

44400 Boylan

The Newsletter of the Program in Speech-Language Pathology and Audiology, Department of Speech Communication Arts and Sciences

Reflections

Fifty Years Ago: My Memories of the Speech Department

Norma (Jacobs) Goetz, B.A., '59, M.A., '61, Ed.D., '86, Rutgers University



I took my first course in the Speech Department in 1957. Two years earlier, when I entered Brooklyn College, my goal was to

be a history teacher just like my mother. Then a friend of mine introduced me to her mother, who was in a new field: speech therapy. (Speech-language pathology came much later.) I was intrigued, so I decided to take a course to find out more about it. It was taught by a young red-head, a professor recently arrived from the University of Iowa. Professor Oliver Bloodstein told us that there were only 4,000 speech therapists in the whole country and that thousands of others would be needed to help the many children and adults who had been diagnosed as stutterers, aphasics, or as having articulation and voice disorders. I was hooked, and I never turned back.

The Speech Therapy Section of the Speech Department was less than a decade old when I started there. Headed by Professor Robert West, one of the founders of the profession and the first president of the American Speech-Language-Hearing Association (ASHA), the department was already considered to be preeminent in the eastern U.S. Professor West came to the field of speech therapy after attending two years of medical school. He demanded a great deal from his students and put together a rigorous program, taught by an outstanding faculty, which produced top notch clinicians.

I remember one course that Professor West taught in which students observed him through a one-way mirror as he conducted a diagnosis. After he reviewed the case history with us, we had one week to figure out the problem. This sent us running to the Downstate Medical School Library to search for the diagnosis.

In another course, we were assigned a weekly topic in which we were to develop expertise. Professor West would start each class by asking a question, beginning with the student in the first seat of the first row. If that student answered correctly, she/he would be asked another question until the student was stumped, and Professor West went on to the student seated behind. If you were able to answer several questions in a row—a very rare event—he put an X next to your name. “You made an IMPACT!” he

would say. We attended his classes with great angst, but we loved them, learned an enormous amount, and had great respect for this man. Behind his back, we called him “The Great God West.”

The other outstanding faculty members at that time included Professors Weaver and Temple. Professor John Duffy was our audiologist, and Professor Oliver Bloodstein was our stuttering expert. There were two brilliant professors who taught phonetics, James Abel and Malcolm Coxe. At that time we took phonetics and advanced phonetics.

Speech Therapy was only one section of the much larger Speech Department, which included Discussion and Debate, Theater, Radio and Television, Public Speaking, and Interpretive Reading. As a student in the department, you were expected to become proficient in all these areas.

I was fortunate to have been given a fellowship by the Speech Department for my master's degree and then an invitation to join the faculty. I left in 1973 when I moved to New Jersey, but I was blessed to have spent so many productive years as a student and as a faculty member in such a wonderful environment.

Greetings from the Program Director



Gail Gurland

We are pleased to bring you the ninth edition of the annual alumni newsletter, 4400 Boylan. Having returned last fall from a year on sabbatical, I am pleased to report that things are better than ever in the classrooms, clinical suites, and research labs of Boylan Hall. First and foremost, I must express my sincere appreciation to Renee Fabus, interim program director, Michael Bergen, clinic director, Susan Bohne, assistant clinic director and, of course, Michele Emmer, our now not-so-new department chair, for their remarkable leadership during this past year.

This was a year in which the faculty completed an extensive review of the curriculum to ensure that education and clinical training reflect the most recent advances in the field. The program admitted thirty-four new graduate students who began their studies in the fall 2009 semester. They will complete an even more rigorous academic program than many of you may recall, which includes a new course in language acquisition and required coursework in neuroanatomy and swallowing disorders. In addition, 2008–2009 was the year that faculty and students honored and continued the work of Professor Emeritus Oliver Bloodstein by forming the Brooklyn College chapter of

the National Stuttering Association. Efforts were also initiated to implement a bilingual extension program for speech-language pathologists who work with children in educational settings. The Au.D. program, in collaboration with Hunter College and the Graduate Center, graduated its first class last year, and the advanced certificate program in Autism Spectrum Disorders in collaboration with the School of Education at Brooklyn College admitted its second cohort.

The fall 2009 semester was accompanied by many wonderful changes in the program, most notably the installation of the long-awaited, state-of-the-art video monitoring system, which will allow for expanded clinical training experiences. As always, our faculty are on the move, and while this has taken some of them off-campus for awhile, we are proud to share their talents and know they are making an invaluable contribution to the field. Professor Klara Marton has assumed the position of executive officer of the doctoral program in speech and hearing sciences at the Graduate Center. Assistant Professor Ciara Leydon is completing a research project in vocal fold physiology at the University of Wisconsin-Madison.

