Making a Difference

In the course of becoming future health care leaders, students at MGH Institute of Health Professions receive more than just an education that prepares them to enter their newly chosen profession.

Whether designing and implementing health initiatives through classroom service learning projects, volunteering at non-profits, or raising money for charitable causes, MGH Institute students and alumni touch the lives of thousands of people throughout Greater Boston.

Inside is a sampling of the ways in which these men and women—along with faculty and staff—help to Make a Difference in their communities.
Mission Statement

As an independent graduate school of health sciences, the MGH Institute of Health Professions prepares health professionals and advances care for a diverse society through leadership in education, clinical practice, research and scholarship, professional service, and community engagement.

Vision Statement

The MGH Institute of Health Professions aspires to be:

• A preeminent leader in health professions education, where scholar-practitioners prepare graduates to be exemplary leaders in health care delivery for a diverse society,

• An innovator in advancing interprofessional models of health professions education and health care delivery, and

• A recognized contributor in creating and applying new knowledge to improve health outcomes through robust and distinctive programs of research and scholarship.
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An Interprofessional Future

MGH Institute of Health Professions is uniquely and advantageously positioned at the intersection of two critical social sectors: health care and higher education.

With the value of academic degrees at an all-time high and the anticipated growth in demand for well-qualified health professionals to meet primary care, complex treatment, and rehabilitation needs, the Institute recently updated its strategic vision to focus our efforts during the coming decade (see details beginning on page 35).

One essential element of this plan is to prepare our graduates to work collaboratively in teams. Whether it’s called interprofessional, interdisciplinary, collaborative, or team-based education, it’s clear that all health professionals must join together to meet the needs of a growing, aging, and increasingly diverse population.

According to a June 2010 report, *Educating Nurses and Physicians Toward a New Horizon: Advancing Inter-Professional Education in Academic Health Centers*, by the Josiah Macy Jr. Foundation and The Carnegie Foundation for the Advancement of Teaching, “Health care delivered by nurses, physicians, and other health professionals not only improves quality, but also leads to better patient outcomes, greater patient satisfaction, improved efficiency, and increased job satisfaction on the part of health professionals.”

Aware of the potential benefits of interprofessional teamwork and with an eye toward changes anticipated in the wake of 2010’s historic health care reform bill, the MGH Institute is taking several steps to position itself and its graduates as leaders in interprofessional education and practice.

In addition to several initiatives that provide opportunities for faculty and students in the School of Nursing and in the various programs in the School of Health and Rehabilitation Sciences to teach, learn, and practice collaboratively, the Institute launched a new Center for Interprofessional Studies and Innovation in early 2011. This new unit will bring to the forefront the Institute’s founding heritage as a graduate school uniquely committed to interprofessional education, and reinvent this commitment in ways that are aligned with the dramatic changes anticipated in the organization, delivery, and financing of health care.

This renewed commitment to interprofessional education and practice also will allow the Institute to respond more quickly to the strategic changes taking place in care redesign and delivery across the Partners HealthCare system and beyond. However, long-standing barriers within both the education and healthcare worlds will not be easy to overcome. These include deeply rooted cultural differences between the professions, differences in educational pathways and degree levels, and logistical issues.

Nevertheless, we are committed to designing novel and creative ways to ensure interprofessional education is an integral part of each of our academic programs, and we enter the second decade of the 21st Century committed to this goal.

We hope you enjoy this report that details our many accomplishments of the past year, and thank you for continuing to support our mission.

George E. Thibault, MD  
Chair, Board of Trustees  
President, Josiah Macy Jr. Foundation

Janis P. Bellack, PhD, RN, FAAN  
President and  
John Hilton Knowles Professor

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The Year in Review

The year 2010 was one in which the MGH Institute community reflected upon the Institute’s past, focused on its present, and envisioned its future.

From preparing for a comprehensive institutional review by the New England Association of Schools and Colleges (NEASC) to engaging in strategic planning for the foreseeable and long-term future, the year 2010 was one in which the MGH Institute community reflected upon the Institute’s past, focused on its present, and envisioned its future.

“It’s been a challenging yet exciting and very productive year,” said President Janis P. Bellack, PhD, RN, FAAN. “The many notable accomplishments are the result of the collective efforts and commitment of our dedicated faculty and staff, the outstanding quality of our students and alumni, the leadership and support of our trustees, and the many partners we count on within and beyond MGH and Partners HealthCare.”

Notable highlights in 2010 include:

» Continuing accreditation for 10 years was granted by NEASC, the Institute’s regional accrediting agency—a testament to the clarity of the Institute’s mission and purpose, and the strength of its leadership, programs, faculty, finances, and facilities.

» The Speech-Language Pathology master’s program received continuing accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association for the maximum allowable period of eight years.

» A comprehensive strategic planning process was completed, resulting in a Vision 2020 statement and a strategic map to guide the school’s focus and actions through 2014. (See more on Vision 2020 starting on page 35.)

» The Institute was one of just 97 institutions named a 2010 Great College to Work For by the Chronicle of Higher Education for specific best practices. The Institute, which was included in the Small Colleges division for schools with fewer than 3,000 students, won honors for Collaborative Governance, Work/Life Balance, and Respect and Appreciation.

» More than 350 supporters attended the 4th annual Scholarship Gala, raising $425,000 for student scholarships—39% higher than last year’s total.
Sherline Chery-Morisset ’06 had just returned to Boston from her native Haiti last January when an earthquake rocked the Caribbean nation to its core.

There was no question what she would do next. “I’m in love with my country, and I needed to do whatever I could to help,” says Chery-Morisset. “I had to go back.”

Chery-Morisset was just one of dozens of students, alumni, and faculty who were part of the relief effort after upwards of 300,000 people were killed and millions more left homeless.

While more people volunteered than eventually were deployed in the months following the disaster, it was a testament to the Institute’s service commitment that is woven through its four academic programs.

“We’re very proud that so many people in the greater Institute community were willing to participate in this cause,” notes Alex F. Johnson, Provost and Vice President for Academic Affairs.

Among those people who went were alumni Brenda Smith ’98, Dr. Kristin Parlman ’03, and Lauryl Smith ’07, Donna Barry ’01 played a major role in coordinating relief efforts as policy director for Partners In Health, the Brigham and Women’s Hospital-affiliated medical organization that has worked in the impoverished nation for the past 20 years.

Leila Hepp ’10, who graduated as a nurse practitioner in May, worked grueling 18–20 hour days in the weeks immediately following the earthquake. “It has forever changed the way I look at how health care is delivered throughout the world,” she says.

Chery-Morisset knew first hand about the poverty Haitians have endured for more than a century, having spent her first seven years in the country before immigrating with her family to the United States.

It was this memory that prompted her to found the non-profit organization Sante Fanm Ak Lafanmi in 2009. Her dream is to eventually open a women’s wellness center on the island.

And according to Dr. Parlman, care from across the health care spectrum will be crucial after the media spotlight has dimmed. “The need for nursing and rehabilitation services will exist long after we leave.”
Since 2008, when the Accelerated Bachelor of Science in Nursing program was launched, interest in all programs at the MGH Institute has escalated. Applications are up 82% over the past three years, while the number of students has increased 24% to more than 1,000 for the first time in the school’s history.

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Less than a year after transforming the nursing programs into a new School of Nursing, a School of Health and Rehabilitation Sciences (SHRS) was established to house the departments of Communication Sciences and Disorders and Physical Therapy as well as the graduate program in Medical Imaging. “This new academic structure will foster greater interprofessional collaboration and learning, while also preserving the distinctiveness of each of our programs,” explained Provost and Vice President for Academic Affairs Alex P. Johnson, PhD, CCC-SLP.

Following a national search, Laurie Lauzon Clabo, PhD, RN, was appointed Dean of the School of Nursing. Leslie Portney, DPT, PhD, FAPTA, Department Chair of Physical Therapy, was named Interim Dean of SHRS.

The Physical Therapy Center for Clinical Education and Health Promotion opened in May 2010 to provide onsite clinical learning opportunities for students while also meeting community needs for physical therapy services.

The Institute exceeded the 1,000-student mark for the first time in its 33-year history, as its academic programs reached record enrollments. Applications to both entry-level and post-professional programs grew more than 35% from the previous year.

The Institute was recognized by the Boston Business Journal as the region’s 23rd largest graduate school, based on 2009 enrollment numbers. Given the enrollment growth in 2010, the Institute is poised for an even higher ranking in next year’s list.

In response to enrollment growth, the Institute welcomed a number of new faculty and clinical preceptors to ensure the continued high quality its programs are known for, including vital clinical learning experiences.

A set of online courses, Science Prerequisites for the Health Care Professions, is now available to students who need to complete such coursework prior to enrollment in a health professions program at the Institute or elsewhere.

A series of events publicly acknowledging the many clinical preceptors who teach and supervise students in the clinical setting was held at Massachusetts General Hospital and the Spaulding Rehabilitation network in June. These events were part of a new effort to strengthen the relationship with affiliates within Partners HealthCare. “We could not provide the depth and range of education to our students without the efforts of our talented preceptors,” said Dr. Alex Johnson. “I feel strongly it’s important to give back to the Institute,” added Caren Harris ’98, a Massachusetts General Hospital pediatric nurse practitioner and one of the Institute’s 600 preceptors.

Commencement found a new home at the Hynes Convention Center in 2010, ending the tradition of holding the ceremony under a tent at Harvard Medical School but also eliminating the impact of inclement weather that had put a damper on the past few ceremonies. More than 350 students received degrees and certificates in 2010, pushing the number of Institute alumni to just under 4,000.
School of Nursing

With the hiring of a new Dean, the School of Nursing continued its mission of academic excellence.

