

444 Boylan

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

Clinical Supervision at Brooklyn College

*Michael Bergen, director,
Speech and Hearing Center*

Some alumni of the Brooklyn College Programs in Speech-Language Pathology and Audiology say their most valuable knowledge came from their first clinical setting, the Brooklyn College Speech and Hearing Center. I can state without hesitation that a person's initial clinical experience is often the most memorable.

I have more than ten years of supervisory experience at the Brooklyn College Speech and Hearing Center (BCSHC). That is a short span relative to the center's age—seventy-five next year—but in the past decade we have produced the next generation of speech and hearing professionals. I feel proud when I see former students at conventions, observe presentations, or read articles written by alumni. I realize that I have contributed only a small portion to their professional development, but I am happy to have had influence.

Learning to Supervise

My earliest involvement with supervision at BCSHC as a student. **Ann Wallin** supervised my clinical audiology work in the spring of 1992. I vividly recall how timid we were...nobody in my group



Academic and clinical faculty gather for master clinician workshop. Back row, left to right: R. Fabus, E. Katzenstein, K. Marton, A. Rubinstein, G. Gurland, C. Goldman, M. Bergen. Front row, left to right: C. Stein, N. Schaeffer, S. Longtin, B. Bennett, S. Bohne.

wanted to be the first to touch the equipment. Now I know that most students feel this anxiety. Ann had the experience to allow each student to acclimate, so that we did not have to jump in right away. Her method encouraged us to feel confident. I recall observing Ann counseling a patient who had positive oto-neurological signs. What a wonderful bedside manner she had while broaching upsetting topics! I was so impressed that I attempted to adopt her style.

Ann was at the center in the late 1980s when the hearing aid dispensing program was initiated. In those days we had a trio of audiology supervisors: Ann, who is in private practice in Bay Ridge,

Brooklyn; **Christine Annunziata**, who now works for Con Edison in industrial audiology; and **Stella Laufer-Turk**, who supervises SUNY New Paltz students. **Kimberly Parker Bright** also supervised at the center; when she moved on, I filled her position. These audiologists, as well as the faculty members who occasionally served as clinical instructor supervisors, **Professors Rochelle Cherry, Michele Emmer, Adrienne Rubinstein, and Shlomo Silman**, are responsible for having provided the initial clinical audiology supervision for all of our recent graduates.

I was fortunate to have been supervised in my speech practicum by **Jane Coyle** and **Libby Savad**. I learned so much from each in a short period of time. In addition to gaining respect for a discipline that had not previously interested me, I was impressed by the importance Jane placed on professional behavior, posture, and speech. Libby was a very nurturing supervisor; with an instinct to take students under her wing. I wanted to emulate these two fantastic women, not only because their professional styles, while different, were appealing and effective, but also because I desired to please them. I cannot overstate the value of their mentorship.

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Greetings from the Program Director



Gail Gurland.

We are delighted to present the fourth issue of the alumni newsletter, 4400 Boylan. Initiated to encourage ongoing communication between past and present faculty and students, the newsletter has proven to be a success. Your letters, e-mails, and phone calls attest to the importance of the Speech-Language Pathology and Audiology Program to you.

As Brooklyn College celebrates its seventy-fifth anniversary this spring, our academic program, one of the oldest and most highly regarded in the country, may rightly claim to have been part of the College's tradition of excellence since its earliest days. Our recent triumphs add to the record of our distinguished past and involve the faculty, students, and clients who have graced this special corner of Boylan Hall.

Since our last newsletter, the faculty and staff have been working tirelessly to implement the new ASHA certification standards in Speech-Language Pathology, which have been in effect since January 2005. A clinical doctorate in audiology, in affiliation with Hunter College and the Graduate School of the City University of New York, is in the final stages of the approval process. The first entering class is expected in fall 2005. We are also preparing for four external evaluations: the National Council for Accreditation of Teacher

Education (NCATE), the College's mandated departmental evaluation, ASHA reaccreditation in speech-language pathology, and the ASHA accreditation of the new Au.D. consortium. I cannot think of a time in the history of the program that involved greater self-examination and scrutiny.