This issue will bring you more specific information about these and other projects as well as reports of faculty and student research endeavors and the reminiscences of six outstanding alumni who have graciously agreed to reflect on their experiences at Brooklyn College.

On behalf of my colleagues, I'll close by thanking you for your continued interest and support of all that goes on in 4400 Boylan. With a special word of thanks to Diana Rogovin Davidow, it is the generosity of our alumni that makes it possible for us to do what we do in the clinic and to graduate some of the most remarkable clinicians, teachers, and researchers in the field.

Nothing without Brooklyn College

Jack Katz, B.A., '56, M.A., '57, Ph.D., '61



Brooklyn College's motto is "Nil sino magnum labore" (Nothing without great labor). My motto is "Nil sino Brooklyn College," and

here's why.

First of all I would never have gotten a college education without BC. It was a streetcar ride from my home and there was no tuition at that time. My parents were quite poor and there was no way that I could have gone to a private college. I should mention that BC was not entirely free since we did have a \$5 student activities fee. (During my stay at BC, when they raised the fee to \$6, I was one of the students out there protesting the increase.)

Right from the beginning, I could say, "Nothing without Brooklyn College." But after a while I could say it with even more conviction. BC reworked me by correcting my speech, improving my dialect, training my auditory skills, and preparing me to contribute to my profession, my students, and my patients.

I declared my major as speech and hearing as a lower freshman. At that time we were required to take a speech test. I failed it and was required to take two semesters of speech therapy and one speech class to further improve my speech. This was invaluable both for improving my speech and for introducing me to this profession. I got to know the clinic from the inside as well as some of the grad students and Annette Zaner, who was the supervisor.

Professors Abel and Cox: Old Fashioned Auditory Training

The next semester I had Mr. Abel who "ssspoooke llliiike thththiiiss." It sounded awful but it had a beneficial effect: improving my auditory processing skills. Now fifty-five years later I understand how important his over-emphasis was. While we now have more efficient ways to correct auditory processing deficit (APD), he was decades ahead of his time. The next semester I had Professor Malcolm Cox for phonetics. That was probably the most powerful course that I have ever had. This class not only taught me about an indispensable tool that I use everyday, it was also a great help to me in correcting my own APD.

Professor West and Organic Predisposition

The intro course in speech was taught by Professor Robert West. Now, how many departments would have one of the most famous professors in the country teach introductory courses? To this day West's book stands proudly on my bookshelf. He was spellbinding. His deep voice and infectious chuckle drew me in and his wisdom and insights fascinated me. He told many anecdotes about patients and humorous stories about his life.

Some professionals thought that Professor West was mired in "old-fashioned" thinking. For example, he believed that stuttering was associated with an organic predisposition that certain life conditions brought out. In those days 'those in the know' believed in psychological etiologies (e.g., bad mothers caused autism). Despite his critics, the organic approach to speech and hearing disorders made good sense to me, and it has remained my professional orientation.

Professor Bloodstein: A Wonderful Human Being and a Good Listener

I knew of Professor Bloodstein because all the graduate students raved about him, but since he only taught graduate courses, I never took one of his classes. I would walk slowly by his class when he was lecturing, however, just to hear a few words that he was saying. When I was president of the student Speech and Hearing Society, I had

the pleasure of working with him because he was the faculty adviser of the group.

I also took an independent study with him in order to get to the bottom of stuttering once and for all. I formulated a fifteen-item questionnaire and administered it to about a dozen stutterers and an equal number of controls. I never asked Professor Bloodstein for his take on my questions or if they coincided in any way with what he knew about stuttering. Instead he listened to me, with interest regarding my rationale and interpretations, and asked me some leading questions. It helped me to understand how to treat students and boosted my self confidence, but it didn't change the world's understanding of stuttering.

These are some of the reasons why I believe that "Nothing for me without Brooklyn College."

"The hall is alive with the sound of ..."

Lucy Mendez-Kurtz, '82, M.S., '84



In my career, my vision and my journey so far are largely due to the magical learning experiences in course and clinic work afforded me by

the gifted faculty members of the Speech Department. There was tough and soft nurturing, as well as pointed guidance and direction. At times there appeared to be insurmountable challenges. I am grateful for every time one of my dear professors made me feel that I was worthy of their energy and encouragement. I treasure friendships with a number of my former professors, who have proven to be rock solid, honest and sincere.