» **Laurie Lauzon Clabo, PhD, RN.** joined the Institute in June as the Dean of the School of Nursing. “Dr. Lauzon Clabo’s appointment is the result of a highly competitive national search,” said Provost and Vice President for Academic Affairs Dr. Alex Johnson. “She has a portfolio that demonstrates excellence in academic leadership, promotion of scholarship, and nursing education. She will be a dynamic presence in our School of Nursing who will enhance our ongoing commitment to interprofessional development.”

» The Direct-Entry Nursing Program received a **New Careers in Nursing grant from the Robert Wood Johnson Foundation.** The grant, awarded in collaboration with the American Association of Colleges of Nursing, provided $10,000 scholarships to eight diverse students while helping to refine and enhance services to support the success of students from diverse backgrounds.

» **Professor Patrice Nicholas, DNSc, RN, ANP-BC, MPH, FAAN,** was the keynote Commencement speaker at Fitchburg State College, and received an honorary Doctor of Humane Letters from her undergraduate alma mater. She also received a Champion in Health Award from the Boston Business Journal, received the Researcher Recognition Award from the Association of Nurses in AIDS Care, and was elected to the to Sigma Theta Tau International Board of Directors.

» **Assistant Professor Jeanne Cartier, PhD, PMHCNS-BC, Clinical Assistant Professor Veronica Kane, PhD, RN, MSN, CPNP, Assistant Professor Patricia Lussier-Duynstee, PhD, PMHCNS-BC,** and **Assistant Professor Margaret Mahoney, PhD, MS, RN,** began a collaboration with the Massachusetts Department of Public Health School Health Services to define what new skill sets school nurses need to work with children with mental health issues.
Twelve days. That’s how long it took Roz Puleo to decide she would resume training for a triathlon that was just three months away. The fact that she had just donated one of her kidneys to save the life of her ailing father didn’t deter her one bit.

“I wanted to encourage others to become a living donor, and the way I could do that was by doing the triathlon as I had planned before the surgery,” says the third-year nurse practitioner student. “I wanted to show you can come back and live a normal life.”

A “normal” life to Puleo doesn’t allow much time for sitting around. Since landing a job as a Registered Clinical Exercise Physiologist after graduating from Hofstra University in 1996, she has volunteered for a year in Tanzania, been to Pakistan twice to help raise funds for earthquake victims and build a school, worked in a medical clinic in Costa Rica, completed a Master’s in Health Communication, been a two-time national downhill mountain bike champion, taught spinning classes at her gym, and joined the faculty at Tufts Medical School the same month she began her nursing studies at the Institute.

And then there’s AGNES, or Age Gain Now Empathy System.

While working as a research fellow at the MIT AgeLab, Puleo was the lead designer during the creation of an empathy suit which duplicates the physical characteristics of a 74-year-old woman. Companies as diverse as Siemens, Daimler, General Mills, Blue Cross, The Hartford, and the AARP are using the empathy suit for a variety of manufacturing and product design possibilities. It was recognized as a Boston Globe 100 Bright Idea innovation for 2009.

“It is Roz’s energy and verve that has brought the project to life,” says the lab’s director, Joseph Coughlin. “From working with students, health care professionals, and designers from around the world, Roz has provided the ‘ah ha’ moment necessary for clinicians and engineers alike to appreciate the needs of an older user.”

After she graduates as a Family Nurse Practitioner in May, Puleo’s goal is to go into primary care sports medicine. No surprise given her penchant for pursuing life with gusto.

“I’m not looking to work with high-level athletes,” she says. “I’m more interested in helping the average Joes become more active and overcome their limitations.”
» Clinical Assistant Professor Gail Gall, RN, PNP-BC, was honored this June for her role as the first nurse practitioner at the MGH Student Health Center at Chelsea High School, which celebrated its 20th anniversary. Professor Gall’s contributions were noted by Drs. Peter Slavin and Brit Nicholson of Massachusetts General Hospital.

» Under the leadership of Assistant Professor Deborah Rosenbloom-Brunton, PhD, RN, ACNP-BC, GNP-BC, a Delirium Educational Initiative program was launched for nurses and nursing assistants at Spaulding Rehabilitation Network. The program’s goal is to improve awareness and recognition of delirium, and implement preventive interventions throughout the network.

» Professor Inge B. Corless, PhD, RN, FAAN, was named the MGH Institute’s second Amelia Peabody Professor in Nursing Research. Dr. Corless, who led a group of nursing students to South Africa this past summer, was the only nurse on the ballot of the Governing Council of the International AIDS Society, as well as being the first nurse ever nominated from the United States-Canada region.

» Associate Professor Janice Goodman, PhD, RN, PMHCNS-BC, was awarded a $289,000 research grant by the National Institutes of Health (NIH) to further her investigations into postpartum depression. The two-year award from the Eunice Kennedy Shriver National Institute of Child Health and Human Development will allow Dr. Goodman to continue her research into the child development outcomes of postpartum depression. Dr. Goodman also is a current Robert Wood Johnson Scholar, one of only 42 in the country.

» Assistant Professor Eleonor Pusey-Reid, RN, MS, MEd, CCRN, received the Excellence in Nursing Award from the New England Regional Black Nurses Association. The award was granted based upon her efforts to increase the number of African-American nurses, and to insure optimum health care is available to African-Americans and other people in underserved communities.

» Grace Ann Good ’01, APRN, BC, a nurse practitioner at Massachusetts General Hospital, and Adele L. Keeley, SON ’81, RN, BSN, MA, a nursing director at the hospital, were named National Nursing Excellence Nurse of the Year Award winners by Nursing Spectrum magazine.

» Accelerated Bachelor of Science in Nursing graduate Rick Fitzgerald ’09, RN, received a DAISY Award for Extraordinary Nurses for his work in the emergency department at Winchester Hospital.

Making a Difference

The New Language of Health Care

Second-year nurse practitioner student Jason Villarreal wants to make cultural competence the new language of health care.

He was awarded a Hausman Fellowship from Massachusetts General Hospital last summer, and spent two months rotating through different floors at the hospital where he not only expanded his nursing knowledge but witnessed the cultural barriers minority patients often face.

“Not all health care providers take into account the cultural differences of their patients, and that can cause patients to stop returning for treatment,” Villarreal, a John Hilton Knowles Scholar, says. “As a nurse practitioner, I plan to combine my ability to speak the language of the community with a deeper understanding of the language of health care to change that pattern.”

Prior to enrolling at the institute, he spent three years in Boston assisting inner-city people with HIV, using his insights as a Spanish-speaking gay man to help predominantly Latino clients take their antiretroviral medicine.

“My own personal journey gave me the tools that allowed me to include compassion in my service to them,” says the Texas native. “I was able to suffer with people who have been rejected, people who are dying, and people who are just misunderstood.”
Family members of nursing home residents in the final stages of dementia traditionally have had to choose between aggressive care such as feeding tubes and hospitalization, or withholding and withdrawing treatment.

School of Nursing Associate Professor Ruth Palan Lopez, PhD, GNP-BC, believes a new paradigm she coined, Intensive Comfort Care, is a better approach.

"Often times there is too much suffering and not enough comfort," says Dr. Lopez, whose clinical practice and research has focused on gerontology for more than 20 years. "This is a way where a patient’s quality of life can be improved while giving them the dignity and respect they deserve."

Rather than asking family members to "give up" and "let go," she suggests that they be offered the option of choosing strategies from this new evidence-based model of care that can provide greater comfort for residents and provide family members with the proper information needed to make well-informed decisions.

Dementia, which most often takes the form of Alzheimer’s disease, affects more than five million Americans. The seventh-leading cause of death in the country, it costs $172 billion annually—a figure that is expected to rise and put additional financial pressures on a health care system that already is preparing to add another 30 million people when the new health care law is fully implemented in 2014.

People have become accustomed to seeing health care providers go to extreme lengths and expense to save lives. Dr. Lopez suggests that applying the same zeal to providing end-of-life comfort care will be more beneficial for patients while reducing the number of unnecessary or ineffective treatments.

She points to the widespread use of feeding tubes despite the lack of evidence that shows a definite benefit. Her ethnographic study recently published in the Archives of Internal Medicine found that a nursing home’s organizational culture influenced how often feeding tubes are used with residents with advanced dementia. She contends a better way is to create an environment that supports intensive hand feeding individualized to meet the preferences of the patient and family members.

Dr. Lopez, who disseminates her work at national scientific meetings and through publications in scholarly journals, hopes this new model of care will resonate throughout health care circles.

