

## Tapestries of the Profession

*Joel Kahane '69, MS '71*

I remember vividly my first day at Brooklyn College. After leaving my apartment in the Cypress Hills Housing Project in East New York, and taking two trains to the Flatbush Avenue station, I remember taking a deep breath and walking down Hillel Place. As I approached the gates adjacent to Whitman Hall, my heart started to pound. I was starting college—the first person in my family to do so! And so, I began my academic career in 1965 as a biology major, having always loved science. In my junior year, I became academically restless; while thumbing through the catalog, I came across a course with an interesting title, Anatomy and Physiology of the Speech and Hearing Mechanism. On the first day of class, I was enthralled—the subject matter was riveting, but the professor was like none I had ever encountered. His name was Professor Boyd Sheets, tall, well dressed, with thick gray hair that added to his commanding presence. I had a long conversation with him that first afternoon, and on many subsequent days, as he became one of the most important people in my life.

The brilliance of Professors Bloodstein, Lang, Hochberg, and Quinn inspired me to eventually pursue and complete my master's degree. Professor Bloodstein painted such wonderful tapestries of the profession that we were entering. Professor Lang challenged me to develop critical thinking skills, while Professor Hochberg presented a model of academic excellence, and continued to be a mentor for many years. I was deeply touched

by the warmth and caring nature of the students, faculty, and staff members associated with the clinic, an environment which was cultivated by truly remarkable and capable people—Mrs. Drillings, Mrs. Koch, and Professor Feldman.

As a graduate student, I had the privilege of serving as Professor Sheets' teaching assistant, which provided the opportunities to pursue scholarship and to develop teaching skills. I remember long chats we had about anatomy texts, journal articles, and influential colleagues.



Professor Sheets started my library of professional materials, which I still have as reminders of my beloved mentor. He provided me with many opportunities beyond the classroom, including memorable visits to Washington, D.C. and to national board meetings of the United Cerebral Palsy, all of which helped me to appreciate that life exists outside of Brooklyn.

During my studies, I spent extended periods of time in the lab of the eminent physician Dr. Edmund McNally at Kings County Hospital, where I learned about the pharynx and esophagus. The work helped to inform my master's thesis, and to integrate basic medical sciences with voice pathology.

Undoubtedly, the most enduring and appreciated benefit of attending graduate school at Brooklyn College was that I met the sunshine of my life, Joanne Billelo, a fellow graduate student. Probably the hardest work I did as a graduate student was convincing her that I was the right one, making use of the principles of persuasion I learned from Professor Lang, the nurturing quality obtained

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.

## Greetings from the Program Director: What a Difference a Year Makes!

*Elaine Geller Ph.D.*

On behalf of the faculty and staff of the Speech-Language Pathology and Audiology Program, Michael Bergen and I are pleased to bring you the 15th edition of 4400 Boylan. We are delighted to share with you the reflections of our esteemed alumni, and we thank them for their continued contributions to our program, to our students, and to the profession.

I often come across longtime colleagues who I am surprised to learn have had affiliations with Brooklyn College. When I learned that Renée Toueg was yet another distinguished alumna, I asked, and she graciously agreed to write about the beginning of her professional career at Brooklyn College. Renée shaped my early growth and development as a speech-language pathologist and clinical educator. I was privileged to have her as one of my first clinical supervisors at Queens College. It is wonderful that our professional lives continue to connect and intersect across time and space.

It is hard to imagine that more than a year has passed since I took the position as program director. It has been an interesting, exciting, and challenging year as I gained a deeper appreciation for, and a better understanding of, the undergraduate and graduate programs offered in the department. This past year has been highlighted by newly formed relationships with graduate students,

undergraduates, faculty members, college administrators, and staff. My use of pronouns—"how does your program address this?" has now become "how do we address this?" As a student of Dr. Margaret Lahey, it is well known that form codes content, or one's underlying state(s) of mind. Thus, my pronominal shifts are a microcosm of this transition from feeling like an outsider, to now having become part of the Brooklyn College community.