Brooklyn College truly became alive to me when I became part of the bubbly excitement, the plethora of activities, and the wonderful sounds of 4400 Boylan Hall. I used to hum to myself "the Hall is alive with the sound of!" filling in the

name of the person whose voice happened to be most salient at the time. That was over twenty-five years ago and here I am again, after a long hiatus, finding myself in the embrace of 4400, humming my little tune.

I was fortunate to have studied under the very best and highly respected professionals in the field of speech, speech sciences and, of course, audiology. With excitement and anticipation, I looked forward to meeting Professor Duffy. I knew of him from my very first mentor, Dr. Adolph Wolferman, a world renowned ENT physician/surgeon, one of the early pioneers of middle-ear reconstructive surgery. I absolutely loved Professor Duffy—he was so approachable, patient, and knowledgeable in the science and art of audiology. What I hold most dear was his incredible humanity and his generous laughter. Professor Lang was another strong force in my life. What a great listener he was. What a gift he had for drawing out my vision of my future as an audiologist. His encouraging words, that I could do whatever I set my mind to do, infused me with a sense of confidence and determination.

I learned anatomy and physiology from Professor Pieras. I don't think anyone else has taught it with the excitement and detail in which he did. I am lucky to have learned this intricate subject from him. Professors Bloodstein and Gurland, with steady composure, keen minds, and impeccable professionalism, left an indelible impression.

As a graduate fellow, I tutored students. One day after an arduous session, Professor Gurland told me that I was a good teacher, able to present a difficult subject in an understandable manner. I was very pleased!

A new wave of audiology professors appeared in the 1980s and, wow!, what an exciting time that was for us. New energy, ideas, focus, and methods appeared. How very thrilling for us. Professor Rubinstein is a pillar of strength and dedication. She bends over backwards to find ways to help a student understand a concept. Professor Cherry is the source person. If you have a question, she has the book or article you

can borrow. I learned tough love from her which sort of put a flame, you know where, to get me to do what was needed to be done.

Then the sounds of Professor Silman came to Boylan Hall and he made me fall in love with audiology all over again. His enthusiasm for audiology remains infectious. He shares his abundant wealth of knowledge freely. Professor Silman helped me and my associate and dear friend, Ann Wallin, to establish our private audiological practice. He was there obtaining norms with us for ABR, securing loaned ENG equipment to get us started, and was there when we performed our first hearing aid dispensing. It was Professor Silman who reeled me back to teach an undergraduate audiology course two years ago.

It is both an honor and privilege to be working amidst such notable professionals. Michael Bergen, clinic director, is a new face for me. He is always there for you, a gentleman with a wealth of knowledge. Professor Michele Emmer, chairperson of the department, was a classmate of mine. She has gently eased me back to this world of teaching. How did I get so lucky? I hold all that has been given me by these wonderful, special individuals very near and dear to my heart. It is overwhelming. Now, as I find myself teaching both an undergraduate course and clinic education to the Au.D. students, I want to give as freely as has been given me. My great joy will be to help shape, guide and direct the lives of the future professionals in this field. Yes the hall is still alive with the sounds, and will remain so.

The Right Career Choice

Lisa Robateau B.A., '88, M.A., '91



On my first day at Brooklyn College, I was faced with a serious decision: What area of study to pursue? I took the course catalog and headed for the Quad to sit on the beautiful green lawn. I recalled the advice I heard at freshman orientation: Choose a major based on what you like doing or are passionate about. I remembered a six-week community service project in the tenth grade. I had been placed as a teacher's helper to the speech language pathologist in a program for children with special needs. I had no idea what a speech-language pathologist did, but over the six weeks I learned that it was not only important, but rewarding as well. I was inspired by the service provided and by the progress the children made that summer. With that recollection, I realized what I wanted to study.

After I had selected my core classes, I set out to find the Speech Department. Once on the fourth floor, I walked the halls, looking for 4400. This led to my first encounter with Professor Oliver Bloodstein. After a brief conversation, he suggested that I enroll in some introductory speech classes in my sophomore year. Nearly one and a half years later, I was pleased to see that the same friendly red-haired gentleman was teaching the Introduction to Communication Disorders class. The four years of undergraduate studies went by quickly, and I applied for graduate school.

The transition from undergraduate to graduate school at Brooklyn College was one full of obstacles and challenges. However, with each hurdle, my drive and determination to be a speech language pathologist grew stronger. I have fond memories of my graduate adviser, Professor Ronald Feldman who challenged me to be a better student and clinician. Professor Feldman provided support and mentorship through the tough times when the pressures of working full time, studying, completing practicum, and externships overwhelmed me.

