

Newsletter of **Speech-Language Pathology and Audiology**

Many September Mornings

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

As I reflect on my career at Brooklyn College, I keep thinking about the first bus ride down Ocean Avenue to campus. It was a warm September morning in 1966, and I was to report to Whitman Auditorium for freshman orientation. Now, almost fifty years later, as the memories of the intervening years come flooding back, the anticipation of that day is as real as ever.

While I can remember what it felt like to be seventeen and the first in my family to attend college, the passing years have given me a rather unusual vantage point. At first a pre-med chemistry major, I discovered speech-language pathology in an anatomy and physiology course taught by Guillermo Pieras. Following that I enrolled in a course in communication disorders taught by the renowned Oliver Bloodstein. I was hooked.

The biology and physics of speech production and perception, theories of language development, and diagnosis and treatment of communication disorders all resided congenially with rhetoric, oral interpretation, and performance under one roof. While the department survived the division of its house into Speech, Theater, and Radio/TV, the renamed Department of Speech Communication Arts and Sciences continued to sustain a happy family of scholars and clinicians who represented vastly different research and teaching interests.

After completing my master's degree, I left the college briefly to work in the public schools. It wasn't long before I realized that I wanted to pursue doctoral study, college teaching and research.

I returned to campus on yet another September morning in 1973 as an instructor. I was twenty-four years old and barely indistinguishable from my students. My mentor James (Jim) K. Lang, was an experimental psychologist from the Ohio State University. It seemed that almost the entire faculty was from the midwest back then, with Oliver Bloodstein from the University of Iowa, and John K. Duffy from the University of Wisconsin.

Until Oliver's and John's respective retirements in 1982 and 1995, and the untimely death of Jim Lang in 1986, their work shaped the nationally recognized

program in speech-language pathology and audiology at Brooklyn College. Their influence is evident in the accomplishments of countless numbers of 4400 Boylan alumni. Undoubtedly, Jim, Oliver, and John shaped my career, and as former program directors inspired the work I have done for the past 20 years in that role.

From all-night grant-writing marathons, to frantic last minute preparations for reaccreditation site

visits, to student orientations, graduation meetings, and annual faculty retreats, the overriding memories are those of warm and professionally rewarding relationships with colleagues and students for more than forty years.

Indeed, it is those relationships that are the most meaningful and potent reminders of my great fortune to have been associated with the college for all of these years. My fellow classmates, instructors, clinical supervisors, and now, of course, my colleagues and students have made coming to the college each day both challenging and incredibly rewarding.



We are pleased to announce the establishment of the **Gail B. Gurland Scholarship**. Please see the back cover for details on how to make a donation to help defray student scholarly expenses.

I hesitate to mention the few for fear of omitting the many who have contributed so greatly to my professional and personal life. However, I must acknowledge some of those who have made this journey so utterly amazing. I would never have survived my master's thesis were it not for Arthur Sadoff. I would never have understood the importance of inspired leadership were it not for Tim Gura, Michele Emmer, Michael Bergen, and Susan Bohne. I would never have appreciated the significance of selfless commitment were it not for the generosity of Diana Rogovin Davidow, and I would never have known the boundless enthusiasm, dedication, and patience with which we are all capable of living were it not for Beryl Adler.

Many Septembers have come and gone since 1966, and this past one was among the strangest. For the first time in nearly fifty years, I was not expected on campus at any particular time. There was no need to take the bus, subway, or purchase a parking permit. I was not a student, fledgling instructor, or program administrator. The reins were passed on to my successor, Elaine Geller, and along with the rest of the faculty, office staff, and students, all is

well with the world. It hasn't stopped me from visiting, teaching a clinical seminar, and occasionally offering a word or two of advice.

And so now, there is yet another vantage point from which I get to experience 4400 Boylan. There are still many familiar faces and gracious emails from graduates embarking on their careers, requesting advice about a professional challenge, or sharing a personal milestone. There are also many unfamiliar faces, new students who are beginning the journey. Somehow the knowledge that I played some small part for the many who completed that journey reminds me of something Oliver said on the occasion of his fortieth anniversary celebration at BC. I've lost the actual quote with the intervening years, but I do recall the sentiment. It is truly a privilege to teach and to mentor, not merely because of those we impact directly, but because of all the others our students will impact in turn. I now understand Oliver's words in ways I never could have before. I understand the profound responsibility we have to continue the legacy, to insure that past wisdom informs, but does not limit, future possibility. For that, I will always be grateful to those who taught me, and who encouraged me to teach.

