

Newsletter of Speech-Language Pathology and Audiology

Reflecting on the Past–Embracing the Future

Diana Rogovin Davidow, '66, MS '73

It is an honor to share my thoughts and reflect on my experiences, past and present at Brooklyn College. I have always taken great pride in being a native Brooklynite and an alumna of both the undergraduate and graduate speech-language pathology programs at Brooklyn College. My journey has taken me from Brooklyn to Los Angeles, where I have lived for the past 39 years. However, when I return to Brooklyn, and more specifically to the college, I truly understand what has shaped me both professionally and personally.

I know many individuals who receive this newsletter, and there are many more whom I have never met; however, I am certain that we have much in common as alumni.

By my calculations, I sat in the classrooms off the 4400 Boylan corridor more than 18,500 days ago. Some 50 years later, when I visit those rooms, there is something strangely familiar. We worked tirelessly to complete a rigorous program of study while engaged in something we loved with fellow students and a faculty who shared a commitment to excellence. As a student, I learned to be present, accountable and self-reliant, and am in awe of the large number of alumni who have achieved success as teachers, clinicians, and researchers.

I sometimes wonder whether we fully grasp the impact we have had on those people whose lives we have touched, not simply because we modified a child's speech sound production, helped a teenager manage anxiety associated

with stuttering, or made it possible for an adult to participate in the community. Rather, success is rooted in understanding the significance of human communication, and in the small steps guiding each client to gain increased self-worth and dignity.

My Boylan Hall mentors, in particular Profs.

Oliver Bloodstein and John Duffy, taught me to reject thoughts of "I can't, I won't, and I'm not good enough." They inspired me to keep an open mind and to remember my strengths. In turn, I have spent my career, first as a speech-language pathologist, and more recently as a counselor, empowering those I work with to move forward with greater self-esteem and self-respect.



These were the lessons of Boylan Hall, and when I visit yearly, and meet with new generations of students, I am reassured that these values continue to be present. After talking to my dear friend Gail Gurland, longtime professor and program director in the Department of Speech Communication Arts and Sciences, I discovered the clinical facilities to be in need of modernization, and I very much wanted to support improvements. I am so pleased to have had a role in updating some of the space within the Diana Rogovin Davidow Speech-Language-Hearing Center with state-of-the-art technology.

Although the scope of practice in communication sciences and disorders has broadened, the fundamental principles remain the same. When outstanding faculty members

dedicate themselves to educating eager young students under the direction of inspired leadership, the outcome is virtually guaranteed. That has always been the legacy of the programs in speech-language pathology and audiology, and will no doubt continue to distinguish the programs at Brooklyn College well into the future.

A Year of Collaboration...

Elaine Geller, Ph.D.

It is always exciting to say hello again to all our colleagues, past and present students, alumni, and all who have been involved in the undergraduate and graduate programs in our department. It is time to briefly share some of the highlights of the past year.

In this issue, we are honoring current, and former, faculty members on their accomplishments in recently published books. We have added a new section to the newsletter so that colleagues can share their work.

I am thrilled to report that after approximately two years of preparation, the graduate curriculum has been revised to reflect current trends in the discipline including culturally responsive clinical practice and evidence-based assessment and intervention. This endeavor was successful due to the hard work, time, energy and commitment by all members of our full-time and adjunct faculty. On December 6th, 2016, the Faculty Council unanimously voted to accept all revisions to the new curriculum, which will be implemented in the

Fall, 2017 semester. I want to express my gratitude to all those on the graduate curriculum committee who worked tirelessly to see this project to fruition.

The faculty is now hard at work reflecting on the role of undergraduate education in speech-language pathology and audiology. The committee is currently considering whether the undergraduate program should be discipline-specific (i.e., a pre-professional program) or more broad-based (i.e., provide possible entry into varied allied disciplines). This debate is occurring within many CSD programs across the country.

The clinical component of the graduate program has expanded to provide beginning students with increased experiences, both observational and direct. We have shifted to a group supervision model in which first- and second-year students are now engaged in a collaborative partnership with each other, and with their clinical instructors. I facilitated a series of group supervision meetings with faculty members to introduce the theory and practice of reflective supervision.



During this past winter intersession, all full-time faculty members, administrative staff, and a number of clinical instructors completed a full day training titled, A Campus of Difference. This program is run by the Anti-Defamation League (ADL) and addresses issues of bias, privilege, microaggressions, etc., on college campuses across the country. It was an important and valuable workshop where faculty members engaged in many interactive exercises.

And finally, we welcome Professor Susan Longtin, our new Chair, who is a long-time member of the department. We are quite pleased to have her in a leadership role and look forward to many exciting and innovative joint projects.

As you can see from this brief overview, collaboration, joint effort, shared responsibility and partnership are themes that reflect how change has occurred over the past year. As our students engage in many collaborative projects in their coursework, a parallel process occurs with the faculty. The result of these joint efforts benefits the programs, our students, clients and their families, and of course, our own personal and professional development.

The Graduate Student Speech-Language-Hearing Organization is pleased to announce the presentation of the annual Distinguished Alumnus Award to Michele Emmer '72, '88 M.S. Ph.D. The award will be presented at the program's graduation ceremony on May 26th, 2017.

Greetings from the Chair

Susan Longtin, Ph.D.



I entered the Department of Speech Communication Arts and Sciences at Brooklyn College in the Fall of 2001. Throughout the years that followed, I taught various undergraduate and graduate courses primarily in my areas of expertise — language development and language disorders in children. I have served in different capacities, including faculty advisor to The Graduate Student Speech-Language-Hearing Organization and program coordinator of the Advanced

Certificate Program in Autism Spectrum Disorders. I had never envisioned serving in an administrative role, let alone becoming department chair. However, according to my dear father, in life one should “expect the unexpected.” So at the end of my fifteenth year as a member of the full-time faculty, I was elected department chair. What a challenge and unanticipated change this has brought to my life!