The determination and drive which were born on the Quad that fall afternoon in my freshman year continued to motivate me beyond graduation. Along with three partners, all speech-language pathologists, Multilink Group Inc. (MGI) was born. MGI has carved an important niche in the treatment of children of multicultural and multilingual families living in gravely underserved areas of New York City. An agency since 1999, MGI now employs one hundred independent contractors, including speech-language pathologists, occupational therapists, physical therapists, special educators, and social workers, and an office staff of ten. Our leading contract provides home-based early intervention services to children and families in Brooklyn, Queens, Manhattan, and the Bronx.

I am eternally grateful to Brooklyn College and 4400 Boylan for the experiences, the renowned professors, and the outstanding education.

In the fall of 2008, I was honored to return to Boylan Hall as a mentor. I look forward to providing the kind of mentorship and support I received from Professors Feldman, Bloodstein, and Silman. I am proud to be a speech language pathologist and a Brooklyn College alumna.

A Time of Change: A Lifetime of Gratitude

Andrea Blau, '71, M.S., '76, Ph.D. '86, J.D. '06,



Like many of my colleagues, I was part of the "Mark Rudd" generation—a time when students rallied to end hunger in Biafra and the war in Vietnam. And, in my junior year, we successfully closed college campuses throughout the country. Quite a remarkable feat. Significantly less momentous to society at large, was my discovery, also in my junior year, of the Speech Clinic in Boylan Hall.

Having avoided the compulsory "Public Speaking" class for as long as possible, the first day I actually attended the class I discovered the Speech Clinic next door. I knew nothing about speech therapy, and had already gone through three majors—Math, Greek Mythology, and Home Economics, the latter, by the way, being the most difficult—, none of which fit. But I had always, as far back as I can recall, been driven (perhaps obsessed) by a desire to help people who needed special care. The speech department was it. Love at first sight.

I started with an undergrad assignment in the Infants Home in Boro Park, and naturally gravitated toward the nonspeaking preschoolers with autism. This was back in the day when there was no autism spectrum but only infantile autism diagnoses, which came with a laundry list of approximately thirteen criteria, including onset before the age of two, lack of eye contact, little to no language or expressive skills, zero ability to relate to or sustain social contact, and so on. These were the wild children of the era. Few families or professionals knew how to "reach" them and even fewer had the courage to keep trying, often not surviving the compulsory

introductory black eye and round of tetanus shots.

Long story short, I quickly found my fit, and with the support of the undergraduate and graduate Speech and Hearing programs at BC, and Ph.D. program at CUNY, was able to fulfill my personal destiny first in the field of autism, then cerebral palsy and developmental disabilities, augmentative communication and, ultimately, in customizing habilitation, rehabilitation, educational, vocational, and life span programs for neurologically impaired kids and adults. In recent years, I added law to my portfolio, so that I might play a small role in impacting public policy to give an even more powerful voice to the voiceless.

Enough about me. This reflection is meant to focus on my gratitude to 4400 Boylan. Truth is, everything I have accomplished, and hope to yet accomplish, is and will always be anchored to my undergraduate and graduate experience at Boylan Hall.

In the late 1960s BC was the only one of the colleges within the CUNY system, and among the few in the nation, to offer a comprehensive undergraduate curriculum in speech pathology. There was no special education back then, in fact there were few if any classes in language development. The path was before us to develop the future.

We speech path undergraduates had the opportunity to receive intensive clinical experience while being supervised by some of the most talented professors and graduate students in the field: Professors Oliver Bloodstein, Jim Lang, John Quinn, John Duffy, Phyllis Gildston, Ronnie Feldman, Irv Hochberg, and Guillermo Pieras; Clinical Administrator Flora Drillings, Clinic Secretary Rose Koch, Clinical Supervisors Beryl Adler, Dorothy Pollack, and Marcia Grossman. And the students who were only a year or two or three ahead of me, Frannie (Sacks) Beer, Joanne Bilello, Joel Kahane, George Marcellino, Debbie Hendel, Arthur Sadoff, Alida Seidel and, most notably, Gail Gurland, each fulfilling his/her destiny as a major contributor in the field of disability. A field that was wide

open then, just waiting for us to step up and seize the opportunity to develop interventions, treatment techniques, and academic programs to serve generations to come. We each took that step, many in increasingly innovative ways. And most of us are still doing it! Thank you, Boylan Hall!