I am not alone in looking back at my alma mater with affection. A review of the past issues of this newsletter will attest to that. Yet, I may hold the record for the number of September mornings spent in anticipation of what yet another year would bring to 4400 Boylan. I suspect that whether I am on campus or not in the years ahead, a bit of that anticipation will always remain a part of me.



With Gratitude: Greetings from the Program Director

Elaine Geller Ph.D.

On behalf of the faculty and staff of the Department of Speech Communication Arts and Sciences, I am excited to have the opportunity to introduce the 14th Edition of 4400 Boylan. This is a very significant issue as we honor the retirement of Dr. Gail Gurland and express our gratitude to, and deep appreciation of, all of her work in directing and creating such an exceptional graduate program. Dr. Gurland has been an inspirational leader, teacher, scholar, mentor and role model for her colleagues and the many students who have completed the Master's program. Her ongoing contributions to Brooklyn College, and to our profession, have been significant for many years. As I introduce myself to our alumni I must first state that it is an honor to be the next Program Director at BC. I must also acknowledge that it is very hard to follow in the footsteps of such an esteemed and highly respected

colleague and friend, Dr. Gail Gurland.

For the past three years, I was a Visiting Professor in the Department of Communication Sciences and Disorders at Emerson College. Prior to my time in Boston, I was the Graduate Program Director at LIU/Brooklyn for ten years and was one of the co-founders of its bilingual multicultural graduate program. Over my career, I have had varied academic experiences at both public and private institutions. My areas of expertise include typical language development and language disorders in children, with a long-standing interest in graduate clinical education and reflective supervision. I have done post-graduate training in infancy and mental health and have written about how our profession needs to integrate mental health constructs into graduate education. I certainly hope to bring some of these ideas to the Master's program at BC.

Finally, I am pleased to welcome the new graduate class of 2014 and I am excited to be a part of this esteemed program as we continue to honor so many well-known, inspiring and accomplished alumni who graduated from Brooklyn College.

Planting the Seeds at Brooklyn College

David Luterman '56, D.Ed.

I enrolled in Brooklyn College in September 1952, not quite 18 years of age. The summer before enrolling I had met a young woman named Cari Gold who was also an incoming freshman. We were

both education majors, she in early childhood and I in general education. We arranged our class schedules so that we took a course together each semester. Thus we courted. The "tuition" was a \$5.00 lab fee and I commuted from home on the Flatbush subway line. This was the only way my family could afford college.



The general curriculum required sophomores to take a public speaking course which I dreaded because I was incredibly shy. The professor, his name lost in the dimness of time, required a speech of persuasion. The class asked for an example and he exclaimed, "If I had it to do over again I would become a Speech Therapist." He gave an inspiring speech which easily persuaded me, describing a young and exciting field. I promptly changed my major to speech pathology, and have never regretted the decision; how spot on and prescient he was!

The chair of the department was Robert West, a tall, imposing man with yellow tinted eyeglasses that made it hard to read his expression. I remember being awed by him. He was one of the founders of the field, the third president of ASHA, and a marvelous lecturer. Audiology was taught by John Duffy, who provided a

great deal of information on how to be a professional. Although students complained about the paucity of "meat" in the course, in retrospect I can now see that there was limited content because audiology was new, having been founded by Raymond Carhart in 1948. Duffy must have been doing something right because he turned out such towering figures in our field as Jack Katz and Mark Ross who also are lifelong friends. We were, at that time a small part of the speech department, crammed into a few classrooms in Boylan Hall having one clinical room with a one way vision mirror. I remember doing my clinical placement at the horribly named "Home for the Incurables" which mainly served children with severe cerebral palsy. Conditions there were appalling, although at the time I did not know any better, being excited at the prospect of making a significant difference in people's lives. Cari and I were married two days after

Dr. Luterman is Professor Emeritus at Emerson College, and former director of the Thayer Lindsley Family-Centered Nursery for Hearing Impaired Children. He has developed a model of counseling which allows for content and affect exchange for clients and their families. Dr. Luterman has lectured on counseling and communication disorders throughout the United States and abroad. He is a Fellow of ASHA, recipient of the Frank R. Kleffner Lifetime Clinical Career Award, and author of many books including *Counseling Persons with Communication Disorders and Their Families* 5th edition (2008), Pro-Ed).

graduating in June 1956 and off we went to graduate school, with Cari supporting us by working as a nursery school teacher. Little did we know at the time that ten years later we would found a family-centered nursery for deaf children that would become our life work and flourishes to this day. The seeds of that program were planted at Brooklyn College.