“We all know the way we’ve been doing it isn’t meeting the needs of people with dementia,” she says. “People are very dissatisfied, and they are clamoring for a change. I think this is a step in the right direction and can provide much needed comfort to patients and their family members.”
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- Caroline B. Mudd, NS ’88
- Grig and Thomas Murdoch
- Karen E. Murtagh, NS ’93
- Dr. Deborah D. Navedo
- Sach Nguyen
- Dr. Marjorie L. Nichols
- Dr. Karen A. Wolf and Mr. Edward C. Oberholtzer
- Richard J. Olsen
- Barbara and Donald Oppenheimer
- Anita Panagiotes, PT ’87
- Dr. John A. Parrish
- Sylvia Kimball Perry, NS ’02
- Colette A. M. Phillips
- Sue E. Pitcher
- Dr. Noreen M. Poirier
- Hannah S. Potter
- Merle Potter
- Susan B. Rabourn
- Laurie A. Raymond, NS ’98
- Helen and Garnet Reid
- Dr. Patricia A. Reidy
- Dr. Nancy J. Roberge-Meyer
- Dr. Richard P. Santeusanio

Helene K. Sargeant
- Karen L. Scammell-Meijer
- Fran Senner-Hurley
- John M. Shaw, Jr.
- Peter Shepard
- Dr. Phyllis R. Silverman
- Mrs. Keith S. Sleeper
- Dr. Lena Sorensen
- Dr. and Mrs. Dempsey S. Springfield
- Charae Joy Spuler, NS ’99
- Dr. Linda A. Steiner, PT ’91, ’02
- Anne C. Stewart, PT ’90
- Dorothy A. Sullivan, NS ’86
- Jacqueline L. Sullivan
- Dr. Michael G. Sullivan, PT ’02
- Sandra L. Sumner
- Dr. and Mrs. Samuel O. Thier
- Dr. Elise Townsend, PT ’06
- Sherman and Elaine Townsend
- Pamela M. Vecchione
- James Vincent Vitagliano
- Ernest and Sandra von Holten
- Robert B. Wall, NS ’05
- Dr. Jennifer B. Wasserman, PT ’88, ’04
- Ann M. Waters, CSD ’97
- Reginald B. Wilcox, III, PT ’05
- Dr. James Zachazewski, PT ’03 and Ms. Miriam Mckendall
- Dr. Lauryn Zipse

Matching Gift Companies
- Josiah Macy, Jr. Foundation
- NSTAR Foundation
- Towers Perrin

This list reflects charitable contributions, including pledge payments, received during the fiscal year ending June 30, 2010. The MGH Institute makes every effort to verify the accuracy of the donor listings. If you believe a mistake has been made in your listing, please accept our apologies and contact the Office of Institutional Advancement at (617) 726-3141.
Leaving a Legacy to Benefit Future Students

Ruth Farrisey Society Recognizes Planned Gifts

After Dr. Madeline M. Keaveney’s mother passed away in 2001, Dr. Keaveney sought a way to honor the 1940 MGH School of Nursing graduate, who had spent the latter part of her career as an LPN instructor.

Dr. Keaveney contacted the MGH Institute of Health Professions, initially wary that anyone would be interested in a donation of just a few hundred dollars. She quickly discovered those fears were unfounded.

“Even though the starting value was a small amount, I was treated very well and with great respect,” Keaveney, a retired professor at the California State University, Chico, recalls. “Too often how you’re treated depends upon how much you have to donate.”

In 2003 the first Josephine Mangio Keaveney Memorial Nursing Prize was awarded to a graduating student from the RN post-professional program who “best exemplifies the caring, spirit and professionalism” of Mrs. Keaveney.

After funding the Keaveney Prize for several years, Dr. Keaveney, who is 65, wanted to ensure it would continue to be funded in perpetuity. She named the MGH Institute as a beneficiary in her will, and in 2007, established a Charitable Gift Annuity (CGA), which pays her a guaranteed annual income—enough to cover awarding the Keaveney Prize each year.

Dr. Keaveney is one of a number of alumni and donors who have made a provision for the MGH Institute through a bequest, trust, insurance or retirement policy, or other estate planning vehicle such as the charitable gift annuity. Each of these individuals is recognized as a member of the Ruth M. Farrisey, SON ’38 Legacy Society.

“Madeline’s gift is indicative of the importance she placed on ensuring the Institute continues its mission of health sciences education,” notes Christopher Hartley, Executive Director of Institutional Advancement. “We appreciate every gift, large and small, that provides critical funding for students, faculty, research, and special initiatives.”

Ruth M. Farrisey, SON ’38, led a distinguished career as a clinician and a senior administrator at Massachusetts General Hospital. She was known as a visionary who advocated for the advanced practice nursing role and was a leader in the development of collaborative nursing and medical practice. When she passed away in 2007, Miss Farrisey made a generous gift to the MGH Institute through a bequest.

Farrisey Society Members

Anonymous
Barbara F. Adams
Dr. Janis P. Bellack
Sumner W. Brown
C. Margaret Browne*
Mr. Francis H. “Hooks” Burr* and Mrs. Lucy Burr
Margaret A. Coffin*
Julie Atwood Drake
Annabel D. Edwards, NS ’86, ’99*
Ruth M. Farrisey, SON ’38*
Judith A. Fong, SON ’68
Victoria Joel Gold, SON ’65
Dr. Bette Ann Harris, PT ’83
Dr. Julian F. Haynes
Dr. Matina S. Horner
Dr. Madeline M. Keaveney
Eleanor Lynch, SON ’51
Jacques Mohr*
Mr. and Mrs. William O. Taylor
Dr. Nancy T. Watts

*deceased

To learn more about naming the MGH Institute in your will or estate plans and becoming a member of the Farrisey Society, contact Christopher Hartley at (617) 724-6399 or chartley@mghihp.edu.
Mission Statement
As an independent graduate school of health sciences, the MGH Institute of Health Professions prepares health professionals and advances care for a diverse society through leadership in education, clinical practice, research and scholarship, professional service, and community engagement.

General Information
- Founded 1977 by Massachusetts General Hospital (MGH)
- Incorporated 1985 as a subsidiary of MGH
- Member of Partners HealthCare, founded in 1994

Accredited by:
- New England Association of Schools and Colleges
- Commission on Collegiate Nursing Education
- Board of Registration in Nursing, Commonwealth of Massachusetts
- Commission on Accreditation in Physical Therapy Education
- Council on Academic Accreditation of the American Speech-Language-Hearing Association
- Massachusetts Board of Elementary and Secondary Education
- Joint Review Committee on Education in Radiologic Technology

Academic Programs and Degrees

### School of Nursing

<table>
<thead>
<tr>
<th>Fall 2010 Enrollment</th>
<th>Degrees Awarded 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Bachelor of Science in Nursing</td>
<td>98</td>
</tr>
<tr>
<td>Master of Science in Nursing:</td>
<td></td>
</tr>
<tr>
<td>Direct-Entry</td>
<td>263</td>
</tr>
<tr>
<td>Post-Professional</td>
<td>40</td>
</tr>
<tr>
<td>Certificate of Advanced Study</td>
<td>2</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>43</td>
</tr>
</tbody>
</table>

### School of Health and Rehabilitation Sciences

<table>
<thead>
<tr>
<th>Fall 2010 Enrollment</th>
<th>Degrees Awarded 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Communication Sciences and Disorders:</td>
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</tr>
<tr>
<td>Master of Science in Speech-Language Pathology</td>
<td>111</td>
</tr>
<tr>
<td>Certificate of Advanced Study in Reading</td>
<td>29</td>
</tr>
<tr>
<td>Graduate Program in Medical Imaging:</td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate in Medical Imaging</td>
<td>41</td>
</tr>
<tr>
<td>Department of Physical Therapy:</td>
<td></td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Entry-Level)</td>
<td>141</td>
</tr>
<tr>
<td>Doctor of Physical Therapy (Post-Professional)</td>
<td>69</td>
</tr>
<tr>
<td>Master of Science (for International PTs)</td>
<td>46</td>
</tr>
<tr>
<td>Certificate of Advanced Study</td>
<td>6</td>
</tr>
</tbody>
</table>

Licensure Pass Rates, First-Time Test Takers

<table>
<thead>
<tr>
<th>2010</th>
<th>National Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN (ABSN)</td>
<td>94%</td>
</tr>
<tr>
<td>NCLEX-RN (DEN)</td>
<td>83%</td>
</tr>
<tr>
<td>NPTE (DPT)</td>
<td>95%</td>
</tr>
<tr>
<td>PRAXIS (SLP)</td>
<td>100%</td>
</tr>
<tr>
<td>ARRT-RAD (MI)</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Accreditation agencies report test results at varying times.

Number of Applicants to Entry-Level Programs | 2,286
Percent of Applicants Offered Admission | 37%
Average GRE Score of Admitted Students
- Verbal: 520
- Quantitative: 630
- Written: 4
Average Undergraduate GPA | 3.4
Student Clubs & Organizations | 11
Graduation Rate | 96%
Alumni | 3,992
### Students

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Heads</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>628</td>
<td>60%</td>
</tr>
<tr>
<td>Part-time</td>
<td>411</td>
<td>40%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>446</td>
<td>43%</td>
</tr>
<tr>
<td>School of Health and Rehabilitation Sciences</td>
<td>443</td>
<td>43%</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>150</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Men</th>
<th>154</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>885</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>21 - 29 years</td>
<td>637</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>30 - 39 years</td>
<td>211</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>40+ years</td>
<td>191</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>84</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Black/Non-Hispanic</td>
<td>29</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>11</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>605</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>308</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

### Financial Aid, 2009–2010

| Percentage of Students Receiving Financial Aid | 73% |
| Total Student Loan Volume                    | $22 million |
| Total Scholarship & Need-Based Grant Budget  | $2.3 million |
| Total Institutional Aid Budget:              |
| Merit Awards as a Percentage of Aid Budget   | 66% |
| Need-Based Grants as a Percentage of Aid Budget | 34% |
| Average Award as a Percentage of Program Cost | 43% |

### Faculty and Research

<table>
<thead>
<tr>
<th>Student : Faculty Ratio</th>
<th>10:1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>69</td>
</tr>
<tr>
<td>Part-time</td>
<td>23</td>
</tr>
<tr>
<td>Adjunct</td>
<td>80</td>
</tr>
</tbody>
</table>

| Percent of Faculty with Doctoral or Terminal Degree | 57% |
| External Grant Funding                                | $369,549 |

| Faculty Designated as:                                 |
| Fellow of the American Academy of Nursing (FAAN)       | 5    |
| Catherine Worthingham Fellow of the American Physical Therapy Association (FAPTA) | 6 |
| Fellow of the Speech-Language-Hearing Association (FASHA) | 4 |
| Honors of the Speech-Language-Hearing Association (ASHA Honors) | 1 |

### Finances

| Operating Budget | $27.9 million |
| Endowment (June 20, 2010) | $30.0 million |
| Tuition Rate       |               |
| $1,000 per credit  |               |
| $500 per audit credit |         |

<table>
<thead>
<tr>
<th>Total Cost of Attendance, Entry-Level Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
</tr>
<tr>
<td>Master of Science in Speech-Language Pathology</td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate in Medical Imaging</td>
</tr>
<tr>
<td>Tuition &amp; Fees as a Percentage of Cost</td>
</tr>
</tbody>
</table>
Celebrating its first 30 years, hiring a new associate chair, and modifying the post-professional Master’s of Science program were among the department’s highlights.