My first step in preparing for this endeavor was to change my teaching schedule to accommodate the myriad budgetary, personnel and academic meetings that chairs are required to attend, which included, thank goodness, an orientation for new, overwhelmed, chairs. New responsibilities have unfortunately forced me to relinquish supervision of Hanen programs at our Diana Rogovin Davidow Speech-Language-Hearing Center, and the language acquisition course (although those time consuming language sample analyses won’t be missed)! I am excited that my schedule will now permit me to cover a clinical practicum seminar to which I bring forty plus years of clinical experience; this will be the perfect way to stay involved with our graduate students.

Over the past year, I have learned much more about this multi-faceted department. In addition to graduate and undergraduate programs in communication sciences and disorders, the department houses a major in communication studies and an interdisciplinary communication program. I am fortunate to have the support of our talented faculty with whom I am working closely in this new capacity. I am grateful to our knowledgeable Academic Specialist, Ms. Ansonia Garrick, who knows as much as anyone about our department, and who has helped me make a smooth transition into this new role. I look forward to the future of our programs!

It Sounded Scientific

Joseph Danto '65, MS '67

I came to Brooklyn College mid-degree and needed to change my major to avoid having to re-take several courses. The suggestion to look at speech pathology/audiology introduced me to areas about which



I had absolutely no knowledge and which I chose because it sounded scientific. I doubled up on my undergraduate courses to graduate on time and had my first practical exposure to audiology with Professor John Duffy when he brought me to Kings County Hospital. Since I had minimal experience at that time, it took more than an hour to complete a pure tone audiogram on my first patient. My classes had not yet introduced 5 dB steps so this poor man was tested in 1 dB steps, during the summer, without A/C, and with breaks every ten minutes to ventilate the test room! Despite this early experience, it became clear that audiology was my preferred

path leading to graduate studies, where I was fortunate to be among the first full-time paid Vocational Rehabilitation Administration trainees.

Professor Boyd Sheets, as program director, worked with dedicated faculty such as Prof. James Lang for whom I was privileged to be a teaching assistant, Prof. Duffy, who encouraged my interest in audiology and allowed me to be the audiology “go-to” in the program, warm, genuine Prof. Oliver Bloodstein, whose expertise in stuttering equaled his concern and interest in his students, and other memorable individuals such as Malcolm Coxe, Ella Weaver and Claire Sackstein. I had the unforgettable opportunity to work alongside Prof. Fred Martin, who had returned for an advanced degree while I was on campus.

Graduation from Brooklyn College later led to enrollment in the PhD Program at CUNY, with Profs. Moe Bergman and Harry Levitt, and a teaching appointment at City College. I was subsequently recruited to Stern College where I currently chair the Speech Pathology/Audiology program. In these venues I have been blessed with students who challenged me and taught me, some of whom are probably well-known to you: Adrienne Rubinstein, Stanley Gelfand, Toni Gordon, Herman Hertzberg, Miriam Adler and others.

The inquisitiveness and motivation imbued by my teachers allowed me to accept a range of fascinating clinical experiences, including hospital-based audiology, industrial audiology, private practice and, eventually, the field of intraoperative monitoring. NIOM (Neurophysiologic Intraoperative

Monitoring) was a totally new path involving monitoring not only hearing, but cranial nerve, spinal cord, peripheral nerve and vascular function. I was fortunate to become one of the earliest audiologists to enter and grow with this specialty, and currently serve on the ASHA Board of IOM.

Throughout this tapestry, I’ve been supported by a wonderful family: “help-meet” Marilyn and four fantastic children: Melissa, Akiva, Netanel and Bracha. G-d has been kind to bless us with grand- and great-grand-children who occupy our attention. We’ve moved to Jerusalem, Israel and I continue practicing IOM while teaching a group of exceptional students at Stern whom I hope will cherish their learning experiences as I do mine.

(editor’s note: “help meet” is terminology describing Eve’s relationship to Adam as being “more than a mate.”)

The March of Years

Charles Goldman ’71, MS ’74

The march of years has made it increasingly difficult to separate my professional and personal family life. This has been a great blessing as acquaintances, best-of-friends, mentors, unforgettable students, and life partners all passed through 4400B since I first entered in 1970. At that time I reasoned that my dream vocation would be some mix of “medicine” and “acting.” It is by that formula that I found speech-language pathology.

I have enjoyed a full career in various settings, including in the

DOE (having retired in 2005), having worked as a private practitioner, and having supervised SLPs in pre-school settings. However, it has been over 45 consecutive years that 4400B has been my most consistent, friendly, and professionally rewarding locale. It is said that if you enjoy what you do, you never will work a day in your life. 4400B has been true to that



adage for me.

I have had the privilege to be part of many astute faculty and administrative teams. I am especially grateful to Professor Oliver Bloodstein, who together with Professor Boyd Sheets, nurtured and inspired my clinical skills, judgment, and sensitivities. Professor Bloodstein, in his humble pedagogical manner, led me to the work of helping adults who stutter to enjoy, rather than to fear, interpersonal communication.

My interests, approaches and philosophies about the work we do has been shaped over the decades with my current focus on fluency disorders, diagnostic evaluations, literacy, and most rewarding, the sharing of clinical knowledge with graduate students. I have come to

the conclusion that one needs broad-based knowledge of human behavior, thoughts, emotions, affect, and of course, language to best assist our clients and their families to better communicate.