From the Sidewalks of Brooklyn to the Sands of Long Beach

Lois Jankeloff, B.A., '81, M.S., '82



It all starts in Brooklyn. I am a Brooklyn girl, born and raised, so naturally I attended Brooklyn College. I originally was a

psychology major and then I returned after marriage to pursue a career as a speech-language pathologist. There were the Sigma Alpha Eta meetings, comedy skits and celebrations. We introduced the staff to "Rosa Mandibular Fossa" and "Mr. Bill Gets a Hearing Test." Shhh. Don't tell Professor Cherry that we filmed it in the audiology suite on a Saturday! As a graduate fellow, I had a small desk in an office in 4400. I could look up and see the name, "Dr. Gail B. Gurland" on the door; a daily inspiration. And in a little room around the corner was that giant of a man, Professor Oliver Bloodstein.

I had an auspicious ensemble of mentors at Brooklyn College; some were my professors and supervisors and others were my peers. I studied under Professors Bloodstein, Gurland, Lang, Duffy, Cherry, Pieras, Chapey, and Rubinstein to name a few. If not for Brooklyn College and the Speech and Hearing Center, I would never have met Beryl Adler, who showed me how to creep into a child's world and lovingly yank him into ours. My peers included the likes of Michele Emmer, Cyndi Stein, Leda Molly, and Roslyn Kushner. Roz and I later worked together for Adler, Molly, Gurland

and Associates before we both relocated to Long Island and began a private practice together.

Throughout the years I worked primarily in private practice, occasionally as an adjunct lecturer, and then as a school-based speech-language pathologist. Although I am currently the coordinator of special education at Long Beach High School, I still consider myself that clinician. The evaluative skills and the working knowledge of the development and the relationship between language and learning I attained during those years are what shape the decisions I make on a daily basis. Whether I am assisting a teacher with ways in which to reach a struggling student or chairing a meeting for the Committee on Special Education, I rely on those clinical instincts developed and nurtured in Boylan Hall. There may be Long Beach sand in my shoes now, but my heart belongs to Brooklyn.

Au.D. Program Graduates Its First Class

Adrienne Rubinstein, professor, Ph.D., CCC-A

Readers of this newsletter may already be aware that five years ago Brooklyn College became part of a consortium with Hunter College and the Graduate Center to launch a Doctor of Audiology Program (Au.D.). This program reached a new milestone on May 27, 2009, when it held a graduation ceremony for the first cohort of students

to graduate from the program: **Ilana P. Cellum, Jessica B. Gordon, Karen M. Greer, Michelle L. Kraskin, Rhee B. Rosenman-Nesson, Allison D. Shapiro, and Rivka Strom.** In recognition of the clinical component of their doctorate and as part of the ceremony, Au.D. faculty members handed each student a white coat to don when working professionally. This "white coat" ceremony has been adopted by Au.D. programs nationally; the white coat symbolizes the initiation of the students into the practice of audiology, acknowledging their role as health-care professionals. The ceremony was also an opportunity for fellow students, family, and friends of the graduates to come together to celebrate the candidates' accomplishments.

The graduation ceremony was the culmination of the hard work and efforts of both faculty and students. Members of the faculty and the student body had an opportunity to speak. Students acknowledged the assistance and contributions to their success made by faculty, family, and friends, as well as their excitement about the prospect of beginning their careers in the field. As one of the commencement speakers, I shared with the audience the sentiments of one of the graduates, Rivka Strom, who described the enthusiasm with which she went to her audiology residency every day, never knowing what interesting case she would find. One example she noted was a young child with a new cochlear implant who had said her first



Newly minted audiologists, left to right: Karen Greer, Jessica Gordon, Ilana Cellum, Allison Shapiro, Rivka Strom, Rhee Rosenman-Nesson, Michelle Kraskin.

word during a previous visit and several follow-up sessions later was singing "The Wheels of the Bus."

Graduate Center President William Kelly also spoke to the attendees, acknowledging the importance of the day for the Graduate Center, this being the first time that the Graduate Center had conferred a clinical doctoral degree. He spoke eloquently about the importance of clinical education and its contribution to society. Those attending were inspired by his remarks.

In addition to a residency year, each graduate completed a capstone project. Some of the projects involved a meta-analysis of previous research whereas others consisted of empirical research. Examples of capstone project titles include: "The Prevalence of Auditory Neuropathy/Dys-synchrony in Children with Hearing Loss;" "Hearing Impairment, Cognitive Status, and Quality-of-Life in the Elderly;" "Reliability and Validity of the Hearing Aid Skills Questionnaire;" "Air-Conducted Sound from Standard Bone-Conduction Audiometric Testing: Acoustic Radiation and the Relationship Between the Magnitude of Distortion Product Otoacoustic Emissions and Acoustic Reflex Thresholds for Broadband Noise in Older Adults."