More than 125 people attended PT30, the celebration of the Department of Physical Therapy’s first 30 years at the MGH Institute. The two-day event marked the beginnings of programs offering the Post-professional Master of Science (1980), the Entry-level Master of Science (1995), and the Doctor of Physical Therapy (2000). Dr. Jennifer Bottomley ’86, was the keynote speaker, while Dr. Kelly Macauley ’00, ’02, Dr. Roya Ghazinouri ’99, ’07, and disability advocate Charles Croteau also spoke during the program. The event raised $30,000 to support the new Physical Therapy Center for Clinical Education and Health Promotion.

Department Chair Leslie Portney, DPT, PhD, FAPTA, was named Interim Dean of the School of Health and Rehabilitation Sciences. Dr. Portney also was elected president of the newly formed Academic Council of the American Physical Therapy Association, which represents the country’s 211 accredited physical therapy education programs.

Pamela K. Levangie, DPT, DSc, FAPTA, was hired as the department’s new Associate Chair. “I recognize the excellent reputation that the faculty, staff, and students have earned nationally, and am excited to be part of such a dynamic and forward-thinking group” she said. Dr. Levangie, who is a Catherine Worthingham Fellow of the American Physical Therapy Association (APTA) and a recipient of the APTA Baethke-Carlin Award for Excellence in Academic Teaching, previously held faculty and administrative positions at Boston University, Sacred Heart University, and Simmons College.

Marjorie K. Ionta, a key participant in the creation of the MGH Institute, passed away in March. Miss Ionta was the Massachusetts General Hospital chief physical therapist from 1958-1981, and was the Institute’s first Professor Emerita. She was honored last year on the 25th anniversary of the establishment of the Marjorie K. Ionta Fund, which supports research and advanced clinical training for students, faculty, and alumni, as well as an annual student award for clinical excellence.
Roya Ghazinouri ’99, ’07 has spent her professional life pioneering new programs and implementing innovative procedures in health care. But it’s volunteering with Operation Walk Boston that has made the biggest impact on her.

Ghazinouri, the clinical supervisor for inpatient physical therapy at Brigham and Women’s Hospital, has been the non-profit organization’s chief operating officer since it was founded in 2007 by the hospital’s chief of orthopedics, Dr. Thomas S. Thornhill.

She has organized several trips, mostly to the Dominican Republic, pulling together an interprofessional team of surgeons, nurses, physical therapists, and other health care providers to provide total joint replacements for patients who can not afford surgery.

“All of the titles are eliminated when we get to Santo Domingo because we focus on the work we are there to do,” Ghazinouri notes. “I’ve had the good fortune to learn what it means to move a group together with a common cause.”

It’s not easy. The long days are filled with back-to-back surgeries as the team repairs as many joints as they can, followed by starting their patients on physical therapy recovery regimens. A typical four-day visit entails seeing upwards of 40 patients, some of whom receive multiple operations.

“We have adapted to the environment, cultural needs, and clinical needs of the patients so the process of care encompasses the whole spectrum from prevention to good outcomes,” she says, noting the team has provided clinical education, outcome research, and other work to help ensure the processes can be replicated during their absence. “It’s focused on sustainability.”

Ghazinouri, who spent two years at the University of Vermont, earned her Bachelor of Science in Physical Therapy in her native Iran, where afterwards she worked at a Level I Trauma Center for nine years during the Iran-Iraq war.

She felt constricted in her homeland, however, and it was on the recommendation of her sister who was living in Boston that she first learned about the MGH Institute where she would earn a post-professional Master of Science in 1999, and a Doctor of Physical Therapy in 2006.

After teaching stints in New York and in Boston, she joined the Brigham where she quickly gained a reputation as someone who was passionate about quality improvement that would provide better health care. It was that passion that led Dr. Thornhill to give her the proverbial question she could not refuse when he was putting together the Operation Walk Boston team.

Working at the Plaza de la Salud Hospital in Santo Domingo, she has seen patients dance through the hospital’s halls after getting a total knee replacement, and fathers have successful hip surgery that allows them to return to work and support their family.

“This is the most gratifying thing that you could ever do because you get a chance to help so many people improve their quality of life,” she says. “At the end of a mission, the feeling you’re left with is one of pure joy mixed with exhaustion, but I can’t wait to go back.”
Student PT Club Continues Its Mission to Help

The PT Club continues to be among the most active student organizations at the MGH Institute.

The club hosted several fundraisers during the year. The largest was the 3rd Annual Dodgeball Tournament, when they hosted 20 teams as part of the Georgia State-Marquette Challenge.

The teams comprised Institute DPT students, alumni, current practicing physical therapists, PT students from all over New England, as well as family and friends of PT students. Institute faculty refereed the games.

The group raised $5,000, and garnered an honorable mention at the American Physical Therapy Association’s annual convention that was held in Boston in June.

During the convention, club members also distributed 75 pairs of shoes to disadvantaged youth across the city as part of the South Dakota-based non-profit Shoes4Kids project.

“Giving kids brand new shoes that fit properly promotes health and fitness and helps local communities,” explained third-year DPT student Kristin Schram, who chaired the project. “It also allowed PT students at the institute the opportunity to apply their knowledge and skills while tackling problems of underprivileged and under-served children.”

- Dilshad Farheed Sulaiman, a Pakistan native in the Master of Science in Physical Therapy program, was the first PT student to graduate as a J. William Fulbright Scholar.

- First-year DPT student Cecilia Jiang was named a 2010 Albert Schweitzer Fellow. Jiang, who grew up in Taiwan, is working with Asian families through the non-profit organization Joni and Friends of Greater Boston to connect these families, most of whom live in Chinatown, with suitable respite care resources.

- Dr. Mike Reinold ’04 was promoted to Head Athletic Trainer and Assistant Director, Medical Services for the Boston Red Sox. Dr. Reinold is known throughout Major League Baseball for his innovative shoulder strengthening and rehabilitation work. He also is senior physical therapist and coordinator of rehabilitation research and education at the MGH Sports Medicine Center.

- The Clinical Residency in Orthopaedic Physical Therapy and Manual Therapy received its recredentialing certificate. The program, originally credentialed in 2003, prepares clinicians to sit for board certification and is an important component of the Institute’s commitment to post-professional education. Five residents have completed the program, while three are currently completing their residency requirements.

- The post-professional Master of Science program was significantly modified to focus solely on the distinct educational needs of international PT students. “The revised curriculum provides a generalist approach that gives students an opportunity to consider all systems that may be affected by injury or disease,” said program coordinator and Clinical Associate Professor Tracy Brudvig, DPT, PhD, OCS. Students have come from India, Saudi Arabia, Bahrain, Brazil, Taiwan, Pakistan, India, Nigeria, France, Greece, Italy, Spain, Argentina, and Venezuela.

- Elise Townsend, PT, DPT, PhD, PCS, and Kelly Macauley, PT, DPT, GCS, CCS, were recognized this year for achieving clinical specialization in pediatrics and cardiovascular/pulmonary physical therapy. In all, eleven regular faculty and more than 20 term lecturers are certified clinical specialists.
Bill Dressel now has two reasons to visit the MGH Institute.

After working with speech-language pathology students in the Aphasia Center following a stroke several years ago, the former engineer and school teacher is now receiving care at the new Physical Therapy Center for Clinical Education and Health Promotion.

The new center, which was in development for several years, opened in May 2010. It quickly became an integral part of the program’s mission to provide a more comprehensive education for physical therapy students.

“It gives students another way to get hands-on clinical experience,” says Jane Baldwin, DPT, NCS, Associate Director of Clinical Education and Clinical Assistant Professor, who oversees the center along with Clinical Assistant Professor Mary Knab, DPT, MS. “They can work with live patients on campus, and be supervised by faculty who can give them immediate feedback.”

Before the center’s opening, students received clinical experience only through external placements.

International students in the Master of Science program, as well as those in the Entry-level Doctor of Physical Therapy program, provide pro-bono services to clients who would not otherwise receive physical therapy. The clients have a range of orthopedic, neurological, and multi-system impairments.

While the first pool of clients such as Dressel came from the Speech, Language and Literacy Center (of which the Aphasia Center is a part), it wasn’t long before a waiting list of other individuals needing physical therapy was formed.

Ultimately, students from across all the Institute’s disciplines are expected to use an in-house facility to practice in an interprofessional center and be mentored by professionals who understand how to integrate multiple treatment options that will provide better patient care.

New hub provides on-campus care for clients, more experience for students.
Overview

In fiscal 2010, the Institute rebounded from a revenue and operating results shortfall triggered by the sudden and significant downturn in United States and global economic conditions that occurred during the prior year. The 2009 downturn reduced resources that students typically rely on to fund an education and contributed to an Institute shortfall in new student enrollment and tuition and fee revenues.