I have also seen a positive change, especially within the last decade, in the diversity, dedication, and knowledge base of our student bodies. With each new cadre of faculty and students in our 4400B community, new perspectives and relationships arise that continue to enrich my professional life. People whose names I can never forget, and even those whose names escape me, have shaped my career at Brooklyn College, one of the longest-operating graduate CSD programs and centers on the East Coast.

Head to the Closest College

Ellen Abrams, '61, M.A.

I am feeling very nostalgic! This afternoon I decided to clean out my professional closet at home and there were books by my mentors from Brooklyn College: Professors



Robert West and Oliver Bloodstein.

I grew up in Coney Island and became a first-generation college student after my parents told me to get on a bus and head to the closest college I could find. One day, while sitting on the steps outside of Boylan Hall, I agonized with a friend over the major I was required to declare. Having no idea what to do with my life, I walked into the building and read through the posted directory which listed a "speech therapy clinic." Although I wasn't entirely sure what that was, it appeared interesting and, curiously, I made my way to 4400B. Peering through a one-way mirror, I observed Prof. West under a table, modeling for a child. Dumbstruck, I stared for nearly an hour, now certain of my preferred major!

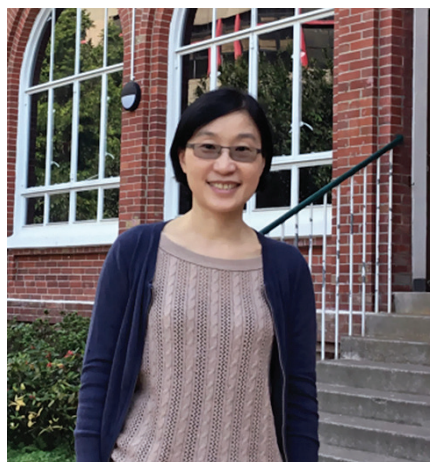
Fifty-five years later, with a wonderful marriage, two fabulous daughters and five grandchildren, well — I am still in this profession! I remain active as an SLP at Achievement First Charter School in Hartford, CT. I was asked to start a special education program more than eight years ago, a task intended to be short in duration, but I am still there.

Brooklyn College started me on this path, and I am forever grateful for the opportunities I gleaned from being on campus.

An Accidental Decision

Puisan Wong, '97 B.A., Ph.D.

Studying speech-language pathology was an accidental decision that changed my life. I attended Brooklyn College in September, 1994, one month after



I immigrated to the United States. At the time, my aim was to earn an undergraduate degree, which would not have been possible in Hong Kong. While I was considering taking either psychology or education as my major, I met a student who told me about the speech-language pathology and audiology (SLP/A) program. The idea of working in a helping profession was appealing, so I pursued this major without knowing much about the profession.

Only after I was in the program did I realize how difficult it was for a new immigrant with non-native English proficiency and limited knowledge of the American culture to study SLP/A. I struggled in some courses, so I recorded lectures and spent many hours after class transcribing the recordings. Interestingly, the most difficult word for me to transcribe was not a complicated word, such as those present in anatomy and physiology, but a word produced by a three-year-old child in a language sample. As part of a project in Prof. Gurland's course, I listened to the recording over and over again but was not able to identify the word. Finally, a tutor in the Writing Center informed me that the girl was saying "frankfurter,"

a word that I had not learned previously. Despite some difficulties, I enjoyed the courses, projects, positive feedback from professors, and the A and A+ grades that I received in most of my courses.

I did not initially plan to pursue a degree beyond a bachelor's. One day, following an undergraduate student group meeting, I learned about Project Ascend, which led to an opportunity to volunteer in Prof. Richard Schwartz's lab. Prof. Schwartz encouraged me to apply to the CUNY doctoral program. Although I was uncertain of the time demands of this rigorous program, Prof. Irving Hochberg, the executive officer, convinced me to give it a try. Studying at the Graduate Center marked the beginning of a most rewarding academic life.

After earning a Ph.D., I returned to Brooklyn College as an assistant professor, and later furthered my career as a research scientist in the medical school of the Ohio State University. I returned to Hong Kong three years ago, where I am currently an assistant professor in Speech and Hearing Sciences at the University of Hong Kong.

Looking back, I was led down an amazing, but unplanned and unexpected, path. I feel lucky and thankful to those at Brooklyn College, where it all began.

The Secret Files of Phineas Foster

Gail B. Gurland, '70 M.S. '72, Ph.D.

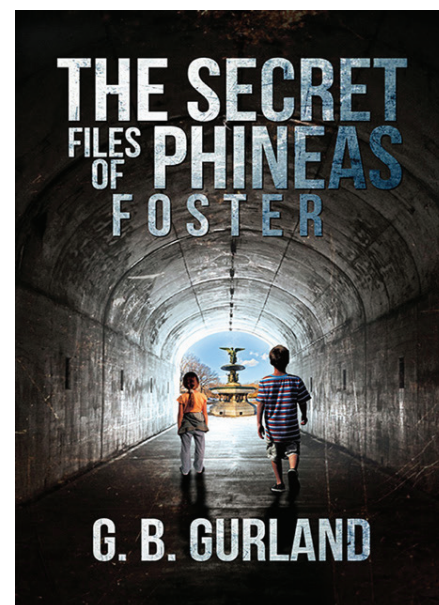
During the summer of 2001, I sat down to try my hand at writing fiction for children. Having worked with youngsters with language and literacy challenges for over thirty years, I believed I had something to say to them. I wrote a couple of pages, decided the whole enterprise was silly, and filed them away.