Night and Day

Harvey Halpern '56, M.A. '58, Ph.D.

I am fully aware that Cole Porter wrote the lyrics and music for Night and Day. I chose that title because I attended Brooklyn College during the evening and day sessions. In addition to the fine overall education one gets at BC, a number of specific memories stand out.

As a freshman, I took a course in English composition with Professor Randolph Goodman. My first few papers received grades of "F" or "D," however, my writing fortunately improved, resulting in more impressive grades. Professor Orvin Larson was a rhetorician with a booming baritone-bass voice, who was the chair of the Speech Department, and provided an opportunity for me to teach my first college course. For a little fun and socialization, I joined a group called the B.C. Players, earning a part in a play called Rossums Universal Robots, under the direction of Professor (Doc) Jacob Foster.

During the 1952 spring semester, I was taking evening courses, when I learned that I was to be drafted into the U.S. Army one week before



Harvey Halpern attributes his BC education as the foundation for academic and clinical employment in Brooklyn College, Queensborough Community College, New York University, Hofstra University, and Adelphi University, and Queens College (fifty years), as well as in NYC schools, Pilgrim State Psychiatric Center, The Mayo Clinic, Visiting Nurse Service, and in private practice.

finals, prematurely ending that semester without credits. I ultimately decided to pursue a course of study in speech-language pathology, where two professors, in particular, made a lasting impression.

Professor Robert West was a tall stately looking man who wore a light shade of sunglasses, and was extremely knowledgeable. He was one of the founding fathers of ASHA and held many executive positions within that organization. Professor West was also known for his "inquisition." At the beginning of the semester each student had to pick out a topic within the field and research it. At the end of the semester, he would then ask questions about the topic, a very anxiety-provoking experience. He always presented what he knew in a stimulating manner. I was in awe of Professor West!

Professor Oliver Bloodstein was a slight man with a shock of red hair, a soft voice, and he looked as young as the students in his class. He was a wonderful teacher and person who probably knew more about the

topic of stuttering than anybody else in the world. Along with a warm personality, he was the most beloved of all professors.

Three colleagues of mine associated with BC come to mind in these reflections. Robert Goldfarb, currently at Adelphi University, has collaborated with me on a number of professional projects. Klara Marton, currently at the Graduate Center of CUNY, is a gem professionally and personally. Renee Toueg, a Lecturer at Queens College would be my first choice to work with a member of my family, if the need arose.

Brooklyn College did not only provide me with tools for my academic life. One semester, while participating in clinical observation, I met Paula Bennett. She gave me an A+, and as a result of this grade we got married - just kidding! We've been married more than fifty-six years, raised three kids, and have six grandchildren.

I remember with fondness the beautiful campus, and am grateful for the G.I. Bill and a wonderful Brooklyn College education.

Where It All Began

Helaine Gewirtz Helmreich '68, M.S. '70

I graduated from Brooklyn College in 1968. Inside the cover of my yearbook are printed the words to a Simon and Garfunkel song, popular at the time, "and the leaves that are green turn to brown." Truly, many leaves have withered since that time, but uncounted flowers have bloomed as well, in the form of the hundreds of people, children and adults alike, who have found their voices as a result of the Brooklyn College Speech Language Hearing Center.

I began working at the Center in the Fall of 1968, as a full-time graduate student, the fortunate recipient of a fellowship. I was lucky as well, to be mentored by wonderful professors, giants in the field, such as Professors



Boyd Sheets, James Lang, John Duffy, Phyllis Gildston, and Oliver Bloodstein, with whom I published my Master's thesis as an article in JSHR.

I left Brooklyn in 1970, when I married, and worked as a speech-language pathologist in many parts of the country, including St. Louis, Atlanta, New Haven, and New York, concentrating mostly on early childhood language delay and disorders.