The Diana Rogovin Davidow Speech and Hearing Center—What's New?

Michael Bergen, M.S., '94, clinic director, and Susan Bohne, assistant clinic director

Occasionally we are asked: "What's new at the Center?" We never quite know where to begin. Frankly, we are a bit biased, because we truly believe ourselves to be fortunate to work in one of the greatest speech and hearing centers. Why do we feel that way?

We oversee clinical services in The Diana Rogovin Davidow Speech and Hearing Center at Brooklyn College. As products of the CUNY educational system, one of us an audiologist, the other a speech-language pathologist, we complement each other in many ways. We

also share a vision for the future of the Center, and are proud to be making strides toward many of our goals. Our ultimate mission remains the same: to provide a comprehensive clinical education to our students while affording the highest level of quality care to the Center's clients. Two ingredients routinely help us achieve those objectives: a fine mix of excellent faculty and staff members and a pool of committed students.

The past year has seen significant technological advances. The grandest has been the installation of a large-scale video recording and monitoring system. Our programs will soon surpass the limitations of the one-way mirror by allowing clinical instructors and students to access and review sessions. Instructors will be able to select and incorporate a specific session of particular educational value into a class, providing greater "observational" capability than in the past. This new system creates additional opportunities to include clients and their families in the therapeutic process.

In addition to the video upgrade, our programs were able to secure funding for a new audiometer, a new otoacoustic



Michael Bergen, clinic director, and Professor Gail Gurland, program director.

emissions system, and for equipment that will allow speech and voice analysis. These devices, in conjunction with recent upgrades to all computers in clinical suites and student study areas, help to enhance service provision to our students and clients.

We are thankful that thousands of dollars have been made available to our students via scholarships, fellowships, and tuition waivers in the past year, continuing a recent trend. The 2009 Diana Rogovin Davidow Scholarships were awarded to

Irene Frojmovich and Danielle Lipman, and the Mel Silverman Scholarship was awarded to Aimee Sidavi; this competitive process provided each student with \$2,000 in tuition forgiveness. Au.D. student Kaitlin Calleja was honored for Excellence in Audiology. An additional sum of \$10,000 in departmental tuition waivers was distributed among several other students of our programs.

So, that is what's new at the Center. We are excited about our additions. They will help to support the clinical education of the many undergraduate students, graduate speech-language pathology students, and doctoral audiology students who regularly make use of our facilities and services. We're proud to be a part of the rich history of our programs, and are pleased to guide the Diana Rogovin Davidow Speech and Hearing Center into the future.

Exploring the Function of the Epithelium

Ciara Leydon, assistant professor

At the end of July 2009, I came to the University of Wisconsin-Madison to take a visiting position in the Department of Surgery. Over the past several months, I have had the great fortune to become immersed in research in voice biology. Here, I am working with a team of scientists headed by Dr. Susan Thibeault, a pioneering researcher in the field. Our shared objectives are to better understand why voice disorders occur and to identify optimal intervention strategies to treat these disorders. My role on the team is to continue the work I began at Brooklyn College to examine the organization and function of vocal fold epithelium, the layers of cells covering the vocal folds, when the epithelium is healthy and after an injury.

As a team, we hope to achieve two main goals through our collaborative work. Our first is to build a bench model that will allow examination of vocal fold epithelium in the laboratory setting. This model will help us to examine complex

biological processes in a simplified, controlled environment. Our second goal is to examine the effects of injury on fold structure. Appreciation of the cellular changes underlying epithelial repair will give us insight as to the role of epithelium in vocal fold repair and provide the basis for development of cell-based interventions to improve clinical outcomes. As I write, we are hard at work and making good progress towards attaining our ambitious goals. Yet, I can only think of my return to Brooklyn College with excitement. When you read this, I will be back in the classroom and the research laboratory sharing the fruits of our research.

Spring Symposium

Natalie Schaeffer, associate professor

The March 2009 symposium, given by the Department of Speech Communication

In the morning, Dr. Pitman showed videos and slides of the anatomy and physiology of the vocal folds, the various vocal fold disorders, associated dysphonias (voice disorders), operations, and results. The audio-visuals were very compelling and increased everyone's understanding of the anatomy and function of the larynx and vocal folds. Since many of the clinicians in our audience provide therapy to clients with voice disorders, this lecture was extremely informative.

In the afternoon, Simeon Blitman showed slides and videos of clients with voice disorders and discussed assessment (including instrumentation and informal measures) and therapeutic strategies, including various demonstrations. His information reinforced the material presented by Dr. Pitman, creating a dynamic, informative, and exciting symposium for all who attended.