Then anticipating a yearlong sabbatical from my position as program director at Brooklyn College in 2008, I searched high and low for those pages. Maybe I actually did have a story worth telling. I did due diligence, and searched out ways to support this endeavor.

Having been trained as an academic, I was a very disciplined writer, but not a very creative one. I learned to let go, imagine, visualize, invent, and think about the countless youngsters I have worked with over the years. Work became play, not in the sense that it was easy, but in the sense that the process was more important than the goal. At first, I dabbled in picture book manuscripts, but in my heart, there was a chapter book waiting to be revealed.

I met a charming and dedicated group of budding children's writers through the Society of Children's Book Writers and Illustrators (sort of ASHA for children's writers). We networked, shared ideas, and began to consider the daunting task of finding agents and publishers who might consider the works of new, untested writers.

After fifteen drafts of my middle grade novel, I felt ready to submit my work for publication. I won't bore you with the details, but to say the least, it took great persistence and resilience to cope with the rejections. However, during the Fall of 2015, I received word of a possible contract with a London based publisher. *The Secret Files of Phineas Foster* was released on October 31, 2016 by Austin Macauley



Publ. Ltd. While there is much to be done to move from publication to sales, opening the box and holding a copy of the book in my hand was one of the most exciting moments in my life. To all my colleagues at the college, and of course my students, past and present, thank you for your encouragement and support!

Counseling in Communication Disorders

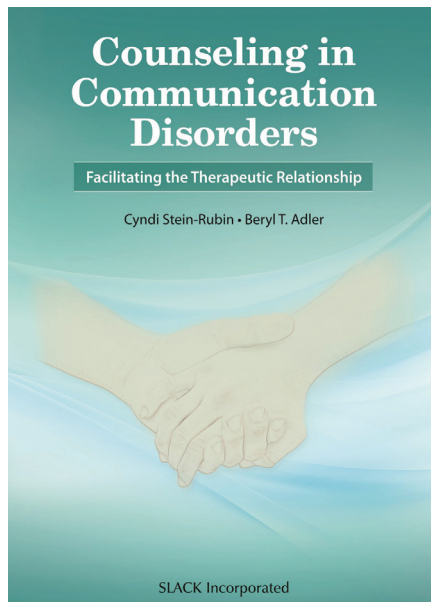
Beryl Adler, '67, MS '69

In recent years, Cyndi Stein-Rubin and I have had the opportunity to collaborate. We coauthored a chapter on counseling together in 2012 which led us to write the recently-published *Counseling in Communication Disorders: Facilitating the Therapeutic Relationship*. This partnership has been exciting, challenging, and eye-opening. While completing this text, we found ourselves practicing that which we were writing about, expanding our understanding of listening and the use of words.

While already an SLP who was teaching and supervising at Brooklyn College, Cyndi obtained certification as a life coach, and later adapted coaching principles for use by graduate students. I have worked full time in a group private practice since 1978; in the 1980s, my expertise in counseling families led to the development of a graduate course on the therapeutic relationship in communication disorders. I have taught it annually since that time.

The text provides a means for speech-language pathology students, clinicians, clinical supervisors, and instructors to get to know themselves better and to integrate basic counseling tools into their practice. It contains numerous activities to help them to achieve this, and is full of real life stories and professional experiences to further enhance the material.

This has been a project of love for our chosen profession: for the people who trust us, and for the students we have been privileged to teach at Brooklyn College, an institution that launched and



nurtured both of our careers. There are many life lessons contained within the passages. We hope you will enjoy reading it as much as we loved writing it.

Yoga for Speech-Language Development

Susan Longtin, Ph.D.

I have been practicing yoga for several decades, almost as long as I have been practicing speech-language pathology. About twenty years ago, I enrolled in a 200-hour yoga teacher training certification course because I wanted to deepen my practice. During this time, I began to explore the connections between two of my passions—yoga and child

language — and I identified logical connections between them. These links became even more apparent after I participated in a workshop on children's yoga.

Prior to joining the faculty at Brooklyn College, I worked at the Stepping Stone Day School, a center-based early intervention program and preschool for children with and without disabilities. I witnessed first hand that my colleagues in the allied professions embraced yoga as a complementary, alternative practice to use with children. Occupational therapists were drawn primarily to yoga's calming, centering, and regulatory benefits, while physical therapists noted its ability to build strength, flexibility and balance. "What about speech-language pathologists?" I thought.

So, during my sabbatical year in 2012-2013, I delved deeply into exploring these connections. Subsequently, I met another pediatric speech-language pathologist at the yoga studio. I invited her to join me in pursuing this research, hoping it would culminate in a piece of



written work, perhaps an article for a scholarly journal. The article grew into a book, titled *Yoga for Speech-Language Development*, published by Jessica Kingsley Publishers. The focus of the book is the application of yogic principles and practices to speech-language development in children. Some of the areas addressed include prelinguistic communication, breath support, symbolic play and emergent literacy. The book also includes extensive resources that can be used for enhancing speech-language development through yoga.

Simulated Learning: Building the Bridge for Clinical Excellence

Sharon Beaumont-Bowman, SLP.D.

Are they ready? That seems to be the question we ask when we consider graduate students as they prepare for a clinical fellowship position. The question of how to bridge the gap between the academic environment and clinical settings is not a new one. As the scope of practice continues to evolve and the knowledge base widens, the need to ensure that our graduates are able to manage the fast pace of a medical setting becomes even stronger. Use of labs and case discussions supports didactic learning; however, limited access to relevant patients can

restrict the development of clinical skills.