In addition to a most rewarding career in speech-language pathology, I am the author of two historical novels, one about the Holocaust (*The Chimney Tree*, Toby Press, 2003) and one about the Mashadi Persians of Great Neck, N.Y. (*Rachel's Diary*, Franklin Press, 2006). I am married for 43 years to William Helmreich, a professor of sociology at CUNY Graduate Center and CCNY, himself the author of fourteen books. We are proud grandparents. Indeed, my life is truly blessed.

Two years ago I retired as a speech-language pathologist, but I continue in my second career as a writer, helping people compose and publish their memoirs. In a drawer in my file cabinet, below the pages that tell the stories of others' lives, is a manila folder containing many letters and cards from the parents of my patients. Occasionally I look through them, and am reminded of where it all began, at 4400 Boylan Hall.

ANNUAL SYMPOSIUM: Department of Speech Communication Arts and Sciences

Natalie Schaeffer

Drs. Robert Orlikoff and Florence Meyers presented, "Improving Speech Intelligibility: the Essential Role of Prosody" in the Spring, 2014 symposium. The area of prosody is a topic of importance that is not often addressed in continuing education formats, and the audience enthusiastically commented on the amount learned. Drs. Orlikoff and Meyers were highly engaging, presenting videos and interesting examples to enhance the material.



The Search For a New Major

Irene Torres '73, M.S., '78

It was the end of spring semester, 1971. I had been in college for four semesters and had declared four different majors: political science, women's studies, sociology and theater. I had spent more time protesting the Vietnam War than I had going to class at SUNY Stony Brook. My courses resulted in very few credits and grades that my parents had not come to expect from



me. I decided to enroll in a summer school course that I could ace, and looked for "easy" courses at Brooklyn College, which was close to home. As I perused the catalogue I came across Survey of Speech Disorders for non-majors. Being a seasoned college student, I knew survey and non-majors were buzz words for an

easy A and this class had something to do with speech. How could I go wrong?

I have never forgotten the Survey of Speech Disorders class, taught by Dr. Guillermo Pieras. I started the class hoping for an A and ended the course with a new future. Dr. Pieras was a knowledgeable and interesting lecturer, and as I would soon find out, so were most of the other professors in the department. Although I had to register as an SGS student (a night student in the School of General Studies) because it was too late to register for CLAS (a daytime student in the College of Liberal Arts and Sciences), I entered Brooklyn College that September and declared as a Speech and Theater major — becoming my fifth and FINAL major — thus beginning my long association with 4400 Boylan Hall.

After finishing undergraduate work, I entered the graduate program in speech and hearing at Brooklyn College. I was lucky enough to have a class with the renowned Oliver Bloodstein and many others, but it was the diagnostics class with Phyllis Gildston that had the greatest impact on my career. My professional life has since included working in EI, CPSE, and CSE, with the past fifteen years as Head of Speech Pathology and Evaluations at HASC in Brooklyn, NY. I have also served on ASHA's Multicultural Issues Board for five years, the last two as Chair, and have lectured on play and preschool intervention. My relationship with Brooklyn College has continued in different roles, as adjunct lecturer, clinical internship and externship supervisor. I have also been family

member of a clinic patient, as my father was an early member of the stroke group at BC. So many things have had an impact on my career but none as profound as that first course that started me on my path over 42 years ago as a speech-language pathologist. Thanks, Brooklyn College!



A Short Trip to Endless Memories

Corinne Turkish Sandusky '00, M.S. '04

My childhood dream was to be a teacher, just like my father. As a child, I used to line up my dolls like they were students in a classroom, pretending to read to them and teaching them to spell. I entered Brooklyn College in 1996, a naïve student fresh out of Midwood High School. I didn't have to

travel too far — a short trip! That is when my journey in speech-language pathology began...a journey which continues in the corridors of Boylan Hall today.

Classes were difficult, overwhelming, yet incredibly informative. I was fortunate to have made several friends along the way, and together we completed the undergraduate program. I entered the graduate program as a part time student in 2000 while working in the Department of Education as a speech teacher. As a student, I loved watching Naomi Shualy work her magic with clients in the clinic, and gained much listening to Chuck Goldman interview diagnostic clients. I looked forward to the laughs and personal experiences in Lucille Nielsen's classes, while Professor Gail Gurland's wealth of knowledge left me in awe. Such amazing and inspiring experiences! My memories are endless and could not possibly fit into a short article.