Faculty Achievements

Isabelle Barrière was invited to present her work on the acquisition of Yiddish at a conference sponsored by the Institute of Advanced Studies at the University of Jerusalem. She also published "Comprehension of infrequent subject-verb agreement forms: Evidence from French-learning children" in the peer-reviewed journal *Child Development*, and "Globalization, Technology and the Education of Young Children: Understanding the World in Two Languages" in *Globalization, Technology and Curriculum*, S.A. O'Connor-Petruso & F. Girelli-Carasi (eds) (Pearsons). Recipient of a PSC-CUNY grant for "Identifying Developmental Phases in the Acquisition of Yiddish as an LI," Barrière is currently working on the development of a bilingual extension program at Brooklyn College.

Michael Bergen serves as president-elect of the New York State Speech-Language-Hearing Association (NYSSLHA), 2010; and participates on committees of NYSSLHA, ASHA, the Council of Academic Programs in Communication Sciences and Disorders, and the Metropolitan NY Council of University Clinic Directors.

Susan Bohne completed a diversity grant entitled "Development of a Mentoring Program to Increase Recruitment of Graduate Students from Underrepresented Populations in Communication Sciences and Disorders" with Renee Fabus and Michael Bergen. She is chairing the Professional Issues Planning Committee for the 2010 NYSSLHA Convention.

Michele Emmer and **Shlomo Silman** submitted a grant application to the National Institutes of Health (NIH) for nearly \$2,000,000, entitled "Nonsurgical intervention for the elimination of middle ear effusion and associated hearing loss in toddlers 2.0–3.11 years of age."

Baila Epstein received her Ph.D. in Speech-Language-Hearing Sciences from the CUNY Graduate Center in September 2009. She presented at the International Congress on "Event-Related Potentials of the Brain" in April 2009, and on electrophysiological evidence of deficient cognitive control in children with specific language impairment at the Annual Symposium on Research in Child Language Disorders in June 2009.

Renee Fabus serves as the director of Speech, Universities and Labs for NYSSLHA and vice-president of the Long Island Speech and Hearing Association (LISHA). She is co-leader of a National Stuttering Association NSA-Kids Chapter at Brooklyn College. Fabus is co-authoring a diagnostic resource manual with Cyndi Stein which will be published by Delmar Cengage Learning. She presented a talk on the assessment of speech and language skills in preschool children for

doctoral students in school psychology at Fordham University. She is currently organizing a research laboratory in the Neuropsychology Program at Queens College to investigate lateralized readiness potentials in children who stutter.

Gail Gurland has returned from sabbatical, having embarked on a new endeavor as a children's book author. Five picture-book manuscripts and a chapter book are currently under review for publication. Additionally, she co-authored a chapter with Klara Marton, "Assessment of Language Disorders in School-Age Children" in *The Guide to Diagnostic Assessment and Clinical Report Writing in Speech/Language Pathology* to be published by Cengage Learning.

Ciara Leydon was invited to attend ASHA's Annual Conference on Research in Communication Sciences and Disorders: Lessons for Success: Developing the Emerging Scientist in Washington, D.C., in April 2009. She presented a poster in May 2009, "Clinical outcomes of vocal fold surface hydration: A meta-analysis" at The Voice Foundation's Annual Symposium. A paper on this study was recently accepted for publication in the *Journal of Voice*.



Left to right, are Michael Pitman, M.D., Associate Professor Natalie Schaeffer, and Simeon Blitman.

Arts and Sciences, was a conference on Voice Disorders: Anatomical Aspects, Assessment, Treatment, and Management. The conference was presented by Michael Pitman, M. D. and Simeon Blitman, Ph.D.

The 2010 Spring Symposium, entitled "Cleft Palate/Craniofacial Disorders: Intervention," is scheduled for March 5, 2010. The featured speaker is Etoile M. Le Blanc, a craniofacial speech physiologist.



Staff and students participated in the October Walk4Hearing in Riverside Park to help raise funds for our programs and for Hearing Loss Association of America (HLAA) consumer advocacy.