The Institute successfully implemented strategies to increase enrollment, tighten controls over faculty and staffing levels, reduce non-personnel costs and align its resources more effectively with strategic goals.

For 2010, the Institute reported an increase in net assets from operating activities of $753,000, compared to a decrease of $467,000 for the previous year. Other changes from nonoperating activities for gifts and investment gains increased net assets by $3.1 million for 2010 compared to a decrease of $4.6 million for 2009.

Financial Statements

Statements of Financial Position: June 30, 2010 and 2009

<table>
<thead>
<tr>
<th>Assets</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and equivalents</td>
<td>$4,056</td>
<td>$1,613</td>
</tr>
<tr>
<td>Student accounts receivable, net</td>
<td>158</td>
<td>266</td>
</tr>
<tr>
<td>Pledges receivable, net and contributions receivable</td>
<td>4,327</td>
<td>3,946</td>
</tr>
<tr>
<td>Other assets</td>
<td>601</td>
<td>740</td>
</tr>
<tr>
<td>Investments</td>
<td>14,731</td>
<td>12,973</td>
</tr>
<tr>
<td>Assets under split interest agreements</td>
<td>257</td>
<td>229</td>
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<tr>
<td>Investments held in trust</td>
<td>3,532</td>
<td>3,238</td>
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<tr>
<td>Interest in the net assets of The Massachusetts General Hospital</td>
<td>16,616</td>
<td>15,249</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>23,572</td>
<td>24,216</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$67,850</td>
<td>$62,470</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$2,597</td>
<td>$1,763</td>
</tr>
<tr>
<td>Liabilities under split interest agreements</td>
<td>130</td>
<td>126</td>
</tr>
<tr>
<td>Due to affiliates</td>
<td>2,125</td>
<td>1,566</td>
</tr>
<tr>
<td>Student deposits and deferred revenues</td>
<td>4,025</td>
<td>3,007</td>
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<tr>
<td>Long-term obligations</td>
<td>20,514</td>
<td>21,403</td>
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<tr>
<td>Total Liabilities</td>
<td>29,391</td>
<td>27,865</td>
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</table>

<table>
<thead>
<tr>
<th>Commitments and Contingencies</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>18,904</td>
<td>16,622</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>9,512</td>
<td>8,514</td>
</tr>
<tr>
<td>Permanently restricted</td>
<td>10,043</td>
<td>9,349</td>
</tr>
<tr>
<td>Total net assets</td>
<td>38,459</td>
<td>34,605</td>
</tr>
<tr>
<td>Total Liabilities and Net Assets</td>
<td>$67,850</td>
<td>$62,470</td>
</tr>
</tbody>
</table>

Assets

Total assets increased by $5.4 million to $67.9 million as of June 2010. The change is primarily due to increases of $34 million for investment market values and $2.5 million for improvements in cash balances.

Liabilities and Net Assets

Total liabilities increased by $1.5 million to $29.4 million as of June 2010 due to increases in deferred revenue for summer term enrollment, accounts payable, and amounts due to affiliates. Long-term obligations decreased by nearly $900,000 due to scheduled debt payments made during 2010.

Net assets increased by $3.9 million to $38.5 million as of June 2010 primarily due to net operating income and non-operating gains from investment market value changes.
Statement of Activities and Changes In Net Assets:
Year Ended June 30, 2010
(with summarized financial information for the year ended June 30, 2009)
(in thousands)

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$23,630</td>
<td>$–</td>
<td>$–</td>
<td>$23,630</td>
<td>$19,094</td>
</tr>
<tr>
<td>Less: Financial aid</td>
<td>3,057</td>
<td>$–</td>
<td>$–</td>
<td>3,057</td>
<td>4,553</td>
</tr>
<tr>
<td>Tuition and fees, net</td>
<td>20,593</td>
<td>$–</td>
<td>$–</td>
<td>20,593</td>
<td>16,541</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>1,304</td>
<td>$–</td>
<td>$–</td>
<td>1,304</td>
<td>1,174</td>
</tr>
<tr>
<td>Contributions used for operations</td>
<td>791</td>
<td>$–</td>
<td>$–</td>
<td>1,163</td>
<td>1,200</td>
</tr>
<tr>
<td>Investment income</td>
<td>186</td>
<td>62</td>
<td>$–</td>
<td>248</td>
<td>550</td>
</tr>
<tr>
<td>Gains used for operations</td>
<td>596</td>
<td>581</td>
<td>$–</td>
<td>1,177</td>
<td>1,226</td>
</tr>
<tr>
<td>Rental income</td>
<td>80</td>
<td>$–</td>
<td>$–</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Other revenue</td>
<td>277</td>
<td>$–</td>
<td>$–</td>
<td>277</td>
<td>888</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>1,107</td>
<td>(1,107)</td>
<td>$–</td>
<td>$–</td>
<td>$–</td>
</tr>
<tr>
<td>Total operating revenues</td>
<td>24,934</td>
<td>(92)</td>
<td>$–</td>
<td>24,842</td>
<td>21,644</td>
</tr>
</tbody>
</table>

Operating Expenses

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>11,697</td>
<td>$–</td>
<td>$–</td>
<td>2,697</td>
<td>11,504</td>
</tr>
<tr>
<td>Institutional support</td>
<td>4,872</td>
<td>$–</td>
<td>$–</td>
<td>4,872</td>
<td>4,598</td>
</tr>
<tr>
<td>Research</td>
<td>298</td>
<td>$–</td>
<td>$–</td>
<td>298</td>
<td>231</td>
</tr>
<tr>
<td>Student services</td>
<td>1,783</td>
<td>$–</td>
<td>$–</td>
<td>1,783</td>
<td>1,515</td>
</tr>
<tr>
<td>Academic support</td>
<td>4,221</td>
<td>$–</td>
<td>$–</td>
<td>4,221</td>
<td>3,969</td>
</tr>
<tr>
<td>Facilities</td>
<td>218</td>
<td>$–</td>
<td>$–</td>
<td>218</td>
<td>294</td>
</tr>
<tr>
<td>Total operating expenses</td>
<td>24,089</td>
<td>$–</td>
<td>$–</td>
<td>24,089</td>
<td>22,111</td>
</tr>
</tbody>
</table>

Increase (decrease) in net assets from operating activities | 845 | (92) | $– | 753 | (467)

Nonoperating Activities

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Permanently Restricted</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>441</td>
<td>613</td>
<td>400</td>
<td>1,454</td>
<td>4,357</td>
</tr>
<tr>
<td>Contributions used for operations</td>
<td>(791)</td>
<td>(372)</td>
<td>$–</td>
<td>(1,163)</td>
<td>(1,200)</td>
</tr>
<tr>
<td>Net realized gains (losses) on investments</td>
<td>563</td>
<td>371</td>
<td>$–</td>
<td>934</td>
<td>(922)</td>
</tr>
<tr>
<td>Gains used for operations</td>
<td>(596)</td>
<td>(381)</td>
<td>$–</td>
<td>(1,177)</td>
<td>(1,226)</td>
</tr>
<tr>
<td>Change in net unrealized appreciation on investments</td>
<td>1,820</td>
<td>902</td>
<td>$–</td>
<td>2,722</td>
<td>(5,050)</td>
</tr>
<tr>
<td>Change in interest in the net assets of The Massachusetts General Hospital</td>
<td>$–</td>
<td>37</td>
<td>$–</td>
<td>37</td>
<td>(43)</td>
</tr>
<tr>
<td>Change in investments held in trust</td>
<td>$–</td>
<td>294</td>
<td>$–</td>
<td>294</td>
<td>(96)</td>
</tr>
<tr>
<td>Other</td>
<td>$–</td>
<td>$–</td>
<td>$–</td>
<td>$–</td>
<td>456</td>
</tr>
<tr>
<td>Increase (decrease) in net assets from nonoperating activities</td>
<td>1,437</td>
<td>970</td>
<td>694</td>
<td>3,101</td>
<td>(4,589)</td>
</tr>
</tbody>
</table>

Increase (decrease) in net assets | 2,282 | 878 | 694 | 3,854 | (5,056) |
Net assets, beginning of year | 16,622 | 8,634 | 9,349 | 34,605 | 39,661 |
Net assets, end of year | $18,904 | $9,512 | $10,043 | $38,459 | $34,605 |

Complete financial statements are available upon request.
Scholarship Gala
Success Continues

If there is one thing the 360 people who attended the 4th Annual Scholarship Gala will remember, it is the “Making a Difference” video.

The four-minute presentation, produced pro bono by John Hancock Financial Services, tells the story of how Institute faculty, students, and alumni are impacting their respective communities.

“It really captures the essence of the Institute,” remarked the evening’s Master of Ceremonies, Cathy Minehan, Chair of the Board of Trustees for Massachusetts General Hospital.

The gala, held in the Boston Park Plaza Hotel ballroom, raised $425,000 to best last year’s total by 39 percent. It included $54,000 pledged during a live “Support-a-Student” auction.

Trustee Ari Buchler and Trish Joyce co-chaired the gala for the second consecutive year. Honorary co-chairs for the evening were George and Nancy Putnam (Mr. Putnam is former chairman and CEO of Putnam Investments), and MGH Institute Trustee and President Emerita of Radcliffe College, Dr. Matina S. Horner.

Six individuals or organizations each underwrote scholarships for a currently enrolled student: Nancy and George Putnam were Presenting Sponsors; CVS MinuteClinic, John Hancock Financial Services, Massachusetts General Hospital, and Dr. and Mrs. Charles A. Sanders were each Scholarship Champions; and Oracle | Phase Forward was a Scholarship Investor.