It has been a year of reflection, growth, and change for the department. Faculty members have been involved in addressing issues increasing the diversity of our graduate student body, revising the graduate curriculum to reflect current trends in the field, modifying the graduate admissions process, and expanding the clinical education model. Strong graduate programs are committed to an ongoing dynamic process of reflecting on, and modifying, academic and clinical curriculum. This collaborative process has led to the consideration of new electives and the sequence of course offerings, ensuring that students are trained to



provide culturally and linguistically appropriate best practices. Revisions to the clinical education model include: (a) a new clinic procedures manual (thanks to the hard work of Professor Bohne); (b) offering bilingual evaluations in the clinic; and (c) increased collaboration among clinical and academic faculty. Clinical grand rounds continue to be interactive forums which demonstrate current education methods for students. The newly created graduate student advisory committee, consisting of first and second year graduate students, is now offering student perspectives on the strengths and ongoing challenges of the graduate program.

We want to express our gratitude to Professors Fuse and Beaumont-Bowman for their years of service to the undergraduate and graduate student organizations. They will be leaving these advisement positions and offering other faculty members an opportunity to work with our students.

We are pleased to welcome a new faculty member, Professor Audrey Hazamy, and a new chair, Professor Sharona Levy as we sadly bid good-bye to Professor Michele Emmer, our former Chair. I want to express my appreciation to Professors Bergen, Bohne, and Emmer who have encouraged, nurtured, and supported my work in the department.

We thank all our alumni for their continued commitment and support of our programs. We look forward to hearing about your accomplishments as well as continuing to share the achievements of our faculty and programs.

## Knocking On the Door

*Michele Emmer '72, '88 M.S., Ph.D.*

Although time has seemingly flown, my professional story has unfolded over many years. I graduated with a bachelor's degree from the Brooklyn College Conservatory of Music, where I met my future husband, Michael. After graduation, we married and had three children who now have wonderful spouses and beautiful children of their own.



At first, home with my children, I had no thought of returning for a higher degree in music, let alone a degree in another field. However, when the youngest was about three, I started to feel that I needed something more.

A friend's son had a fluency disorder and was receiving therapy from a speech-language pathologist at a practice called Adler, Molly, and

Gurland, names that meant nothing to me then, but would mean a great deal later on. I asked my friend to describe a typical therapy session, and it sounded intriguing, so I went to Brooklyn College to pick up an actual hard-copy course catalog.

The courses for speech-language pathology seemed interesting, so in early May of 1983, I popped by the office of the chair, Professor Charles Parkhurst. His secretary told me to come back another time because it was finals week and, she insisted, the chair was way too busy to see me. Had I listened to this advice, I might never have returned. Instead, I knocked on Professor Parkhurst's door, was welcomed in for a chat, subsequently became a speech-language pathology major, and loved it.

Shortly thereafter, I witnessed Professor Silman's enormous knowledge, enthusiasm, and passion for audiology. Now I loved audiology too—hooked again!

Upon entering the master's program, I was selected as a graduate fellow by Professor Gurland, the perfect role model. This was fortuitous as the position afforded me a teaching opportunity, a springboard to the passion for teaching I have had ever since! Ultimately, this passion inspired me to enroll in the Speech and Hearing Sciences doctoral program at the CUNY Graduate Center. I continued to teach while pursuing the Ph.D., and began participating in nationally-funded research with my mentor, Professor Silman, on the topics of auditory deprivation and acclimatization, and study of the utilization of the EarPopper™ device.

After I completed my Ph.D., I became a professor and, eventually, was appointed as chair in 2008, serving until this past fall. During that time, Professor Silman and I co-authored a textbook and patented a medical device for toddlers.

It has been my heartfelt privilege to chair our stellar department, and to teach alongside many wonderful colleagues. All of the faculty, staff, and students have truly enriched my life, with special thanks to Annonia Garrick, our indispensable academic program specialist, to Professor Levy for assuming the responsibility of department chair, to our awesome graduate program director, Professor Geller, and to our incredibly capable clinic director and associate clinic director, Professors Bergen and Bohne.

