goals.”

Baldwin has led the Physical Therapy Center since it opened in 2010.
We give sincere thanks to the many alumni/ae, friends, faculty, staff, students, trustees, foundations, corporations, and organizations who invest in the next generation of health care leaders and support those who educate our students.

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“‘I give to embrace an attitude of gratitude: gratitude for the Institute’s challenging coursework, which fostered my critical thinking skills; gratitude for the Institute’s foundation in research and use of the most current practices in our field; and gratitude for the Institute’s wise, insightful professors and preceptors, many of whom I still look to for mentorship today.”

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“Giving reaffirms my belief in what the Institute stands for: excellence in learning and excellence in providing evidence-based practice needed to stay current in the national and international health care arenas. I have since had the opportunity to explore the use of whole body vibration platforms with special needs children in Germany and bring that knowledge back to the Boston area.”
Scott Olszewski, NS ’98

“The common thread of my career has been about using science to help others: as a research assistant, as a family nurse practitioner, or working with investigators on clinical trials as a senior medical science liaison. My experience at the MGH Institute shaped who I am as a professional. I wouldn’t have been able to accomplish all I have done without getting my master’s in nursing, so I pay it forward and help provide others with the opportunity to grow professionally.”
Yolanda Mendez Rainey, Program Manager, Center for Interprofessional Studies and Innovation, MGH Institute

“Having worked at the Institute for the past 1½ years, I have really grown to value the school’s focus on interprofessional education. I give because I believe the curriculum of the Interprofessional Model for Patient and Client-centered Teams (IMPACT) Practice truly prepares students to be members of health care teams that produce better patient outcomes.”
The following abbreviations are used in Class Notes: BWH – Brigham and Women’s Hospital; MGH – Massachusetts General Hospital; MGH SON – The former Massachusetts General Hospital Nursing School; NWH – Newton-Wellesley Hospital; NSMC – North Shore Medical Center; SRN – Spaulding Rehabilitation Network.

Communication Sciences and Disorders

David J. Hajjar ’98 is currently pursuing his doctorate in CSD at Ohio University in Athens. David and his wife, Molly, have three children: Eli, Sadie, and Isaac. His research focuses on augmentative and alternative communication.

Meredith O’Dea ’03 received the ECOTE Education and Teaching Pilot Project Award, “Developing Clinical Faculty to Support Inter-Professional Education and Collaborative Practice: an Academic Practice Partnership,” from the MGH Executive Committee on Teaching and Education.

Christopher Mastriano ’05 is the new proud father of twins, Cameron and Cecile. “Perhaps two future health care providers?” he mused.

Joanne Empoliti ’95, nursing director for Ellison 7 at MGH, received the hospital’s Service Excellence Award in the Most Improved in Quiet at Night category.

Carolyn McDonald ’95 was honored as an Advanced Clinician at the MGH Celebration of Stars event.

Adele Kellely (MGH SON) ’81, nursing director for the MGH Phillips 21 Gynecology/Oncology unit, recently helped lead a three-month Leadership Exchange and Development (LEAD) program at Hamad Medical Corporation in Doha, Qatar, where a total of 240 nurse leaders participated in various interactive workshops.

Donna Slicis (MGH SON) ’81, a staff nurse on the Blake 12 ICU at MGH, was certified by the American Association of Critical Care Nurses.

Kathleen Ryan Avery ’93 was among several BWH Cardiac Intensive Care Unit nurses who participated in a diary research project, “The Patient’s Perspective of the ICU,” the goal of which was to bring solace to patients and their families.

Sarah Thompson ’93, a nurse educator at BWH, recently received a Wound, Ostomy and Continence Nursing Certification.

Anita Morris ’99 has been named director of practice transformation in the Office of Healthcare Innovation and Quality of UMass Medical School’s Commonwealth Medicine division.

Sara Dolan Looby ’00 received the Connell Nursing Research Extension Award from MGH for her study, “Reducing Health Disparities: an Investigation of Symptoms among Menopausal HIV-Infected Women.”

Kathleen Fitch ’01 received the AIDS Care Research Recognition Award from the Association of Nurses in AIDS Care at the organization’s August meeting in Chicago.

Mary Gorman ’03 was featured in a NWH publication article highlighting her contributions to the hospital’s Center for Weight Loss.

Deirdre Sweeney ’03, a clinical manager at the MGH Complex Care Services, was part of a panel that discussed best practices related to easy access, quality, and outcomes at the hospital’s 3rd Albert H. Brown Visiting Scholar program.
Loren Winters ’03 was the principal investigator, leading a team that received the Yvonne L. Munn Nursing Research Award from MGH for their work, “Bringing Yoga Home: Exploring the Use of a Web-Based Yoga Intervention for Breast Cancer Survivors.”

Todd Hultman ’04 presented “Opportunities with Challenging Families” at the National Hospice and Palliative Care Organization’s Clinical Advances in the Art and Science of Care 2015 virtual conference.

Janet Zani ’06, who works in the Neurology department at Lahey Clinic, was added to the hospital’s Wall of Honor for achieving her certification in Multiple Sclerosis.

Ursula Kelly ’07, an assistant professor at Emory University’s Nell Hodgson Woodruff School of Nursing, received a $1.1 million grant from the U.S. Department of Veterans Affairs to use yoga as an intervention for women who have experienced sexual trauma while serving in the military.

Cally Lilley ’08 co-authored “The Effectiveness of a Brief Mind-Body Intervention for Treating Depression in Community Health Center Patients” in Global Advances in Health and Medicine.