Simulated learning and the use of standardized patients (SPs) allows students to rehearse clinical situations in a safe environment that minimizes learner anxiety. SPs are comparable to real patients, therefore the clinical scenarios are reproducible and learning objectives can be monitored. The benefits of simulated learning are evident in both the literature and clinical practice. Students engaged in simulation report increased confidence when speaking with patients and physicians, appreciate obtaining immediate feedback and

science simulation teaching facilities. I completed a simulation instructor course in the summer and continued to think about how BC students might benefit from having access to this resource.

Over the summer and early into the fall, I worked with the faculty and staff at NYSIM. Cases and scenarios were developed, SPs were recruited and trained, and an objective structured clinical examination (OSCE) was designed. A pilot program for the Fall 2016 semester was initiated. The second-year graduate students participated in simulated learning with both full-body computerized mannequins and



value the sense of safety. Clinical simulations build clinical confidence.

In the Spring of 2016, I joined my colleagues on a tour of the NYSIM Center. Housed within Bellevue Hospital, NYSIM is a joint initiative between NYU Langone Medical Center and The City University of New York. It is one of the nation's newest, largest and most sophisticated urban health

trained SPs. The initial simulation experience required students to assess a patient's candidacy for evaluation and required students to articulate their clinical findings. The use of debriefing after the simulation allowed us to discuss goals, expectations, and clinical practice guidelines. NYSIM provided an opportunity for students to enter the emergency room and assess the

environment without the stressors typically present during an initial encounter.

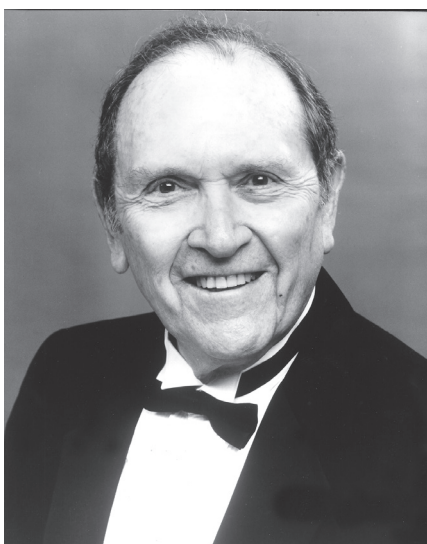
Students participated in OSCEs and completed clinical swallow assessments on SPs in an outpatient setting. Students completed this activity as part of a team of four, however, each student worked with the SP individually. The SPs provided each student with immediate feedback regarding communicative effectiveness, empathy, and ability to explain the process and findings.

Student feedback has been overwhelmingly positive and I am looking forward to advancing the program to include an assessment element. I am happy to announce that I most recently received grant funding from Dean Greenwald's office, to further develop a clinical simulation program which will incorporate culturally-sensitive clinical practice and inter-professional education into the curriculum. I am grateful for the support of my colleagues and the enthusiasm of our students as we take the next step towards providing advanced clinical training opportunities.

Mel Silverman, '42: Supporting our Students for the Past Decade!

Michael Bergen, '94 M.S., Au.D.

I first met Mel Silverman when he visited the Speech-Language-Hearing Center exactly twenty years ago this coming summer. An alumnus of Brooklyn College — a math major with a minor in



education who graduated when the campus was still very new — Mr. Silverman had long been a philanthropist to Brooklyn College.

Still too young for military service upon graduation in 1942, Mr. Silverman took a civilian job with the Signal Corps at a laboratory in NJ where radar was secretly being developed. Drafted into the U.S. Army in 1943, Mel was trained to become a German cryptanalyst and served until the European phase of WWII ended. After earning an MBA in accounting, Mel accepted a "temporary" job at a fledgling organization, the United Nations. He worked at the UN for 33 years, ascending to deputy director of the department responsible for the UN's peacekeeping forces. Following mandatory retirement from the UN at age 60, Mel became interested in pursuing a new career as an actor. With perseverance and determination he managed to become a member of both Actors Equity and SAG/AFTRA.

While Mel has had no formal background in communication sciences and disorders, he is no stranger to the DRD Speech-Language-

Hearing Center. Having been introduced to services provided within the Center, Mel shared with me his desire to allocate scholarship funds to students of the graduate program. The first Mel Silverman Scholarship awardee of our programs was selected in 2007; \$25,000 has been distributed to a number of students since that time, and Mel contributed to a fund which will generate an annual scholarship of \$3,000 for students in perpetuity!

Many things strike me from our long association with Mr. Silverman. After spending even a brief time with Mel, his love for students is apparent: he clearly values their hard work and commitment to studies. Most memorable to me are the several times I've had the opportunity to introduce the honorees to their donor.

On behalf of our program and the many students he has supported: thank you, Mel Silverman!

Michele Emmer: A Distinguished Career across the Years

*Shlomo Silman, PhD,
Presidential Professor*

I am honored to have been asked to write the professional story of my colleague and friend, Michele Emmer. Although she began as my student, she evolved into so much more: scientist, researcher, professor, mentor to students and faculty, member of IRB, chair, and friend to everyone in the department. While our roles have changed across the

years the one constant has been our friendship.

During the time I was a visiting professor at Brooklyn College in 1984, Michele, with a Bachelor of Arts degree in Music from the Brooklyn College Conservatory of Music, was taking post-baccalaureate courses in order to apply to the Speech-Language Pathology and Audiology Master of Science program. She took my course in Introduction to Audiology. I was fascinated by her insightful queries about true vertigo and by the questions she posed in class, as it was clear that she leaned towards medical aspects of audiology.