David LaLiberte, owner of Treat Cupcake Bar, spoke movingly about landing in the care of dedicated nurses and physical therapists following quadruple bypass surgery—just two months after attending the 2009 Scholarship Gala. As a grateful patient, he returned to this year’s gala to support the training and education of the next generation of caregivers, and concluded his remarks by having a selection of Treat cupcakes delivered to each table.

Go to www.mghihp.edu/gala to watch the video.
Working as a special education teacher at the New England Center for Children, a non-profit school for children with autism, Annette Rodriguez Ellis discovered her calling to help people communicate.

“The clinical aspects of language fascinate me,” says Ellis, a second-year speech-language pathology student in the Department of Communication Sciences and Disorders. “Being a speech-language pathologist requires both knowledge and compassion. I expect to be challenged on a daily basis but this is the work I find rewarding.”

Ellis moved from her native Venezuela to New Hampshire when she was 13. Even though she was bilingual, issues surrounding communication resonated with her as a psychology major at Dartmouth College.

It was only after experiencing how children with autism were being helped (“I didn’t even know speech-language pathology existed”) that she found her way to make a larger impact.

“I saw how language disorders can affect someone’s ability to learn, socialize, and even communicate their most basic needs,” Ellis, the 2010 John Hancock Financial Services Scholar, says. “Everyone should be able to reach their full potential, whatever it may be, and I believe we need language to do that.”
Communication Sciences and Disorders

The department was accredited for eight years, created a partnership with Regis College, and launched four new concentrations in 2010.

- Following a well-received site visit, the Master of Science in Speech-Language Pathology was reaccredited for eight years, the maximum length that can be granted. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) report specifically cited the program for its innovative clinical education methods.

- To help alleviate a local and nationwide shortage of teachers with expertise in reading, the MGH Institute and Regis College in Weston created a new academic partnership in which graduates will receive a Master of Arts in Teaching with a concentration in reading. Students will take reading courses in the Institute’s Certificate of Advanced Study in Reading program and supporting education courses at Regis, which will issue the master’s degree. Clinical Associate Professor Richard Santeusanio, EdD, was instrumental in coordinating the effort.

- The department created four specific concentrations that emphasize unique aspects of the department’s specialties. In addition to all students receiving a balanced education in both medical and educational speech-language pathology, students can now enroll in one of four concentrations to enhance their qualifications: Adult Neurogenic Communication Disorders, Autism Spectrum Disorders, Reading Disorders, and Voice Disorders.

- Clinical Assistant Professor Carmen Vega-Barachowitz, MS, CCC-SLP, was recognized as a Diversity Champion by the American Speech-Language-Hearing Association (ASHA). The organization cited her leadership in multicultural issues and recruiting a diverse and multilingual staff as director of the Speech, Language, Swallowing and Reading Disabilities Department at Massachusetts General Hospital. Vega-Barachowitz also was chosen as a 2010 Boston Business Journal Champion in Health Care.
It was challenging enough that a stroke paralyzed Jimmy Cahill’s right side. Robbing him of his speech was a little too much to bear.

But more than 20 years after the former Boston firefighter was injured battling a blaze, he is doing far better than doctors predicted—thanks in large part to years of treatment by speech-language pathology students at the MGH Institute.

“I’m not doing that bad,” says Cahill with a sparkle in his eyes. “I wouldn’t be where I’m at today if I hadn’t come here.”

“Here” is the Aphasia Center, where first-year speech-language pathology students work with stroke patients as part of their clinical education. More than a dozen students have worked with Cahill since he first began coming for his twice-weekly sessions, each of them adding a little something different as he continues his rehabilitation.

“Jimmy works very well with the students,” says Clinical Instructor Eileen Hunsacker, MS, CCC-SLP, who supervises students in the center. “It’s a testament to his determination that he’s come this far.”

While he was battling a fire in 1989, a beam fell atop his head and dented his helmet. It wasn’t long afterwards that Cahill began to experience severe headaches, which were followed by a small stroke. But with his father and two brothers being firefighters, he wasn’t going to let that keep him from returning to work.

Ten years later, a second stroke left his right side paralyzed, his speech almost completely gone, and doctors questioning his future.

“They told me it would be best to put him in a nursing home,” recalls his wife, Maureen. “But he was only 40, and there was no way he was ready for that.”

It was his daughter, Courtney, who first suggested the MGH Institute to her dad. As a child, she had received help for a speech disorder at the school’s Speech, Language and Literacy Center, of which the Aphasia Center is a part. Today she is studying at the University of Massachusetts Boston, and hopes to become a registered nurse like her mother.

The firefighting tradition continues in the family, as his two sons, Timothy and Jamie, are now on the Boston force. And Jimmy Cahill is glad he can tell them how proud he is.
Not many people have heard about Cued Speech. Thomas Shull ’10 is on a mission to change that.

The Master of Science in Speech-Language Pathology graduate is involved with several initiatives employing the phonemically based system in which speakers use hand shapes to give cues when talking with people who are deaf. Billed as a method that is far easier to learn than sign language, it promises to create better communication between the hearing and non-hearing worlds.

“Deaf people are expected to know how to read, and it’s very difficult to do with limited exposure to English,” explains Shull, a speech-language pathologist at the Josiah Quincy School in Boston. “Cued speech provides the foundation to make learning to read much easier.”

American Sign Language (ASL) users typically read at a 4th grade level by the time they graduate from high school, Shull says, while Cued Speech users read at levels comparable with their hearing counterparts.

“ASL is a rich, complete language but it is completely different from English,” he notes. “Cued Speech starts with the smallest building blocks to construct words, show word order, and every aspect of the English language.”

A friend first introduced Shull to cued speech 20 years ago. A self-professed language enthusiast, Shull is fluent in French and has studied Portuguese. After graduating college, he wrote for television and game shows such as Hollywood Squares before deciding he’d prefer helping people to entertaining them.

He arrived at the Institute with one of just ten Graduate Student Scholarships awarded by the American Speech-Language-Hearing Foundation for his work in cueing. During his studies he found time to co-author a chapter in a new cueing textbook, develop and teach courses to parents and professionals around the country, and develop a new Web site in which cuers will be able to upload videos and receive feedback from others to improve their techniques.

Shull had given several guest talks for Associate Professor James Heaton, PhD, prior to enrolling at the Institute in 2008. They first met when Shull worked as a Cued Speech interpreter (known as a transliterator) in one of Dr. Heaton’s classes at Harvard Medical School. Recognizing a demand among people wanting to learn to cue, Shull launched a monthly gathering called “Cues on Tap,” where people can learn cued speech in a relaxed social setting. Since those first small gatherings in Boston, the idea has spread to other communities across America.

He has now started to turn his attention to foreign language adaptations of cued speech, including an effort that will allow transliterators to implement foreign language systems in the classroom. This summer, he will teach an advanced class for the Cued Speech Association UK at Bicton College, England, and also plans to work with cuers in Italy.

“They have sounds we don’t have and the cues are arranged differently,” says Shull of his upcoming trip. “So it’s going to be incredibly challenging.”

Spreading the word to help bridge the gap between the hearing and non-hearing worlds.

Thomas Shull ’10
Shortly after joining the faculty, Assistant Professor Lauryn Zipse, PhD, CCC-SLP, was one of just twelve beginning researchers who were selected nationwide to participate in the inaugural ASHA Clinical Practice Research Institute.

Clinical Assistant Professor Margaret Kjelgaard Rockcastle, PhD, CCC-SLP, was one of only seven people nationwide to receive a 2010 International Research Travel Award by ASHA. She travelled to Greece to present her current research on autism.

Associate Professor Charles Haynes, EdD, CCC-SLP, was inducted into the International Dyslexia Association Hall of Fame for his contributions to helping those whose lives have been affected by dyslexia and other learning disabilities. In addition, he hosted two dozen Japanese educators, scholars, and researchers who visited Greater Boston to learn different approaches to dyslexia, attention deficit hyperactive disorder, and autism, and also worked with Palestinian Fulbright student Fadi Kanaan over the summer.

Associate Provost for Research and Professor Robert Hillman, PhD, CCC-SLP, was awarded the Manuel Garcia Prize from the International Association of Logopedics and Phoniatrics for outstanding scientific contributions to the association’s official journal and to the field of communication sciences and disorders.