Lin-Ti Chang ’13, a staff specialist at MGH, presented “Disaster Training for Nurses” at the 2015 West Lake International Forum on Disaster Medical Response and Trauma Care in Hangzhou, China.

Ryan Allen ’14 was named director of the emergency medical service line at the Bakersfield Heart Hospital in California.

Kathleen Breda ’15 received the Yvonne L. Munn Nursing Research Award for her work, “Qualitative Evaluation of Postoperative Cranial Dressing Strategies.”

Kevin Whitney ’15, associate chief nurse of Surgical, Orthopaedics and Neurosciences at MGH, received the 2015 Mary B. Conceison Award for Excellence in Nursing Leadership from the Organization of Nurse Leaders of MA, RI and NH. He also presented the keynote address “Nurses in All Roles Leading Change” at the New England Chapter of the Infusion Nurses’ Society meeting.

Physical Therapy

Ellen Ventola ’97 became certified in Pregnancy and Postpartum Physical Therapy by the American Physical Therapy Association’s Section on Women’s Health.

Fay Manei ’96, ’03 co-authored the study “Self-Managing Chronic Pain” in Rehab Management in January 2015.

Jeffrey Bevill ’99, ’05 and Lea Bevill ’00, ’05, along with sons Garrett and Kyle, recently visited the IHP campus and met SHRS Dean Leslie Portney. The family lives in Arizona.

Janet Callahan ’00, ’13 presented, “ABCs of Vestibular Rehabilitation,” at the American Physical Therapy Association Conference at California State University · Long Beach; presented “Differential Diagnosis and Management of Brainstem and Cerebellar Infarctions,” at the combined sections meeting of the American Physical Therapy Association; and was awarded the NPF 2015 Community Grant Award from the National Parkinson Foundation.

Ann Jampel ’01 and Michael Sullivan ’02 were part of a team that received the ECOTE Education and Teaching Pilot Project Award from the MGH Executive Committee on Teaching and Education for their project: “Developing Clinical Faculty to Support Interprofessional Education and Collaborative Practice: An Academic Practice Partnership.”

Danielle Vousboukis ’02, Brian Simon ’11, Jennifer Green ’13 and Andrea Coiro ’14 were among the SRN Race for Rehab team members who ran the 2015 Boston Marathon.

Robert Dorman ’03, clinical inpatient specialist at MGH, co-presented “Rounds: Understanding Post-Acute Levels of Care” at the hospital’s Interdisciplinary Grand Rounds.

Allison (Bates) Squadríto ’03, a geriatric clinical specialist for inpatient services at MGH, presented the lecture “Fall Prevention” at an event hosted by the hospital’s Senior HealthWise program.

Jennifer Neveu ’04 wrote “Physical Therapist Learns Not to Put Too Much Stock in First Impressions” in the April 2015 edition of the MGH’s Caring Headlines.


Jason Beal ’08 was recognized as an Advanced Clinician in the Patient Care Services recognition program at MGH.

Leslie Smith ’08 is now the coordinator the for extracorporeal membrane oxygenation service at Tufts Medical Center.

Lenore Herget ’09 was certified as a sports clinical specialist by the American Board of Physical Therapy Specialties.

Natalie Ferrber-Rakestraw ’09 was certified as an orthopedic clinical specialist by the American Board of Physical Therapy Specialties.

Heather Salon ’09 was appointed a member of the American Physical Therapy Association’s Neurology Section Programing Committee.

Nicole Skrzyniarz ’10 received a certification as a neurologic clinical specialist from the American Board of Physical Therapy Specialists.

Cecilia Jiang ’12 married Derek Wu in April 2015. She writes, “We are glad our parents were able to join us from Taiwan!”

Jackie Mulgrew ’14 presented “Physical Therapy Management of Patients with Heart Failure,” at the Allied Health Education forum in Raleigh, North Carolina.

We invite you to submit your news and photos to alumni@mghihp.edu, or at www.mghihp.edu/alumni.
The Importance of a Stethoscope

If my stethoscope could talk, it would tell you the story of the countless lives it has literally touched—patients, patients’ family members, members of my family, friends, neighbors—in ICU settings, home care, hospice, outpatient clinics, even other parts of the world. It has witnessed sorrow, joy, hope.

Nursing is not only a trusted and respected profession—a point that has been underscored because of the recent insensitive remarks on The View—but it is also an earned privilege. To all of you who have just arrived on campus, my very best wishes as you begin this journey.

Suellen Breakey, an assistant professor in the School of Nursing and the interim director of the Master of Science in Nursing generalist program, graduated from the Institute in 1994 with a Master of Science in Nursing. Her comments were made while addressing the MGH Institute’s 93 first-year nurse practitioner students during the School of Nursing’s annual White Coat ceremony in September 2015.
Support tomorrow’s leaders today.

“The faculty prepares us to become inquisitive, thoughtful, and well-rounded physical therapists. They embrace our creativity and promote a collaborative and integrated learning environment. I feel very lucky to learn alongside a team of the most supportive and engaged students that I have shared an academic experience with.”

– Laura Vinci de Vanegas
Doctor of Physical Therapy Class of 2017

MGH Institute students gain vital skills for critical thinking and leadership. They learn to think deeply and broadly about patient care and the impact policies and practices have on the future of education and health care. Your gift to the MGH Institute Fund makes an immediate impact on the Institute and every student here—but it also helps to build the future.

Please give back to help others move forward.

Make your gift online at: www.mghihp.edu/give
Gala Sets Record

Master of Physician Assistant Studies students Viridiana Gutierrez, left, and Alanna Salomone were among the 250 people who attended the Institute’s 9th annual event in October. The Gala raised a record $450,000 for student scholarships. Story, Page 15.