After completing her Master's degree in Audiology, Michele requested a CFY site that would allow her to help individuals with disabilities. Michele completed her fellowship year at United Cerebral Palsy in Brooklyn, where she identified a technique for detection of hearing loss in this population, and published an outstanding article.

Seeing such great academic potential, I encouraged Michele to pursue a PhD in Speech and Hearing Sciences at the CUNY Graduate Center, where I chaired her doctoral committee. Michele was a student in the first course in electrophysiology that I taught in that program. I subsequently received several substantial federal grants to investigate adult-onset deprivation and acclimatization over the course of six years. I trusted Michele to be one of the principal investigators, and she became the coordinator and senior researcher for these grants.

Michele invited graduate students across CUNY to work as research assistants. The students

were paid, although they would have participated for the experience alone. Inspired by their involvement, several of the research assistants later pursued doctorates in the field of hearing science.

When an otolaryngologist, Dr. Daniel S. Arick, and I received an NIH grant exceeding one million dollars to investigate feasibility and clinical trials for the EarPopper, there was pressure to conduct the research at NY Eye and Ear Infirmary because the instrument is a medical device. Michele made successful efforts, over very strong objections from the hospital, to shift the grant to the Brooklyn College Center for Auditory Research. Dr. Christoph Kimmich, who was President of Brooklyn College at that time, allocated, and renovated space for a suite of rooms to administer the research.

Michele has published numerous articles in medical, scientific, and audiological journals. She was invited to co-edit a special issue on middle-ear effusion. She and I coauthored a text *Instrumentation for Audiology and Hearing Science*.

The Executive Director of DOROT, Inc. a Manhattan-based philanthropic organization whose mission is to serve homebound

seniors, approached Michele in 2008 to develop a program titled University Without Walls for the Hearing Impaired. She recruited academics and researchers from Brooklyn College, The Graduate Center, Mercy College, and Montclair State University, all of whom have expertise in hearing disorders, and remediation. Funding was provided by The Fan Fox and Leslie R. Samuels Foundation as well as the NYC Department for the Aging for a program to teach fifteen homebound, older adults with hearing impairment to use computers to access customized online courses. The computer additionally provided a means for individuals to interact with others, reducing social isolation, boredom, and depression.

Michele received a number of awards and honors including a college-wide recognition for Teaching Excellence and CUNY Research Honoree, which was granted multiple times. She co-authored publications which received special citations, such as Best of Diagnostic Audiology, Great-for-the-Clinician, and Best of Hearing Aids, and she additionally received the Mature Media National Award, presented for the production



Stay Tuned: *The Challenge of Hearing Loss.*

Although Michele has officially retired, she has simply exited one door while entering another. We are now working together to help remediate middle-ear fluid and associated hearing loss in toddlers with a non-surgical device. Research shows that very young children can sustain brain damage from anesthesia. We obtained two patents for Baby Healthy Ear, and hope to embark on NIH research shortly. I'm so excited to be collaborating again with Michele.

The CENTER of Activity

Michael Bergen '94 M.S., Au.D.

An alumna recently wrote to us about her first experience in 4400B, an interaction with Prof. Robert West which set her on an SLP career path. Prof. West was one of the most prominent individuals from the earliest days of our professions, and served as the first president of the organization that is now ASHA. Upon reading her letter, I wondered about the impact of the people and services of the Diana Rogovin Davidow Speech-Language-Hearing Center (DRDSLHC) through the decades. How many students have passed through the programs? Faculty? Clients? How many lives positively affected?

I have been fortunate to call 4400 Boylan home for more than a quarter-century now, and in that relatively short time have witnessed first-hand some of the life-changing experiences of our

students, colleagues and clients. Those who have followed prior issues of this newsletter have read these stories, and many of you have personal histories which are equally compelling: the relationships forged, the knowledge consumed, the networking and opportunities gained, and the memories retrieved. I have served for several years on the board of directors of the college's alumni association, and upon meeting alumni of Brooklyn College, regardless of the decade of graduation, common themes appear in their stories — stories that our alumni are often eager to retell. There are themes of partnership, memories of a campus which provided space and time and knowledge which, at that time in their lives, made lasting impact like few other experiences did. People speak of low- or no- tuition, of being first generation in college, and of overcoming humble beginnings to achieve more than they could have expected. Alumni often recall their initial visits to campus, describing the lily pond and/or the clock tower. They recall studying in the library, meeting with faculty, celebrating in the Student Center, and spending time in the cafeteria. They remember graduation dates and, in many cases, meeting their life partners here. It is truly wonderful to be even a very small part of what has been so important to so many for so long.

Your alma mater continues to have a thriving SLH Center — indeed, it is the CENTER of activity, serving as a hub for faculty, clients and hundreds of undergraduate, master's and doctoral students. A productive group of colleagues



are led by department chair, Prof. Susan Longtin and graduate program director, Prof. Elaine Geller, while so many of the activities are overseen by the associate clinic director, Susan Bohne. Students obtain experience by participating not only in the daily speech-language-hearing services of the Center, but also in one or more specialty clinical activities our faculty and staff members are regularly involved with, such as the Lee Silverman Voice Treatment (LSVT) program for individuals with Parkinson's Disease, the Hanen Center™ programs for children and their families, the Early Childhood Center Programs, and, under the guidance of clinical coordinator Prof. Dorothy DiToro, as well as Professors Drillick and Strom, are able to provide communication strategies and technology to those with hearing impairment.

Once again, more than \$75,000 was awarded to students in the form of scholarship and partial tuition waivers in the past year. We are proud of our students' accomplishments! Alumni support continues to be an important factor in allowing our programs to recruit, reward and retain the best students.