The Speech and Hearing Center is thriving under the leadership of Michael Bergen, the director, and Susan Bohne, the new assistant director, and provides a professionally inviting atmosphere for research and training. The program is strengthened by its expert adjunct faculty and new and veteran clinical supervisors. Faculty research and academic and clinical innovation are evident in Natalie Schaeffer's speech and voice science lab, Rochelle Cherry and Adrienne Rubinstein's audiology lab, and Shlomo Silman and Michele Emmer's Center for Auditory Research. Klara Marton, just back from a year in Hungary, continues research in working memory and reading. Roberta Chapey is currently completing the fifth edition of her internationally acclaimed text on aphasia. Susan Longtin is beginning a study of autistic spectrum disorders that focuses on parent training.

The center's wonderfully refurbished space will undergo further physical and technological upgrades supported by a grant from the New York City Council, student technology fees, and the continued generosity of our alumni, most notably Diana Rogovin Davidow.

As always, we are pleased to bring you our latest news and look forward to hearing from you. Don't forget to visit! We would love to see you and hope that you will help us plan an alumni reunion for 2006, the seventy-fifth anniversary year of our program.

Supervising

My own supervisory style has changed through the years. Although I had relevant experience before I became a full-time supervisor, I lacked confidence. I worried that I might damage the future stars of audiology. Perhaps I would derail an academically strong student? Maybe I would make someone leave the field. Surely these students would notice my inexperience and revolt. Fortunately, my fears were unfounded. With many applicants each year for a limited number of spots, our programs have a history of accepting only those students who excel academically. With the best-of-the-best, a supervisor's job becomes easier.

One thing that I learned early on is that supervision is not a one-way street. Many teachers and supervisors will tell you that they learn from their students. The Latin proverb "By learning, you will teach; by teaching, you will learn" is apt.

I have learned a great deal from my students through the years.

There is an aspect of supervision that incorporates certain qualities of teaching. "Teachers open the door. You enter by yourself," writes novelist Gail Godwin. This observation describes the supervisor who models techniques for students in order to introduce them to the profession. Supervisors also must be able to juggle multiple roles, because supervisors must ensure appropriate, ethical treatment of patients while spending time educating, directing, and guiding students.

Many different supervisory styles can be successful. There is not just one correct way. Some supervisors throw you in and expect you to swim. Others take time before asking students to participate. Some supervisors focus on the actual test or treatment protocols. Others put greater emphasis on the

student's demeanor and style, while some concentrate on developing patient rapport. I think the best supervisors are flexible enough to modify their styles to meet the individual student's needs. Some students respond best to a "military" approach, some to a more nurturing style. I feel fortunate to have been exposed to all styles. I think one can even learn from "bad" supervision. I firmly believe that a bright, motivated student can learn what not to do in such cases. Of course, our clinical faculty has demonstrated what to do for generations of professionals.

Super Clinical Supervisors

Our current clinical faculty is a wonderful mix of personalities and clinical experience and expertise. Many of these professionals have maintained longstanding connections to Brooklyn College, while they have practiced in diverse environments outside the College.

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A Year in Hungary: Cross-Linguistic Research on Current Issues in Atypical Language Development

Klara Marton, associate professor

As a recipient of a Szent-Gyorgyi research fellowship from the Hungarian Department of Education in 2003–2004, I traveled to Hungary to study complex morphological patterns that do not exist in English in the speech of children with typical and atypical language development. I was also interested in the relationship between cognitive abilities—including inhibition mechanisms, maintaining goals, task switching, memory and attention—and various language functions. I measured these skills with behavioral tests across modalities and domains—visual versus auditory and verbal versus nonverbal. My subjects—schoolchildren, seven to ten years old, adolescents, and young adults, with and without language impairments—numbered more than one hundred.