## Luckily, Not a Chemist!

*Renée Toueg '62*

I entered Brooklyn College in 1958 at the age of 16. I thought that college was a continuation of high school, except that I now had to take a bus to school. I was certain that I did not want to be a pharmacist like my father and so many relatives, but I did want to pursue a career in science. I decided to become a chemistry major, which entailed many labs, math courses, and learning German. After two years of chemistry, my adviser wished to know in which courses I had earned an A. I replied "SPEECH!" She politely advised me to become a Speech major, which was somewhat relieving, although I then wondered what that might lead to; "maybe I'll become an actress or a



singer like Barbra Streisand!"

In phonetics class I discovered that I had a "Brooklyn accent" and in the public speaking course, I was nervous about giving speeches. However, in the speech-language pathology classes, I was fascinated by what I was learning. I now know that a large part of it was due to Professors Robert West, Oliver Bloodstein, and Maurice Miller, excellent instructors who inspired me. Observing therapy sessions gave credence to all that I was learning in class. Thanks to my professors, at the forefront in the field, I decided that being a speech-language pathologist was the career path that I wanted to pursue.

It was Professor Harvey Halpern, a most respected teacher, clinician, researcher, and an esteemed graduate of Brooklyn College, who hired me as an instructor at Queens College in 1967. I am grateful to Brooklyn College for providing an excellent foundation that serves me well in my capacity as lecturer and clinical supervisor of graduate

students at Queens College. I was motivated to be the best that I could in helping people to become better communicators, and I have hopefully, in turn, inspired my own students. Luckily, I followed the advice of my adviser and did not become a chemist!

I am grateful and proud to be a graduate of Brooklyn College, the institution where I received the finest undergraduate education that I could ever imagine.

## The Best Times of Your Life

*Oren Abramowitz '01 M.S.*

When I began graduate studies, I did not anticipate a lengthy relationship with Brooklyn College. I expected to stay just long enough to complete my degree in speech-language pathology; however, as I write this seventeen years later, I am clearly wrong! From the moment that I stepped onto campus and



into 4400 Boylan, I could not have imagined the impact of what would become a lifelong connection.

It did not take long to discover the greatest asset at Brooklyn College was the incredible faculty. I was particularly inspired by Professors Bloodstein and Gurland, whose knowledge and passion for the profession was contagious. These role models contributed to the clinician who I am today, and provided a strong desire to teach.

Once I began clinical activities, I realized that the program had outstanding clinical supervisors, such as Professors Goldman and Nielsen-Rosander. Possessing superior clinical skills, they provided valuable insight which I continue to draw from to this day.

Much of what I value in life began at Brooklyn College. Having been a graduate fellow helped to develop many lasting relationships. The best thing occurred shortly into graduate school when I was given an assignment as a participant observer. The moment I met my senior clinician, Andrea, was one that forever changed my life. A smart, creative, and beautiful individual, Andrea and I have been blissfully married since 2003, and have two amazing daughters.

Although the program in SLP can be rigorous and present challenges for students, I often counsel them to enjoy graduate school at Brooklyn College. Despite all of the work, the relationships forged and the experiences shared will be remembered as some of the best times of your life. It certainly has been for me.



## All Roads Lead to Rome-Brooklyn College

*Polina Shuminsky '97, '99 M.S.*

I discovered audiology halfway through my sophomore year at Brooklyn College. The class was Introduction to Audiology and the instructor, Professor Adrienne Rubinstein, was as great as they get. She was engaging, enthusiastic and funny, and she opened a door to the very exciting world of hearing. Amazed by the intricate mechanics of the auditory system and awed by the unknown, I was hooked! One day, Professor Rubinstein explained how the outer hair cells were thought to contract like a muscle to bring the tectorial membrane closer to the inner hair cells, to aid our hearing of soft sounds. I remember asking her if these cells could also expand to protect us from loud sounds. A couple of lessons later she happily informed me that there was, in fact, new research suggesting precisely that. With that, Professor Rubinstein, knowingly or not, made me feel

that my "first scientific discovery" in audiology could lead to more.