More than 250 alumni, faculty, and colleagues within the CSD community turned out for two new continuing education seminars. Dr. John Locke, a Fellow of the American Speech-Language-Hearing Association (ASHA) who founded the Institute’s CSD program in 1991, and Sarah Ward ’94 were the two keynote speakers.
Funds

Unrestricted
Mrs. George S. Selfridge Fund*
Est. 1971 by estate of Annie F. Selfridge
$2,330,737

James E. and Mary E. Davis Fund*
Est. 1978 by James E. and Mary E. Davis
$1,159,820

Institute of Health Professions
Endowment Fund
Est. 1982 with MGH board-designated funds
$5,495,281

Herbert Farsworth Trust Fund
Est. 1983 by estate of Herbert Farsworth
$283,511

Putnam Family Fund
Est. 1983 by George Putnam
$211,026

Ruth Sleeper Endowment Fund
Est. 1993 by gifts in memory of Ruth Sleeper
$39,518

Building Endowment Fund
Est. 2007 with initial gift from Sumner W. Brown
$202,239

General Scholarships
John Hilton Knowles Fellowship Fund
Est. 1979 by the Rockefeller Foundation, Edith L. Dabney and the family of John Hilton Knowles, and gifts in memory of John Hilton Knowles
$2,082,165

Lucretia Brigham Scholarship Fund*
Est. 1982 by Irene M. Newton
$12,391

Amelia Peabody Scholarship Fund
Est. 1986 by Amelia Peabody Charitable Fund
$1,099,623

Sibylla Orth Young Memorial Scholarship Fund*
Est. 1987 by estate of Sibylla O. Young
$512,032

Starr Foundation Scholarship Fund
Est. 1997 by the Starr Foundation
$152,239

President’s Scholarship Fund
Est. 1999 by gifts in honor of President Ann W. Caldwell
$241,532

Morris F. Darling Scholarship Fund
Est. 2007 by Nelson J. Darling, Jr.
$184,893

Nancy T. Watts Fellowship for Interdisciplinary Studies
Est. 2005 with gifts in honor of Dr. Nancy T. Watts
$173,533

Lucy A. Burr Scholarship
Est. 2006 by Lucy A. Burr
$486,916

Connors Family Scholarship
Est. 2007 by John M. Connors III and Larisa Connors
$190,829

Communication Sciences and Disorders Scholarships
McElwee-Souretis Award Fund
Est. 1997 by Mattina S. Horner, PhD
$121,291

Nursing Scholarships
MGH School of Nursing Graduate Nurse Scholarship Fund*
Est. 1948 by estate of Annabella McCrae
$770,2

MGH School of Nursing Scholarship Fund*
Est. 1959 by gifts in memory of Jesse Stewart
$212,499

William C. and Jessie B. Cox Scholarship Fund in Nursing*
Est. 1962 by William C. and Jessie B. Cox
$796,714

Nancy M. Fraser Memorial Fund*
Est. 1963 by Norman S. Fraser
$211,193

Olive Lightell Hunter Scholarship Fund*
Est. 1979 by estate of Arnold H. Hunter
$29,210

Elizabeth Fundus Scholarship Fund
Est. 1980 by estate of Elizabeth B. Fundus
$368,068

Virginia Delaware Zahka Nursing Scholarship Fund
Est. 1991 by Sumner and Emeline Brown, SON ’59
$473,002

Mary Clapham Endowed Nursing Fund
Est. 1995 by Mary D. Clapham
$1,009,009

The Mabel Coffin and Albert Coffin, Jr. Fund
Est. 2000 by estate of Margaret A. Coffin
$83,812

Christine Bridges Nursing Scholarship
Est. 2005 by gifts in memory of Dr. Christine Bridges
$61,857

Anson M. and Debra Beard Nursing Scholarship
Est. 2006 by Anson M. Beard, Jr. and Debra Beard
$211,788

Helene Fuld Health Trust Scholarship Endowment
Est. 2009 by the Helene Fuld Health Trust
$48,411

MGH Nurses’ Alumnae Association Endowment Fund
Est. 2010 by the MGH Nurses’ Alumnae Association
$118,170

Physical Therapy Scholarships
Adams Scholarship Fund
Est. 1986 by Barbara Adams
$350,596

Professorships
John Hilton Knowles Professorship
Est. 1980 by Edith L. Dabney and the family of John Hilton Knowles, and gifts in memory of John Hilton Knowles
$2,502,463

Henry Knox Sherrill Chair in Ethics
Est. 1987 by gifts in memory of Henry Sherrill
$244,812

Amelia Peabody Professorship in Nursing Research
Est. 1989 by Amelia Peabody Charitable Fund
$2,568,689

Geriatric Research
Geriatric Educational Endowment Fund
Est. 1988 by an anonymous donor
$276,520

Nursing Education
Training School for Nurses Fund*
Est. 1897 by originators of the Training School for Nurses
$281,592

Training School for Nurses Endowment*
Est. 1924 by the MGH Nurses’ Alumnae Association
$2,917,352

Wetherill Award Fund*
Est. 1936 by E. Stanley Abbot, MD, in memory of Marion Wetherill Abbot and her mother
$13,845

Betty Dumaine Fund II*
Est. 1940 by Elizabeth Dumaine, SON ’26
$2,145,990
### Current Use Funds

**General**
- **Community Project Fund**
  - Est. 2008 and supported by gifts in honor of Professor Karen A. Wolf

**Loan**
- **Emergency Loan Fund**
  - Est. 1992 by the Darling Family

**Nursing**
- **Stephanie Macaluso Memorial Fund**
  - Est. 1999 and supported by gifts from the Nursing Class of 1988
- **Jacques Mohr Professorship in Geriatric Nursing Fund**
  - Est. 1997 and supported by gifts from the Jacques Mohr Charitable Trust
- **Nursing Program Fund**
  - Est. 1996 and supported by gifts from the C. Margaret Browne Trust

**Physical Therapy**
- **Nancy Schonheinz Fund**
  - Est. 2001 with gifts in memory of Nancy Schonheinz, PT '96
- **Nicholas Mellor Robbins Fund in Physical Therapy**
  - Est. 2006 by Lucy and Peter Robbins and supported by gifts from family and friends

**Prizes**
- **Harriet Towe Excellence in Clinical Nursing Practice**
  - Est. 1989 by the nursing faculty, renamed in 2006 in memory of Harriet Towe, a 1910 graduate of the MGH School of Nursing
- **Mary Mankin Prize**
  - Est. 1992 by Honorary Trustee and Professor Henry J. Mankin and his wife Carole in memory of Dr. Mankin's mother
- **Josephine Mangio Keaveney Memorial Nursing Prize**
  - Est. 2003 by Madeline M. Keaveney to honor her mother, Mrs. Josephine E. Keaveney, a 1940 graduate of the MGH School of Nursing

**Scholarships**
- **Charles Ely Trust Scholarship Fund**
  - Est. 1985 and supported by gifts from the Charles Ely Educational Fund
- **Melvin Scholarship Fund**
  - Est. 1990 and supported by gifts from the James C. Melvin Trust
- **Judith A. Fong Nursing Scholarship Fund**
  - Est. 1996 by Judith A. Fong, SON ’68 and Richard Bressler
- **Mary Hammond Taylor Scholarship Fund**
  - Est. 1999 by Mr. and Mrs. William O. Taylor and supported by gifts from the James R. Hammond 1995 Charitable Trust
- **Henry Francis Barrows Scholarship Fund**
  - Est. 2003 and supported by gifts from the Fanny B. Reed Trust

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The amounts listed indicate the market value of endowed funds as of June 30, 2010. Funds marked with an asterisk are held by the Massachusetts General Hospital. Income distributions are not included in the “interest in the net assets of MGH” as recognized under FASB No. 136.
The Graduate Program in Medical Imaging reached a significant milestone in 2010 when its fifth class of radiologic technologists graduated.

Interest in the program has grown steadily since it began in 2005 with 13 students. Today, the program has more than tripled to 41 total students—including a record 21 in the current cohort—to accommodate the increased demand for radiologic technologists.

“We continue to recruit and graduate very strong candidates,” said Program Director Richard Terrass, MEd, RT(R),FAEIRS, who noted that all 12 students in the Class of 2010 passed the profession’s licensure test on their first attempt. “Our graduates are well-prepared to enter the workforce.”

Graduates like Benjamin Delahanty, who received this year’s Clinical Excellence Award. A film major at Boston College prior to being accepted at the Institute, he decided to change his focus in life by going into a new career.

“Film brings optimism, hope, and happiness to people just like health care,” says Delahanty. “Both industries combine my interests in working collaboratively, thinking creatively and thoroughly, and making people feel the optimism that I have felt so many times in my own life. Medical imaging combines my interest in medicine with my love for technology and passion for working with people to ultimately make a positive difference in their lives.”

The program, which recently received the longest accreditation possible—eight years—is considering expanding its offerings in the near future.
Marie Mullen is learning first-hand the importance of how understanding other cultures will make her a better radiologic technologist.

Mullen is teaching English in India while on an 11-month leave from the Graduate Program in Medical Imaging. It is part of an alumni service program offered through her undergraduate alma mater, Stonehill College.

“This experience will help me to become more culturally competent and benefit the patients I will work with,” explains Mullen, who started at the Institute in September 2009.

As a Health Care Administration major, Mullen had interned at Children’s Hospital and with the Commonwealth Health Insurance Connector Authority. Those experiences, combined with her work-study job at Stonehill’s campus ministry department, helped her recognize she wanted a career that provided more interaction with patients.

“I realized that the administration sector of health care was not a good fit for me and I envied the work of the hands-on clinical employees,” she recalls.

Several months after starting the Institute’s medical imaging program, some of her former campus ministry colleagues approached her about teaching in India. It proved to be an opportunity she could not pass up.

“I had a desire for post-graduate service work, but never found an appropriate time in my life to do it,” she explains. “I feel guilty about taking the time off, but the Institute was very supportive to allow me to do something that is very important to me—and my career skills.”

Teaching local Bengali and native tribal students at a K-12 school in Agartala, a remote city located in a very poor section of northeast India, has been both challenging and fulfilling. “One teacher attempting to manage 50 rowdy students is not a simple task,” she notes in her online journal, “True Life: Marie Travels to India.”

“Everything that I will take from this year of service will only prove to be beneficial in years to come as a radiologic technologist.”
Community Service

Students tap the Community Project Fund to support service learning projects.

One might not think $150 would go too far.

But in more than 30 instances since 2008, the Community Project Fund has provided financial support for service learning projects that MGH Institute students undertake as part of their studies.

“The number of applications has increased every year, and the scope of what the students want to do has grown to include many unique applications,” notes Elizabeth Pipes, program manager for Medical Imaging who also coordinates the fund. “I’ve been very impressed with how they use the money.”

Overall, dozens of student groups in Nursing, Physical Therapy, and Communication Sciences and Disorders each year spend time throughout Greater Boston working with non-profit organizations.