Walking through the doors of 4400B in 2017 means you will be greeted by amazing staff members, led by Ms. Angela Caragliano, Casandra Corbie and Annonia Garrick, who follow in the footsteps of people who held similar roles in the past, such as Ms. Elizabeth Rosas-Diaz, Paula Horn and Rose Koch. We are supported, too, by our staff members, Ms. Bethany Donohue, Danielle Ruiz and Martha Hans who make everyone's jobs easier by working so well with clients, students and faculty members. It is not easy to juggle a phone call from a client while simultaneously making copies for a faculty member and helping to direct a student to the correct observation suite, but our incredible staff members handle so much, and do it all so well.

Please stay in touch with your alma mater — just like our colleague who shared her story of Prof. West, please send us a note to reminisce, or to tell us about recent achievements. And, if you haven't been here in some time, please consider a visit. I will arrange a personal tour if you'd like one!

Faculty Achievements

Sharon Beaumont-Bowman is continuing to develop opportunities for students to expand their basic competencies in the area of swallowing disorders. Sharon developed and implemented a pilot clinical simulation program for students enrolled in SPEC 7313. Students participated in simulations and engaged in clinical work with standardized patients at NYSIM, one of the largest health science simulation teaching facilities, located at Bellevue Hospital Center.



Michael Bergen continues to chair the Brooklyn College Alumni Association (BCAA) Student Awards Committee. He is assistant editor of the Communicator for the NYS Speech-Language-Hearing Association (NYSSLHA), and is the college's presidential appointee to the board of directors of the BCAA. Michael was appointed to the NYSSLHA Ethics committee, and presented

two posters with Akiko Fuse at the 2016 ASHA convention on the topic of diversity initiatives.

Susan Bohne continues as a participating member of the Interdisciplinary Collaborative Support Services for Students with Autism Spectrum Disorders at BC, funded through Project REACH (Resources and Education on Autism as CUNY's Hallmark). She is a member of the intra-campus faculty group investigating introduction of an undergraduate program in Medical Humanities, and attended the CAPCSD conference.

Baila Epstein along with Yael Neumann and Valerie Shafer, published an article titled, "Electrophysiological indices of brain activity to content and function words in discourse," in the *International Journal of Language and Communication Disorders*. She also contributed a chapter on psychometrics for speech and language assessment to the second edition of *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* by Stein-Rubin and Fabus.

Akiko Fuse participated in a panel presentation on issues regarding

The Diana Rogovin Davidow scholarship recipients were **Nusaiba Ally, Allegra Barlow, Kara Hayden, and Jessica Shevchenko**. The Gail B. Gurland Scholarship honoree was **Kelly Garcia**. The Mel Silverman Scholarship recipients were **Karla Rubio and Michelle Sanits**, the Oliver Bloodstein Memorial Award was awarded to **Maria Wolf**, and the Jennifer Silverstein Memorial Scholarship honoree was **Katherine Santana**. The Rochelle Cherry Award was provided to **Erika Lanham**. In addition, a number of students were awarded assorted departmental and college scholarships, while several others earned NYC Department of Education scholarships.

bilingual assessment and intervention, and also presented two posters with graduate students Yuliya Navichkova, Krysteena Alloggio and Erika Lanham at the 2016 NYSSLHA convention. At the 2016 ASHA convention, Akiko presented two posters with Michael Bergen on diversity issues in the field of CSD, and a poster with students on familiarity effects on perception of accented speech. An article with Erika Lanham was recently published in *Journal of Fluency Disorders*.

Audrey Hazamy published an article entitled "Improved cognition while cycling in Parkinson's disease patients and healthy adults" (2017) in *Brain and Cognition*, 113, 23–31 with Altmann, Stegemöller, Bowers, Lee, Wilson, Okung, and Hass.

Elaine Geller and **Michael Bergen** were awarded a grant in the amount of \$19,999 from the CUNY Office of Academic Affairs to study Interprofessional Preparation and Education (IPP/IPE), and received funding from the Bureau of Early Intervention, NYC Department of Health and Mental Hygiene in the amount of \$35,000 to develop a specialization in early intervention in the graduate SLP program.

Susan Longtin's book, *Yoga for Speech-Language Development* with Jessica Fitzpatrick, was published by Jessica Kingsley. Her chapter on assessment of speech, language, and communication in autism spectrum disorders will appear in the second edition of *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology* by Stein-Rubin and Fabus. She developed a website on autism spectrum disorders at <http://libguides.brooklyn.cuny.edu/asd>.

Susan moderated a session at the spring conference at Adelphi University, and organized an interdisciplinary round table on disabilities studies at Brooklyn College's Faculty Day. Dr. Longtin presented a case study for the SLP program's clinical grand rounds in April 2016, and she later served as a faculty expert for the IPP/IPE grant awarded to Drs. Geller and Bergen.

Klara Marton's recent research findings have been published in numerous scientific journals in 2016, including on the topics of working memory in *Neuropsychological Rehabilitation* and in *Language and Linguistics Compass*, and the topic of executive control in bilingualism in *Bilingualism: Language & Cognition* and in *Linguistic Approaches to*

Bilingualism. She presented on various topics at the 2016 ASHA convention and in Budapest. Dr. Marton was awarded \$35,407 from CUNY Interdisciplinary Research Grant Program. (CIRG), for "The effects of bilingualism, language impairment, and socio-economic status on children's cognitive-linguistic performance." Klara Marton, P.I.; Patricia Brooks & Ofelia Garcia, Co-P.I.; 2016-2017

Dorothy Neave-DiTorro and **Adrienne Rubinstein** co-authored an article with Arlene Neuman, "Speech recognition in non-native vs. native English-speaking college students in a virtual classroom" that was accepted for publication by the *Journal of the American Academy of Audiology*. They additionally co-authored a chapter with Rochelle Cherry, "Audiological Screening for the Speech-Language Evaluation" for the second edition of *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*. Dr. Neave-DiTorro obtained a PSC-CUNY grant to examine the hearing aid effect and currently is actively involved in the social media campaign associated with President Michelle J. Anderson's "We Stand Against Hate" initiative.