Although I was seriously considering pursuing a Ph.D. right after completing a master's, I felt it was time to obtain employment and become financially independent. In my years of practicing audiology, the idea of engaging in research has never left, as my work experiences raised unanswered questions with potential for new discoveries. Returning to Brooklyn College as a clinical supervisor renewed a desire to pursue academia and research. Walking the familiar hallways and seeing and speaking with my professors and mentors was the encouragement I needed. A long path that included immigration to the United States, I began Ph.D. studies 15 years after graduation.

Many lengthy friendships have begun at Brooklyn College. I am happily back, teaching a new generation of students, inspired by my outstanding professors, scientists and clinicians, such as Professors Emmer, Rubinstein, Silman, Bergen, Gurland, Cherry and many others. I consider myself fortunate to have had 4400 Boylan Hall as a professional home base whose doors are always open to many. Thank you!

The Graduate Student Speech-Language-Hearing Organization is pleased to announce the presentation of the annual Distinguished Alumnus Award to **Baila Epstein, '04 M.S., Ph.D.** The award will be presented at the program's graduation ceremony, June 1, 2016.



## The Refining Fire

*Shanika Phillips '12 M.S.*

My involvement in the speech-language pathology field had humble beginnings in Barbados when I was a shy 5 year old. I had a phonological disorder and was constantly teased. After participating in speech-language therapy, by the age of 11 I knew that I would become a speech-language pathologist and help other individuals like myself.

After completing my undergraduate degree in biology, I started post-baccalaureate speech-language pathology coursework at Brooklyn College. I was cognizant that I had found the school where I hoped to complete my graduate studies. After being accepted into my top school choices, I decided to call Brooklyn College home. However, at that time I did not realize that I would be spending more time on

campus than at my residence!

Before attending new student orientation I was well aware of Brooklyn College's reputation for having a rigorous graduate program. Still, no one can ever truly be prepared for the experience of 4400 Boylan. Upon reflection, the first things that come to mind are the comprehensive examination, completing multiple drafts of clinical reports, and spending long hours studying in the department. I often consider Brooklyn College to have been my "refining fire" experience which developed professional skills and has molded me into the confident clinician who I am today. The research skills that I developed from working in Professor Barriere's lab serve me well when confronted with complex clients. While conducting swallowing evaluations, I am often reminded of Professor Beaumont-Bowman's statement, "you can't call the swallowing police or end an evaluation whenever

someone coughs." Being supervised by clinical instructors such as Professor Wilson, and experiencing Professor Bohne's empathic listening provided excellent models for my supervision of graduate externs. Faculty members' caring and commitment were evident and have contributed to my success.

The 4400 Boylan experience extended well beyond the classroom, and facilitated the development of many valued relationships with faculty and students. Indeed, my peers were bonded like family and Professor Bergen, like an outstanding parent, was always willing to support endeavors in the department; from redoing bulletin boards, to painting the student room, to creating a graduation video—the response was always positive. Today I can reflect with gratitude to Brooklyn College for helping me fulfill my childhood dream of becoming a speech-language pathologist.

*Jaclyn Binder (third from left) with her ASD program cohort*



## Studying ASD as a Returning Student

*Jaclyn Binder, '12, M.S. '14*

For the past eight years, Brooklyn College has been my home away from home.

After completing the master's degree at Brooklyn College, I pursued the Advanced Certificate in Autism Spectrum Disorders (ASD). Returning to academia immediately after graduate school was difficult; however, it was one of the best decisions I ever made. While enrolled in the program, I began working as a speech-language pathologist for the NYC Department of Education. My initial caseload included children with varying needs, including several with autism.