I am currently employed with the Department of Education as a preschool speech and language evaluator. I have a specialty in autism spectrum disorders — my true passion in the field — and I facilitate a parent support group for parents of children on the spectrum. I have been a clinical supervisor in 4400 Boylan since 2006.

Some days I feel like I am traveling back in time when I hear students vent about the amount of work, and stress about the comprehensive examination. I try to counsel students to make the most of their time in the graduate program and to not be in such a rush to complete their studies. The knowledge one can gain is vast, and friendships students make

are irreplaceable. I appreciate the foundation that Brooklyn College provided to me and am honored to be an alumna of this successful program.

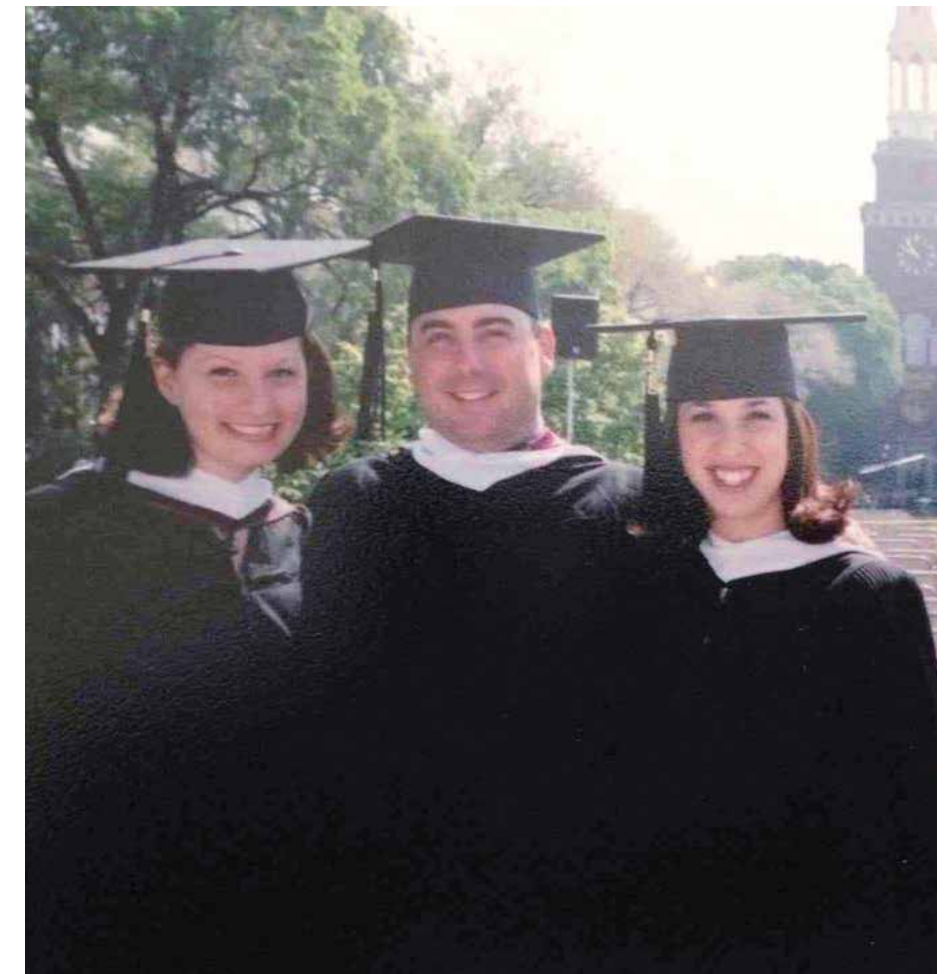
The Three Amigos

Amy Flamenbaum '03, M.S., Allan Major '03, M.S., and Karen Major '03, M.S.

We walked unassumingly into Boylan Hall that August afternoon for orientation — three lonely audiology majors in a sea of "speechies." Little did we know the journey we were about to take as we began in

September of 2001. Shortly after the semester began, classes were cancelled for a period of time. Upon returning to campus, evidence of the tragedy was everywhere with smoke and fog in the air and a layer of soot covering the ground and vehicles. Following those events it seemed that the campus had more of a community feeling — strangers would stop to hold a door, smile at you while walking past, and help in many ways. We knew then that we were in the right place; home for the next two and a half years.