The research project allowed me to travel across the country to work closely with professionals from various school settings and disciplines, including developmental and cognitive psychology, linguistics, special education, and education. I participated in many discussions of the different views of and approaches to language acquisition. I also had the opportunity to teach a seminar in child language disorders for linguists in a doctoral program and a language development course for special education students. These discussions and classes led a group of clinicians and researchers in speech-language pathology and psychology to plan a series of Hungarian textbooks addressing current issues in typical and atypical language development in speakers of Hungarian. Another outcome was a paper submitted to *Applied Psycholinguistics* by authors from Brooklyn College; the Graduate Center CUNY; and Eötvös University, Budapest.

Such collaboration, across institutions and countries, better our understanding of how language impairments are manifested in children who speak different languages and develops our assessment and intervention methods, enabling us to provide better services for our clients.

In an effort to continue this work, on behalf of the Brooklyn College Department of Speech Communication Arts and Sciences, I have submitted a five-year research grant proposal to the National Institutes of Health requesting more than 1.5 million dollars. If the proposal is funded, we will open a new psycholinguistics laboratory for cross-linguistic and interdisciplinary research on atypical language development.

I would like to thank my colleagues and the administrators of Brooklyn College, CUNY, and the College of Special Education at Eötvös University in Budapest for their generous support.

Clinical Research and Teaching

Susan Longtin, assistant professor

When I began at Brooklyn College in 2001, my interdepartmental position involved teaching and supervision in the Early Childhood Education Program of the School of Education and in the Speech-Language Pathology Program. I was delighted to join the Department of Speech Communication Arts and Sciences as a full-time faculty member in the fall of 2003. Before coming to Brooklyn College, I worked for the Stepping Stone Day School, a model educational setting serving newborns to five-year olds. During my nine years there, I gained extensive experience collaborating with professionals in allied fields and early childhood educators teaching in inclusive classrooms, which contributed to the development of my research interests in early language intervention.

Before joining the Brooklyn College faculty, I taught on the graduate and

undergraduate levels in both public and private colleges. Among the courses I gave were Language Acquisition, Language Disorders in Children, Diagnostics, Educational Issues and Practice, and Clinical Practicum Seminars. The greatest professional challenge that I have encountered since returning to academia has been adapting to the use of applied technology in the classroom, which has become widespread in the past decade.

Last fall I had the opportunity to participate in a three-day intensive workshop, sponsored by the Hanen Centre in Toronto, Canada. The course, "It Takes Two to Talk," emphasized language-facilitation techniques that speech-language pathologists may employ in training parents of language-delayed children—a child-oriented, responsive, interaction style consistent with my own clinical approach. I plan to share what I have learned from the workshop and my own clinical experience with the Brooklyn College Speech-Language Pathology Program students who are in my courses and involved in my research on language intervention with young children. I also received a PSC-CUNY grant to conduct a pilot study of training clinical practicum students in these techniques during the spring 2005 semester. As always, it was a pleasure to work with our graduate students.

The Clinical Doctorate in Audiology at Brooklyn College

Adrienne Rubinstein, professor

Many alumni may already be aware that after December 31, 2006, the Council on Academic Accreditation of Speech-Language Pathology and Audiology (CAA) will no longer accredit master's degree programs in clinical audiology and that a doctorate, specifically an Au.D., will eventually be the entry-level requirement for the field. What may not

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be known is that the City University of New York (CUNY) has developed a joint enterprise to confer the Au.D., involving Brooklyn College, Hunter College, and the Graduate Center. The program has received final CUNY and New York State Department of Education approval and is currently accepting applicants for the fall of 2005.

The intercampus component is an exciting feature of the program. It will draw on the expertise, talents, and skills of the academic and clinical faculty of Brooklyn College, Hunter College, and the Graduate School as well as other CUNY campuses. Classroom learning in this citywide program will take place in Brooklyn and Manhattan, depending on the specific course offerings each semester, and the clinical facilities at the Brooklyn and Hunter College campuses will be used. With this wealth of resources, the program is expected to provide a competitive course of study compared to other Au.D. programs.