Throughout the year, the professors in the ASD certificate program offered students support and practical information that could quickly be implemented at work. Being a student while working full-time created a dynamic in which I was able to bring work-related questions into the classroom and obtain immediate, helpful feedback from professors and fellow students of different disciplines. The cohort consisted of an experienced DOE speech-language pathologist, a karate instructor, special education teachers, and a school principal. Shortly after beginning the program, I realized that I was engaged in interprofessional education (IPE), being immersed in a community of professionals who exposed me to a range of perspectives.

I continue to implement and cherish the knowledge and strategies that I learned through the ASD certificate program, and I recommend it to master's students and alumni who are interested in working with children on the autism spectrum.

### ASD Certificate Program

*Susan Longtin, Ph.D., co-director*

It was delightful to have Jaclyn and other members of her cohort participate in the program. The ASD program provides an interprofessional education opportunity to improve outcomes for individuals and families. Service providers from different disciplines including education, special education, psychology, and speech-language pathology, among others, are exposed to contemporary best practices throughout the curriculum. The application deadline for admission to the ASD certificate program for the 2016–2017 academic year is June 1, 2016. The college application fee is waived for alumni who apply for this second credential within two years of receiving the master's degree. The 15-credit program follows a fall-spring-summer sequence, and is completed in a year. For further information about the program or the application process, contact Susan Longtin, Ph.D., ASD program co-director, at [slongtin@brooklyn.cuny.edu](mailto:slongtin@brooklyn.cuny.edu).

## A Treasure on Campus

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

As I walked across our beautiful campus, sun reflecting off of the bell tower and beginning to take the early-morning chill out of the air, little stirred but a digging squirrel, undoubtedly seeking some buried treasure from the past. The quiet scene made me think of our own past treasures—the many fellow alumni of our programs who have taken this same path towards 4400 Boylan Hall since the 1930s. Indeed, some of the infrastructure has changed: the Bedford Avenue overpass and the Plaza Building are gone, a new building sits on the West Quad, a performing arts center nears completion, and plans are underway for a science facility in Roosevelt Hall. Scenery from a large portion of my stroll, however, could have been pulled from most any day in our history—the cherry trees around the Lily Pond eagerly await their time to blossom, Ingersoll and Boylan Hall sandwich the neatly groomed quadrangle, and birds invisibly sing overhead in the 80-year-old elms. Indoors, too, there is a great mix of the traditional and contemporary, and a comfort that comes with arriving at this place you have each called "home" at some point, and that feels very much like home to me.

There is much to reflect on from the past year. Students, clients, and faculty members engaged in hundreds of clinical events, as the Center served as the base of clinical education for



*View from Boylan 1960s vs present*

B.A., M.S., and doctoral students throughout the year. Treatment and diagnostic labs, workshops, seminars, and other educational sessions occurred regularly—it is so very heartening to see the space bustling with activity during prime hours!

It is a cadre of professionals who are the true treasure of our programs. Beginning with the leadership of our new department chair, Professor Sharona Levy, and deputy chair and graduate program director, Professor Elaine Geller, the tone has been set for our colleagues to be productive role models. Professors Bohne and Shualy continue to provide a series of interactive workshops that facilitate mentorship of second-year to incoming students. Student groups, under the attentive advisement of Professors Fuse and Beaumont-Bowman, were quite active, participating in a number of fundraising events, including the Walk4Hearing and the Walk to End Alzheimer's, and hosting informative monthly sessions for students. Professors Rubinstein and Geller, having assumed the student group

advisement roles for the coming year, have already begun planning future events. Professor Sass-Brown once again served as adviser to a productive group of student peer mentors, who also hosted community service events, and a health and wellness evening. Indeed, there are myriad opportunities for students to participate in hands-on activities outside of the classroom.