During our time at Brooklyn College we were blessed to have professors, mentors and advisors who were so passionate about the profession of audiology. We were prepared in so many ways, with



courses and clinical activities which enhanced our writing, clinical and research skills (with thanks to Dr. Cherry), our abilities to analyze and document (with gratitude to Drs. Emmer and Silman), our diagnostic and treatment skills (with appreciation to Drs. Rubinstein and Bergen), and most importantly, to care for our patients. We were fortunate to have made friends, now colleagues, who we admire and respect greatly. Our graduate program was not easy, but it was worth it.

To all of our professors and advisors, we were known as “The Three Amigos.” We learned together, we studied together, we wrote together, we crammed together, and...we also survived together. When graduation neared and as we prepared to enter “the real world,” we were saddened to realize that our time at Brooklyn College was dwindling. But time and distance couldn’t keep us apart. As fate would have it, we later crossed paths. Allan and Karen are now married and living in south Florida with a precious 3 year old daughter, and with Amy as a dear friend. Allan works at the VA clinic with veterans, and Karen works in a busy private practice. Amy has recently taken a new position at UMass Worcester after ten years at the Children’s Hospital of Philadelphia. We’ve often spoken of making a visit back to campus someday; perhaps when we do, we will take a stroll through Boylan Hall and give words of encouragement to those students who follow in our footsteps.

Diversity Initiatives

Akiko Fuse '03, M.A., Ph.D.

A vast contrast between diversity in the US population and that of members within our professions has led ASHA to call for a review of current practices. A number of projects at Brooklyn



College have been developed to help address this disparity, starting with the culturally, linguistically and socio-economically diverse undergraduate student body.

With Sigma Alpha Eta (SAE), our undergraduate speech and hearing society, information sessions were

held to understand the needs of the diverse student body, and of potential barriers to pursuit of academic success, graduate degrees and careers in the CSD field.

A needs-assessment survey of undergraduate students was completed, inspiring additional information sessions which targeted topics such as preparation for graduate applications, admissions procedures, personal statement/resume writing, interviews, GRE, and expectations of clinical graduate programs. These activities have also helped us to develop an archive of information resources which will be accessible to students.

Additional surveys have been developed to identify students’ career plans and the factors that affect them. Learning about the reasons contributing to student decisions can be helpful to better support and guide students as they progress through our programs.

This past fall, diversity initiatives were implemented, under the guidance of our new program director, Elaine Geller. The work of a faculty committee will include a review of curriculum, clinical, academic practices and national trends.

I am grateful for the help and support of the many faculty members, staff, students and CUNY programs which have made these important initiatives possible. Specifically, Professors Gail Gurland, Michael Bergen, Susan Bohne, Elaine Geller, Michele Emmer, Annonia Garrick, and our undergraduate peer counselors have been most helpful. Projects have been supported by

the Magnier Career Center, Offices of Scholarships, Financial Aid, and Graduate Admissions, SAE, CUNY’s Diversity Projects Development Fund, and grants from the School of Humanities and Social Sciences of Brooklyn College and PSC-CUNY.

In order to assess and address these complex issues, I appreciate the many sources of support as the projects continue.

Change and Stability

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

I am aware that the title seems contradictory; if something changes, how can it ALSO be stable? Yet, it best describes the past year in the Diana Rogovin Davidow Speech Language Hearing Center — we have had some inevitable, yet healthy, changes while retaining many of the activities and services our students have come to be familiar with for generations.

The most significant change followed the decision of our beloved and esteemed colleague, Dr. Gail Gurland, to relinquish her role as program director of speech-language pathology and audiology. Her accomplishments have been numerous since she first stepped onto campus more than forty years ago, transitioning from student to faculty member, and to her leadership roles at Brooklyn College.

Although we miss Dr. Gurland’s daily presence, our programs have been fortunate to gain from the input of Dr. Elaine Geller, who has

assumed the roles of program director and deputy chair. Dr. Geller arrived on campus with a very impressive résumé full of leadership roles, instruction at the highest levels, research and clinical work, all of which has served as the perfect fit for a job which is challenging. Change,...and stability. Dr. Geller has brought a fresh and experienced perspective to our programs as we have reviewed undergraduate and



graduate curriculum, and a number of areas including cultural diversity.