“Community outreach is an integral part of our curricula,” says Provost and Vice President for Academic Affairs Alex F. Johnson, PhD, CCC-SLP. “Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage civic engagement, and strengthen communities.”

Under the supervision of Clinical Instructor Elyse Goodman, RN, MSN ’95, Accelerated Bachelor of Science in Nursing students Christine Clarke, Morgan Davis, Camellia Dominique, Erin George, Sara Molina, and Shavranese Sommerville used the funds to present an eight-week educational program at Women’s Lunch Place, a daytime community center in Boston’s Back Bay. The program addressed major health issues among poor and homeless women such as obesity. Each participant received a certificate of achievement, a rose, and a $25 dollar grocery gift card.

Direct-entry Master of Science in Nursing students Kayse Eichelberger, Lesley Manganello, Stephanie Lubin-Levy, Ashley Garneau, Sneha Rao, Anna Peary, Micayla Hinds, and Erika Clyons spent last spring at the Charlestown Boys & Girls Club working with children to identify, deal with, and ultimately reject bullying.

Clinical Associate Professor Anne Lamontagne, RN, BSN, guided the nursing students in the aftermath of a South Hadley High School student’s suicide after being cyber-bullied. The funds were used to provide a personal journal in which each child could record reflections and thoughts about the topic.
Volunteering at 5:30 a.m. three mornings a week to run with a group of homeless veterans is not part of any curriculum at the MGH Institute.

But when Assistant Professor DJ Mattson, EdD, DPT, SCS, asked his second-year physical therapy students if anyone was interested in going with him, five hands shot up.

“Having students involved is a very cool element,” says Dr. Mattson, coordinator of the Entry-level Doctor of Physical Therapy program. “How they value the chance to work with veterans is an inspiration to me.”

The cohort works with Back On My Feet, a national non-profit that promotes the self-sufficiency of the homeless by having them commit to a running program in exchange for offering connections to job training, employment, and housing.

When the Boston chapter was launched in May 2010, Dr. Mattson—whose clinical focus has been with underserved populations and who was already volunteering at the Boston Rescue Mission—signed on.

“Many of these clients have to deal with chronic physical pain every day,” he notes. “And becoming homeless can happen to anyone. It’s such a huge problem in this country so I’m hoping we can help put a dent in it.”

Dr. Mattson cites the Institute’s culture of service as an important role in his efforts.

“There is a culture of responsibility that asks what we can do to help, not only on campus but in the community,” he says. “It’s contagious, which is why the students are so quick to volunteer.”

The cohort works with Back On My Feet, a national non-profit that promotes the self-sufficiency of the homeless by having them commit to a running program in exchange for offering connections to job training, employment, and housing.

The students tapped into the Community Project Fund to provide food, and to purchase such things as a pulse oximeter to measure the veterans’ oxygen levels.

After the group’s morning run, which can reach the three-mile mark, they gather at the New England Center for Homeless Veterans in downtown Boston for goodbyes until the next meeting.

“The students have a great passion for this,” says John, one of the veterans. “They show that with some dedication to a running program, it can really make a difference to us.”

And the students get much more than a cardio workout.

“It’s really inspiring to see how something as small as running can start to change people and have such a positive effect,” says DPT student Matt Natanson.

Adds fellow student Amanda Dingman: “The support we can give them to get through the tough times they end up rewarding us back with smiles and friendship we didn’t know we would get.”

Helping Boston’s homeless veterans one step at a time.
A Potential Breakthrough in Treating Arthritis

Doug Gross, PT, ScD, FAAOMPT, believes that some knee and hip problems in seniors may be related to excessively flat feet.

Preliminary analyses using grant money from two National Institutes of Health sub-awards suggests he may be on to something.

After reviewing the records of older adult residents from the world-renowned Framingham Study, Dr. Gross found that flat footedness was associated with both knee pain and knee cartilage damage.

“If further study confirms these initial findings, it could cause a big change in how arthritis is treated,” says Dr. Gross, an assistant professor who has taught in the Department of Physical Therapy since 2007.

Current treatment in older adults is most often focused on the symptomatic area, such as a painful knee or hip. In contrast, he is focusing on identifying the root causes of these symptoms and using that information to treat the connecting joints.

Alternative treatment options could include knee braces, foot orthotics, gait retraining and other non-surgical interventions that might allow a patient to heal without expensive surgery.

“Giving someone a pair of $40 foot orthotics that can reduce pain in the knee is much better than giving them a $40,000 surgery,” he says.

Analyzing data from the Framingham study will help him secure additional funding to continue his research. Traditionally, physical therapy research involves small numbers of patients using motion tracking devices and other high-end equipment. While these studies can produce accurate measurements, they often can’t provide the statistical significance that grantors are looking for.

“Osteoarthritis already is the single most prevalent cause of disability among seniors,” he notes. “With the aging of the general population and soaring rates of obesity, America’s health care system will be ill-prepared for all of the total joint replacement surgeries that will soon be expected of it unless we can find other ways to treat these problems.”

Grants

Preventing Postpartum Depression and Mother Infant Relationship Dysfunction
$125,365 from Robert Wood Johnson Foundation
Janice Goodman, Principal Investigator

Postnatal Parental Depression Family Dynamics in Early Parenting
$12,932 from National Institutes of Health
Janice Goodman, Investigator
Eastern Virginia Mt. School sub-award

Foot Disorders, Pain, and Physical Disability in Elders
$168,040 from National Institutes of Health
K. Douglas Gross, Investigator
Boston University sub-award

Foot Disorders, Pain, and Physical Disability in Elders
$21,931 from National Institutes of Health
K. Douglas Gross, Investigator
Hebrew Rehabilitation Hospital sub-award

Efficacy of Post Rehabilitation Exercise Interventions
$78,316 from National Institutes of Health
Bette Ann Harris, Investigator
Boston University sub-award

Consumer Reports Health Best Buy Drugs
$39,810 from Consumer Union Grant
Elissa Ladd, Principal Investigator

Antecedents to uncertainty in family members of nursing home residents with dementia
$10,000 from MGH Institute of Health Professions Geriatric Faculty Research Fellowship Award
Ruth Palan Lopez, Principal Investigator

Magnetic Resonance Spectroscopy Biomarkers in Duchenne Muscular Dystrophy
$3,155 from National Institutes of Health
Elise Townsend, Investigator
Harvard Catalyst sub-award

Effects of a motorized standing program on bone mineral density, posture, functional abilities and health-related quality of life in boys with muscular dystrophy
$10,000 from MGH Institute of Health Professions Faculty Research Fellowship Award
Elise Townsend, Principal Investigator
2,020 by 2020

The goal to double the student population by the end of this decade is ambitious—and attainable.

This challenge was set during a deliberative and inclusive strategic planning process in which the entire MGH Institute community participated. It reaffirmed the overarching challenge from the previous strategic plan: *Advance the Institute’s distinctiveness and excellence through strategic growth and innovation.*

“Our new strategic map is ambitious but attainable,” said President Janis P. Bellack. “It offers greater clarity and specificity for what we will focus on and how we will allocate our resources over the next three years, and positions the Institute to reach our overall enrollment target by the year 2020.”

The new areas of emphasis include greater attention to diversity, research, community engagement, and leadership development while affirming the Institute’s continued commitment to academic excellence, student success, faculty development, relationships with Partners HealthCare, and fiscal stability.

The new map reflects the aspirations of the entire Institute community and outlines a clear set of strategic priorities and objectives for the next three years. Accomplishing these goals will significantly extend the Institute’s influence and impact as a leader in health professions education.

“Both the process and the outcome demonstrate the depth and breadth of commitment from the Institute community,” noted Faculty Chair and Associate Clinical Professor Cynthia Zadai, DPT, MS, CCS, FAPTA.

“It provides a clear direction in our pursuit of educating future leaders in health care,” added Manager of Admissions and Staff Council Chair Brett DiMarzo. “It establishes the kinds of goals and objectives we need to support the Institute’s mission.”
The 2011–2014 Strategic Map (facing page) outlines eight strategic priorities. Five of these provide strategic direction for:

1. Enhancing academic and student excellence,
2. Raising the Institute’s research profile,
3. Expanding the Institute’s engagement with the community,
4. Diversifying funding to ensure long-term financial health, and
5. Ensuring the Institute’s competitive edge as a preferred place to work.

The remaining three priorities, which serve as foundational strategies essential to successfully achieving the other goals, are:

6. Aligning organizational culture, facilities, technology, and financial resources to achieve strategic goals,
7. Leveraging relationships with Partners HealthCare and other key partners, and
8. Engaging in ongoing planning and evaluation to enhance the Institute’s effectiveness over time.

Some key elements of the new map include strengthening the infrastructure and incentives to support faculty research, assuring the Institute’s academic programs continue to reflect the realities and demands of contemporary clinical practice, positioning the Institute as a leader in interprofessional education, expanding the array of academic programs including a PhD in Rehabilitation Sciences, growing the Institute’s global engagement, and increasing revenues from gifts and grants.

The academic Schools, administrative departments, and newly created Center for Interprofessional Studies and Innovation have each developed implementation plans with identified priorities, specific action steps, and success measures to guide their work toward assuring the Institute achieves the ambitious goals outlined in the map.

“The commitment and collective efforts of the Institute community enabled us to reach consensus on our vision and plans for the future in a relatively short period of time,” President Bellack noted. “It was clear from the process that faculty, staff, administration, and trustees are committed to harnessing the school’s potential and taking the necessary steps to turn vision into reality. Our challenge now will be to sustain the strong momentum generated during the process. I am confident we have the will and talent to do so.”