ANNUAL SYMPOSIUM
Beryl Adler and Cyndi Stein-Rubin presented a full-day symposium, "Facilitating the Therapeutic Relationship," coordinated by Professor Natalie Schaeffer. Ms. Adler and Stein, alumnae and faculty members of Brooklyn College, provided an interactive learning experience full of relevant videos and professional examples. Many alumni returned to campus on this valuable day!

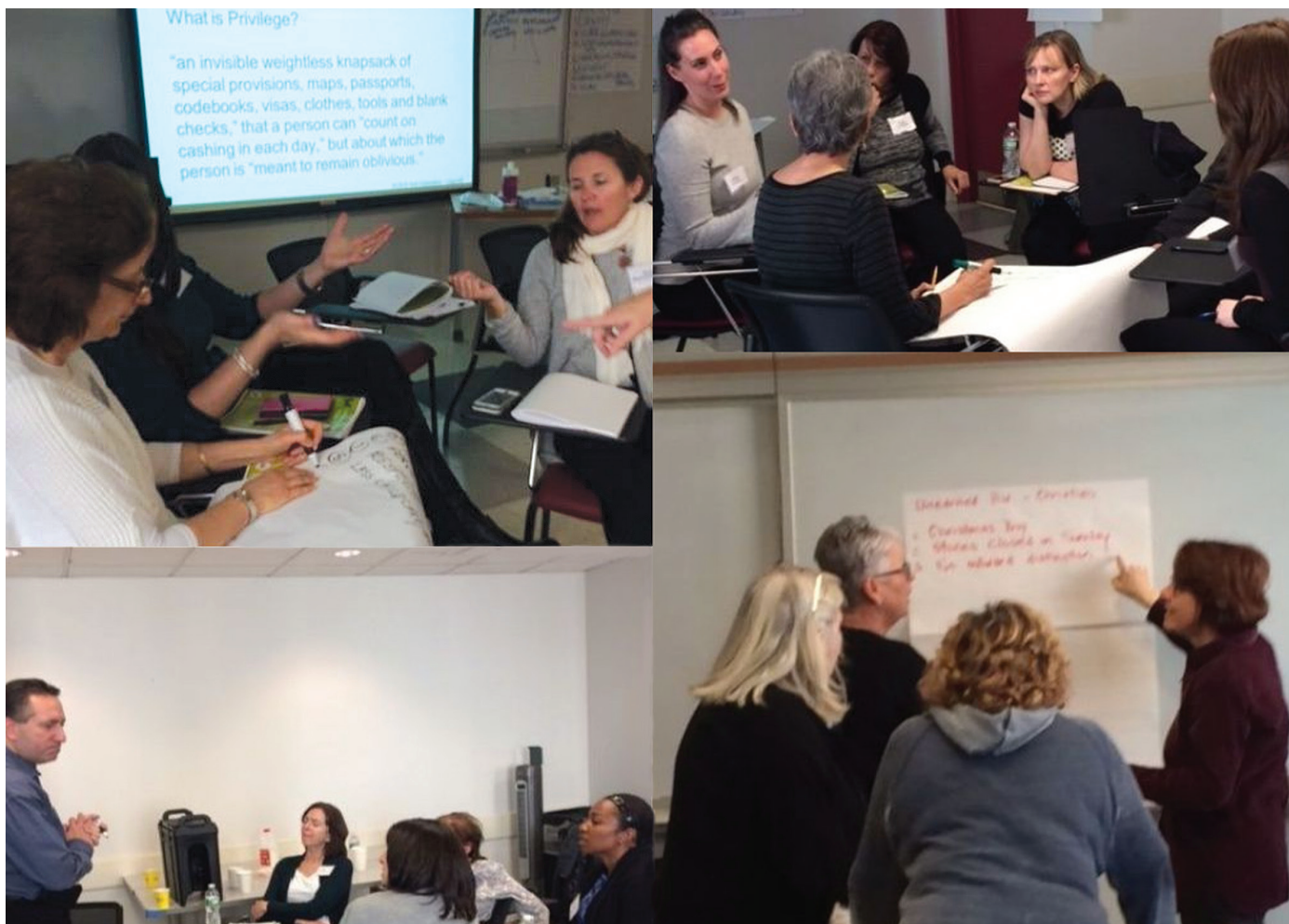


Jennifer Sass-Brown established "Communicating with Our Community," a volunteer service for undergraduate students, in which she collaborated with students who participated at sites including soup kitchens, clothing distribution centers, head start programs, animal shelters, and after-school education

assistance programs. She helped to organize celebratory graduate student events associated with graduation and winter holiday festivities.

Natalie Schaeffer published an article in the *Journal of Voice*, "Pre and post stimulation study on the phonatory aerodynamic system on

participants with dysphonia," and later presented a related poster session of this study on BC Faculty Day. Additionally, Dr. Schaeffer coordinated the symposium "Solution Focused Brief Therapy: Facilitating the Therapeutic Relationship" presented by Beryl Adler and Cyndi Stein-Rubin.



The Program in Speech- Language Pathology and Audiology thanks the following donors for their generous contributions

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- Clinical education
- Applied clinical research
- Rochelle Cherry Award in Audiology



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