We have had great additions to our faculty, professionals with a diverse pedigree which includes degrees and experiences from TC-Columbia, NYU, Emerson, LIU, Florida, as well as a variety of clinical experiences in hospitals and schools. In the past year we have welcomed into full-time positions

Oren Abramowitz, Ingrid Davidovich and Barbara DeCicco, while gaining the expertise of new clinical faculty members Michelle Bottiglieri, Jane Carp, Rivka Strom and Karin Walker.

The graduate program in SLP was notified by ASHA’s CAA that it has been reaccredited through 2022, a testament to the incredible work of our colleagues in the classroom and clinic, and a supportive administration. Our programs continue to have access to advanced, modern technology and clinical tools available for clients, students and faculty members, and this exhaustive review of all phases of our graduate program resulted in the favorable outcome.

Another busy semester has just begun, and the Center continues to be active, serving as a clinical hub for hundreds of students at the undergraduate, graduate and doctoral levels. Beyond typical clinical services, several student workshops are overseen by Susan Bohne and Naomi Shualy, and community outreach programs continue, including the Lee Silverman Voice Treatment (LSVT) program under the direction of Sharon Beaumont-Bowman, and Hanen Center™ programs under the guidance of Susan Longtin.

Student groups participated in a number of events, including fund raising activities for Hearing Loss Association of America’s Walk4Hearing and an Asperger Syndrome and High Functioning Autism Association (AHA) bowling fundraiser. Additionally, graduate peer mentors, under the direction of Jennifer Sass-Brown, volunteered for a variety of local charitable causes.

Student scholarship money continues to be available to many of our students, with more than \$75,000 awarded in the past year. The Diana Rogovin Davidow scholarship recipients were Erin Blatti, Auburn Heller, Ellen Johansing and Connor Mensching. The Mel Silverman Scholarship recipient was Christina Castronovo, and the Oliver Bloodstein Memorial Scholarship was awarded to Elyse Bell. In addition, a number of students were awarded NYC Department of Education scholarships. New student scholarship funds were designated, with the inaugural Jennifer Silverstein Memorial Scholarship to be awarded later this year. Alumni support continues to be an important factor in allowing our programs to recruit,

reward and retain the best students! While so much within 4400 Boylan operates well because of the combination of a professional faculty and high-achieving students, our dedicated staff, led by Angela Caragliano, Casandra Corbie and Annonia Garrick, helps our programs work seamlessly and at a high level. It is truly my pleasure to be able to work alongside such wonderful colleagues!

Change is inevitable, and when it arrives it should not necessitate wholesale modifications. Our programs have reaped the benefit of experience and history, while gaining from the fresh perspective of our new arrivals. Change...and stability, a healthy combination!

Meet and Greet

Jennifer Sass-Brown '94, M.S. '97 and Susan Bohne M.A.

The Fall 2014 semester was kicked off with a social event— all first- and second-year students attended the fifth annual “Meet and Greet,” which provided an opportunity for faculty and students to participate in interactive activities.

Susan Bohne and Naomi Shualy began the event by introducing students and faculty members. Everyone participated in a variety of activities designed to foster interaction, and to welcome our newest cohort of graduate students to Brooklyn College.

Jennifer Sass-Brown, who leads the peer mentoring program, assigned select second-year mentors to first

year students, a relationship that will continue throughout the academic year.

The day was a resounding success and a good time was had by students, faculty, and supervisors.

Clinical Grand Rounds

Susan Longtin, Ph.D.

The speech-language pathology program held its first Clinical Grand Rounds in the Fall 2014 semester, with two case presentations. Sharon Beaumont-Bowman presented the case of an adult with Parkinson’s disease who is a participant of the LSVT LOUD® program. Susan Longtin presented the clinical profile of a child with autism spectrum disorder who has participated in the Hanen More than Words™ program. The presenters reviewed background history, diagnostic and therapeutic intervention for each client, and discussed evidence-based practice considerations. Second-year graduate students and several members of the faculty engaged in a lively discussion of the presented information. Elaine Geller moderated the event and provided valuable comments on clinical issues relevant across child and adult populations. We hope to make Clinical Grand Rounds a new tradition of our programs!



(Left to right) Professors Beaumont-Bowman, Longtin and Geller participate in clinical grand rounds.

Faculty Achievements

Oren Abramowitz has created a library of archived video clips which focus on the assessment and treatment of motor speech disorders and aphasia. Additionally, he serves on the graduate curriculum and admissions committees.