Community outreach has a significant presence in our programs, hosting several ongoing activities affiliated with the Asperger Syndrome and High Functioning Autism Association (AHA), Hearing Loss Association of America (HLAA), Alzheimer's Association, National

Aphasia Affiliates (NAA), and providing specialty services such as a Lee Silverman Voice Treatment (LSVT™) program for individuals with Parkinson's Disease, and Hanen Center™ programs for children and their families. Additionally, sessions for new users of hearing aids, under the guidance of Professors Dorothy DiToro, Rivka Strom, and Chava Drillick serve as a valuable resource to those with hearing impairment. Please inform interested clients and colleagues about these wonderful resources!

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

You likely know that Brooklyn College's motto is "nil sine magno labore" or "nothing without great effort." While so much is accomplished on a regular basis in 4400B, as it has for decades, one might overlook that

it is due to great effort. This effort comes from so many (our colleagues, staff, students, and clients), but much of what is accomplished is done with great support of our staff, led by Angela Caragliano, Casandra Corbie, and Annonia Garrick.

As we reflect on our treasures from the past, we look forward, with excitement, to a promising year. We hope that you will consider visiting campus and your home in 4400B!

## Celebrating the Career of Professor Gail B. Gurland

*Susan Bohne*

There are important days at Brooklyn College, and then there are days made more special by honoring the contributions of someone as important to our programs as Professor Gail Gurland. Planning for the celebration of March 19, 2015, was 40-plus years in the making.

This special day included a small gathering of current faculty, family, friends, and students. Friends and colleagues, Michele Emmer, Gail Olenick, Simeon Blitman, and Diana Rogovin Davidow, shared their memorable experiences working for, with, or learning from Gail, and the words of Timothy Gura additionally described her significant contributions. Provost Tramontano offered laudatory words noting Gail's impact and collaboration with many in the college. Professor Gurland took to the podium to reflect on



*From left to right: Professors Emmer, Adler and Gurland*

her career and the relationships forged at the college across more than four decades. She specifically expressing gratitude to those who shaped her career: Professors Oliver Bloodstein, James K. Lang, and John K. Duffy. She described the privilege and responsibility of teaching and mentoring, which has had both direct and indirect impact on students and future generations.

Prof. Gurland has inspired so many of us in her many roles as instructor, supervisor, researcher, mentor, colleague, and friend. Clearly, Gail's strong relationships with so many has exceeded the limited number of attendees who could fit into the Kimmich Reading Room in the Brooklyn College Library!

Gail's contributions continue through everyone whose life and whose careers she has influenced, and through the newly established

Gail B. Gurland Scholarship, which will be used to help defray student's scholarly expenses.

With deep gratitude to you, Gail!

## From Florida to Brooklyn

*Audrey Hazamy, Ph.D.*

From a young age, I had known that my career path would lead to academia. After earning a bachelor of science degree in psychology from Florida Atlantic University, I completed a master's degree in psychology at Georgia Southern University. Interest in language and cognitive processes led me to the University of Florida, where I completed my Ph.D. in communication sciences and disorders in the summer of 2015. Providentially, it was there, under the guidance of my mentor Dr. Lori Altmann, that I not only honed my

research and teaching abilities, but—to my surprise—discovered an interest in pursuing clinical work as well.

My research has principally focused on examining the interactions between language processing and cognition in healthy adults, and in those with neurogenic disorders. As a doctoral student, I was involved in an interdepartmental study that investigated the relationships between exercise, cognition, and language production in persons with Parkinson's Disease. With that exposure, my research agenda has grown to incorporate investigations into the disorders of production and comprehension of emotional language, which could have significant effects on relationships and quality of life. Using methods from cognitive psychology, psycholinguistics, and neuropsychology, I have been investigating the interaction of emotion and concreteness during language processing and production in persons with Parkinson's Disease. In the future, I plan to continue this line of research by incorporating online measures of processing such as eye-tracking.