Susan Longtin serves as the co-director of the Advanced Certificate Program in Autism Spectrum Disorders. She was the keynote speaker at an Autism Awareness

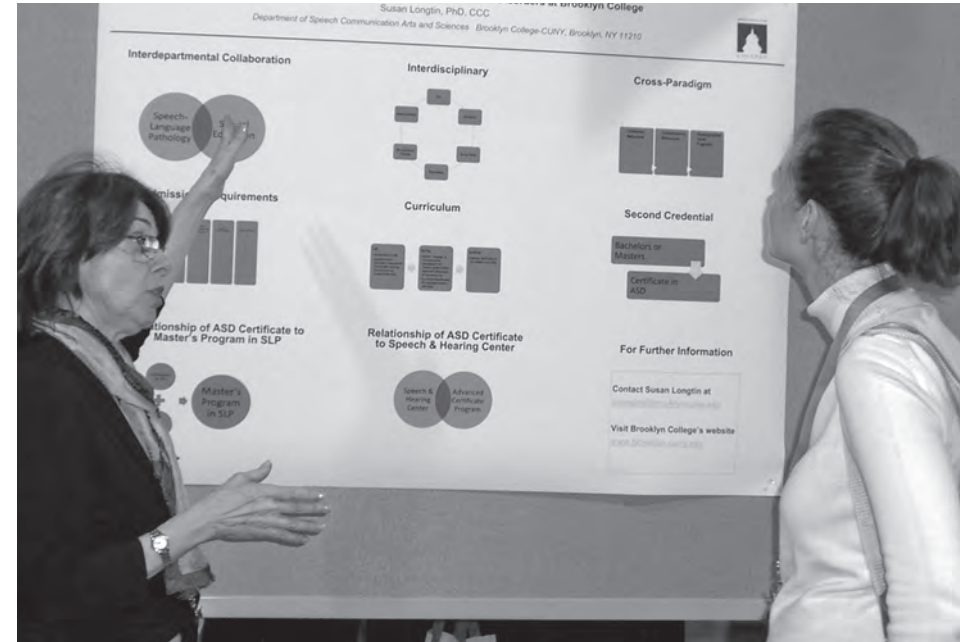
impairment" was published in the *Journal of Experimental Child Psychology*. She has co-authored two chapters, one with Richard G. Schwartz, "Articulatory and

Natalie Schaeffer published an article in the *Journal of Voice* entitled "Toward a more quantitative measure to assess severity of dysphonia: Preliminary observations." She also had two diagnostic book chapters (one on voice and one on aphasia) accepted by Cengage Learning. She presented a poster session at Faculty Day, 2009, which included instrumentation illustrations of normal and abnormal voice production. She also coordinated the annual spring 2009 symposium for the Department of Speech Communication Arts and Sciences.

Cyndi Stein was the recipient of the 2009 Brooklyn College award for teaching excellence. She co-authored *The Guide to Diagnostic Assessment and Clinical Report Writing in Speech/Language Pathology* with **Renee Fabus**, to be published by Cengage Learning. She has facilitated workshops and conducts interactional keynote presentations on utilizing a strength-based approach in student advisement and in the classroom. She has presented this work to Brooklyn College's Center for Teaching as well as many other community and professional groups.

Phonological Disorders," the second with Gail B. Gurland, "Assessment of Language Disorders in School-Age Children," and she has also published a chapter, "Interaction between flexible cognition and language comprehension in children with and without language impairment," in *Children and Language: Development, Impairment and Training*, M. A. Reed (Ed.).

Adrienne Rubinstein, along with her co-investigators, Arlene Neuman, Marcin Wroblewski, and Joshua Hajicek, presented a paper, "Effects of reverberation and noise on speech recognition of children with cochlear implants," at the Conference on Implantable Auditory Prostheses in Lake Tahoe, in July 2009, and had a paper accepted for publication in *Ear and Hearing*, entitled, "Combined effects of noise and reverberation on speech recognition performance of normal hearing children and adults."



Assistant Professor Susan Longtin presents her work on autism spectrum disorders.

event for the Caribbean communities of Brooklyn. She presented a poster session, "The Advanced Certificate Program in Autism Spectrum Disorders at Brooklyn College" at the 2009 ASHA Convention. Her current research includes a "Survey of Parents of Children with Autism in the East Flatbush, Canarsie, Bedford Stuyvesant, Crown Heights, East New York, and Brownsville Sections of Brooklyn," a collaborative project with MyTime, Inc., a community-based support group for families of children with autism spectrum disorders.

Klara Marton was appointed executive officer of the Ph.D. Program in Speech-Language-Hearing Sciences at the Graduate Center, CUNY. She is the editor of a book, *Assessment and Intervention in Neurocognitive Disorders: Examples from Evidence Based Practice* (published in Hungarian). Her paper on "Imitation of body postures and hand movements in children with specific language

The Program in Speech-Language Pathology and Audiology wishes to thank the following contributors for their generous 2009–2010 donations.

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Faculty members focused on long-term curriculum planning at their annual retreat in August.



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