Sharon Beaumont-Bowman was awarded the Brooklyn College Award for Excellence in Teaching. She received a grant from the Office of the University Dean for Health & Human Services for a dysphagia clinical simulation project. Sharon continues to facilitate a neurogenic clinic at DRDSLHC providing students an advanced clinical experience while offering therapeutic support to the Parkinson’s community.

Michael Bergen served as chair of the Audiology Program Planning Committee for the 2014 NYS Speech-Language-Hearing Association (NYSSLHA) convention, and is the college’s presidential appointee to the board of directors of the Brooklyn College Alumni Association (BCAA). Michael published the article “Are Two Ears Better Than One?” in *The Communicator* (volume 45, issue 1), pp. 15–16.

Susan Bohne participated in the BC annual Faculty Day in a Round Table discussion “Difficult students? We can help.” She is continuing 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 and Naomi Shualy led two fall therapy workshops that engage the graduate clinicians in hands-on activities. She is a member of the intra-campus faculty group investigating introduction of an undergraduate program in Medical Humanities.

Ingrid Davidovich serves on both the cultural diversity and the undergraduate curriculum committees.



President Karen L. Gould, Diana Rogovin Davidow and faculty greet scholarship recipients

Michele Emmer and Shlomo Silman were invited to present a learning module at the 2015 AAA Convention, entitled "Revisiting electrophysiologic measures in diagnosis of retrocochlear and middle-ear pathology."

Baila Epstein co-published a research paper, Neumann, Y., Epstein, B., Yu, Y. H., Benasich, A. A., & Shafer, V. (2014), "An electrophysiological investigation of discourse coherence in healthy adults," *Clinical Linguistics and Phonetics*, 28(11), 812-825. She was awarded a CUNY Collaborative Incentive Research Grant with Klara Marton, "Neurobehavioral mechanisms underlying interference control in children with and without language impairment," 2014-2015. She presented at the Team-Based

Learning Conference at Brooklyn College (June, 2014), "Five heads are better than one: Preliminary results of team-based learning in a communication disorders graduate course."

Akiko Fuse organized a series of informational sessions for undergraduate students. At the 2014 ASHA convention she presented results from the study, "Understanding needs and barriers of undergraduate students for successful careers in CSD." In collaboration with Michael Bergen, she received a PSC-CUNY grant and a grant from the School of Humanities and Social Sciences for two diversity projects. She also received funding from the Office of the University Dean for Health

and Human Services for a "Training program for university-based SLPs: Contemporary best practices for multicultural assessment and treatment."

Elaine Geller, was a Visiting Professor at Emerson College (Boston, MA) for the last year. She has recently published an invited manuscript entitled "Broadening the 'ports of entry' for speech-language pathologists: A reflective model of supervision," *SIG 11 Perspectives on Administration and Supervision*, 2014, (24), 51-61.

Susan Longtin published "Interdisciplinary support services for students with autism spectrum disorders," in the September 2014 issue of the *Journal of Postsecondary Education and Disability*. Her article with Gina-Marie Principe, M.S., "12, "The relationship between poverty level and urban African American parents' awareness of evidence-based interventions," was published in *Focus on Autism and other Developmental Disabilities* in February 2014. She was an invited panelist for CUNY's Project REACH for "A Spectrum of Celebration: Autism Identity and Culture" at Borough of Manhattan Community College in April, 2014.

Klara Marton's most recent publications appeared in the following journals: *Bilingualism: Language and Cognition*, *International Journal of Language and Communication Disorders*, and *Psychiatria Hungarica*. She also received a CUNY collaborative grant with Baila Epstein to study the neurobehavioral mechanisms of interference control in children with SLI.

Adrienne Rubinstein, in collaboration with **Dorothy DiToro**, received a PSC-CUNY grant to investigate the effects of classroom acoustics on the speech perception abilities of college students for whom English is a second language, as compared to those who are native speakers of English.

Jennifer Sass-Brown assumed a faculty advisor role for the graduate peer mentor group. She instituted a community outreach program in which the first and second year graduate students volunteered for a variety of local charities, shelters, and organizations. Currently she is developing a similar program for the undergraduate students.

Natalie Schaeffer published an article in *The Journal of Voice*, entitled "Multidimensional voice data on elderly participants (ages 60 to 80) with perceptually normal voices." Dr. Schaeffer also coordinated the annual symposium, "Prosody, The Essential Role of Intelligibility."



Graduating class of 2014

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