I have had the privilege of studying with distinguished professionals who have instilled a desire to work in the classroom and in the clinic. I endeavor to develop the same independent critical thinking skills and a sense of professional responsibility in students, as my mentors imparted to me. My teaching interests include: speech anatomy and physiology for communication sciences; neurocognitive communication disorders, cognition and neuropsychology for communication

disorders; adult neurogenic disorders; and research methodology. I am honored to have joined the laudable faculty here at Brooklyn College and hope to make valuable contributions to the students, department, and the profession.



## Faculty Achievements

**Oren Abramowitz** presented a case on acquired apraxia of speech during clinical grand rounds in the spring 2015 semester. He continues to add to a video library of neurologically related speech and language disorders, and voice disorders, to serve as classroom resources. Oren is enrolled as a Ph.D. student at Adelphi University, and completed his first Ironman Triathlon in October.

**Sharon Beaumont-Bowman** continues to facilitate LSVT™ groups at the DRDSLHC, has expanded the dysphagia lab to incorporate simulation activities, and looks forward to the inclusion of

standardized patients for simulation use with students. A paper outlining preliminary research, "A prototype intelligent assistant to help dysphagia patients eat safely at home," has been accepted for presentation at the Artificial Intelligence Applied to Assistive Technologies and Smart Environments conference.

**Michael Bergen** was appointed 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 presented a poster with Akiko Fuse at the 2015 BC Faculty Day, on the topic of diversity initiatives.

**Susan Bohne** participated in the 2015 BC Faculty Day in a round table discussion "Bringing medical humanities to Brooklyn College: A work in progress." She 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 a faculty group developing an undergraduate program in medical humanities, and attended the CAPCSD conference in Newport Beach, California.

**Ingrid Davidovich** serves on both the cultural diversity and the undergraduate curriculum committees. She also participated in the graduate admissions process and has overseen a number of bilingual evaluations at the DRDSLHC.

**Michele Emmer** received the Brooklyn College SAE Certificate of Honor on December 1, 2015.

**Baila Epstein** received a CUNY Collaborative Grant with Klara Marton to study neurobehavioral mechanisms underlying interference control in children with SLI. She was awarded a PSC-CUNY grant to examine clinical application of a conversational breakdown coding method to analyze language samples of preschool children with language impairment. Her article on team-based learning, "Five heads are better than one: Preliminary results of team-based learning in a communication disorders graduate course," was published in the *International Journal of Language and Communication Disorders*.

**Akiko Fuse** organized a series of informational sessions for undergraduate students, and arranged two training workshops (Professor Catherine Crowley of Teacher's College, and Professor Sylvia Walters) for graduate students and faculty members to further enhance knowledge and skills for multicultural assessment and treatment. Professor Fuse also received funding for the proposal titled, "Development of hands-on training for contemporary practices in AAC systems for undergraduate and graduate curriculum," and for 30 mini iPads with AAC software, which will soon become available for student use.

**Elaine Geller**, was invited by the NYC Department of Hygiene and Mental Health, Bureau of Early Intervention to present full-day workshops, "Supporting and Retaining Early Intervention Families through

Reflective Practice: Reflective Practice/Supervision: Working Across Allied Disciplines," from October to December 2015. She was invited to present "Reflective Supervision: The View From Speech-Language Pathology," at the Northeast Clinic Directors Annual Conference in May 2015, at Storrs, Connecticut, and the University of the District of Columbia Faculty-Student Research Symposium: Building Bridges: From Theory to Practice in May 2015 in Washington, D.C. Professor Geller presented "Reflective Supervision: Enhancing Supervision Across the Allied Health Disciplines," at Emerson-LA April 2015 in Los Angeles, California, and was visiting adjunct professor at Hadassah Academic College in Jerusalem, Israel in June 2015, presenting a graduate course in "Supervision in Multilingual Populations." With Michael Bergen, she was awarded \$20,000 from the CUNY Office of Academic Affairs for the project "Design, Development and Implementation of an Interprofessional Education Program."

**Audrey Hazamy** earned her Ph.D. from the University of Florida and joined the faculty as an assistant professor in fall 2015. She presented a poster related to her dissertation research entitled "Emotional sentence processing in persons with Parkinson's Disease" at the meeting of the International Neuropsychological Society in Denver, Colorado in February 2015.

**Susan Longtin** presented her research on autism autobiographies in a session titled "Voices from the Spectrum: Learning from Memoirs" at the Asperger Syndrome and High Functioning Autism (AHA) Conference at Adelphi University in April 2015.



## ANNUAL SYMPOSIUM

Dr. Wayne Secord presented "Through the leadership lens: Charting a course for clinical excellence," a full-day symposium coordinated by Professor Natalie Schaeffer. Dr. Secord, of the Ohio State University, discussed methods that engage and motivate children to communicate and learn, and outlined attributes of outstanding clinical leaders. It was a successful day in which many alumni returned to campus!

For her incomparable generosity, devotion to the betterment of society, and commitment to the college and generations of its students, Brooklyn College honored **Diana Rogovin Davidow** with the Presidential Medal at the college's graduation ceremony in 2015.



President Gould (Left) and Diana Rogovin Davidow.

She was a session moderator at the Disability Studies as Theory & Practice Conference at the CUNY Graduate Center in November 2015. The conference was sponsored by the CUNY Disabilities Scholars Group, a CUNY-wide interprofessional group which she was invited to join. She was promoted to associate professor.

**Klara Marton's** recent research findings have been published in numerous scientific journals in 2015, including three papers on bilingualism in children and adults in the journals *Bilingualism: Language & Cognition* and *Linguistic Approaches to Bilingualism*. She also published two papers about her current findings on working memory and executive functions in the *Journal of Speech, Language, & Hearing Research* and in *Experimental Aging Research*.

**Adrienne Rubinstein**, in collaboration with **Dorothy Ditoro** and Amanda DeSanatolo, presented a paper at the American Academy of Audiology convention in San Antonio, Texas, in April 2015 on the effects of classroom acoustics on the speech perception abilities of college students for whom English is a second

language. She has assumed the role as adviser of the SAE student group.

**Jennifer Sass-Brown** continued in her role as faculty adviser to the graduate peer mentor program. In addition to overseeing a variety of community service activities, she coordinated the first annual health and wellness evening in which students had access to experts in the fields of nutrition, skin care, physical training, massage, and yoga.

**Natalie Schaeffer** coordinated the annual symposium "Through the leadership lens: Charting a course for clinical excellence," presented by Dr. Wayne Secord of the Ohio State University. She had an article published in the *Journal of Voice*, "Pre- and post-stimulation results with dysphonic participants on the multidimensional voice program," which investigated the acoustic difference between aging and younger participants with perceptually normal voices. Professor Schaeffer participated in BC Faculty Day, presenting "A singing study: The significance of directions," presented with Sunyoung Kim.

**Shlomo Silman** published a chapter on diagnostic audiology, with Dr. Carol

A. Silverman as coauthor, in *Total Otolaryngology* in 2015.

## Scholarships and Awards Recipients

### Diana Rogovin Davidow Scholarship

Meghan Daigneau, Simone Gendler, Lily Goldberg, Emily Hubelbank and Hallie Steinman

### Mel Silverman Scholarship

Dawn Neenan

### Oliver Bloodstein Memorial Award

Yuliya Gutkina

### Jennifer Silverstein Memorial Scholarship (inaugural year)

Kelly Garcia

### Rochelle Cherry Award

Ava Bonavita

### Jacobs/Palaniyandi Scholarships

Alyssa Zulijani

In addition, eight first-year students were awarded departmental scholarship funds, and several students earned NYC Department of Education scholarships. We look forward to naming a recipient of the Gail Gurland Scholarship in the coming year.



Students participate in the "Walk to End Alzheimer's" in Coney Island.

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

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*Faculty members engage in a clinical workshop*

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**Susan Bohne**, Associate Director, DRD Speech Language Hearing Center  
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**Sharona Levy**, Department Chair, Professor  
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*Students take a break in 4400B*



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