The goals are threefold. The program is designed to prepare audiologists to meet the hearing health care needs of the culturally, linguistically, and socioeconomically diverse population of the greater New York metropolitan area. The Au.D. will train audiologists, through a full-time, intensive clinical program, for autonomous practice. The program will also educate audiologists to be active contributors to the clinical science that underlies audiology and encourage them through training to commit to the continuing development of the profession. Like other Au.D. programs, the curriculum will be comprehensive (consisting of 91 credits over a four-year period), including a clinical residency during the fourth year. Graduates of the program will be eligible to apply for state licensure and national certification.

Following the initiation of the four-year Au.D. Program at CUNY, an additional program will be created to attract practicing master's degree-level audiologists. This Professional Au.D. Program will likely entail eighteen to twenty-four months of study beyond the master's degree and will accommodate the work schedules of practicing clinicians. It will be designed to meet the needs of individuals who desire a practical and local—versus distance-learning—opportunity to obtain a doctoral degree from an internationally renowned university.

The program has filed an application with the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) for candidacy for accreditation. To obtain more information, contact Adrienne Rubinstein, Brooklyn College, arubin@brooklyn.cuny.edu.



Alumni attend annual symposium.

Dysphagia Management

Natalie Schaeffer, associate professor

Treating dysphagia—swallowing disorders—has become an important part of therapy in the field of speech-language pathology. Many adults suffer from swallowing impairments secondary to such neurological conditions as stroke or Parkinson's disease. Children with feeding problems or perinatal structural problems can also have difficulty

swallowing. Dysphagia can lead to dehydration and aspiration pneumonia and, in children, failure to thrive. It is extremely important that students understand all aspects of swallowing disorders in order to provide appropriate, effective treatment in conjunction with speech, language, and voice therapy.

To address this need, I coordinated a seminar, "Current Trends in Dysphagia Management: Linking Research to Clinical Practice," which was presented by Luis F. Riquelme, M.S.; Emilia Santo, M.A.; and their colleagues. This team of speech-language pathologists demonstrated their expertise in assessment, treatment, and management of dysphagia and neurogenic communication disorders in adults and children.

The well-organized and informative presentations were geared to students as well as clinicians with experience in dysphagia. Elucidation of the

neuroanatomy and delineation of the swallowing stages facilitated our understanding of the various aspects of dysphagia in adults and children. The team presented videofluoroscopic images, which trace food as it is swallowed in order to determine a patient's muscular efficiency. Explanations were given regarding actual aspiration and risk factors for aspiration. The seminar also addressed the management of swallowing in long-term and

acute care; tube feeding; and trach tubes, which were on display; and intervention strategies for children and adults.

The information presented was invaluable. The handouts were comprehensive and practical. The panelists' use of humor enhanced our understanding of the various contexts in which dysphasia can arise. A number of students and clinicians have thanked me for convening the conference.



*Standing, left to right: M. Bergen, S. Bohne.
Sitting, left to right: G. Gurland, N. Schaeffer, A. Rubenstein.*

Faculty Achievements

Michael Bergen was appointed director of the Speech and Hearing Center. He has been elected to serve as vice-president of audiology for the New York State Speech Language Hearing Association (NYSSLHA), 2006–2007, and has been appointed to serve on a national committee of the American Speech Language Hearing Association (ASHA) that will review summative assessment in the field of audiology, 2005-2006.

Susan Bohne was appointed assistant director of the Speech and Hearing Center in 2004.

Roberta Chapey is currently completing the fifth edition of her acclaimed text, *Language Intervention Strategies in Adult Aphasia*.

Rochelle Cherry is the recipient of the 2005 Outstanding Clinical Educator Award from the American Academy of Audiology.

Michele Emmer, cofounder of the Brooklyn College Center for Auditory Research, was appointed by President Kimmich to serve on the Internal Review Board of Brooklyn College. She served as a senior research audiologist on a National Institutes of Health (NIH)–funded research grant, “Nonsurgical Treatment of Middle-Ear Fluid and

Associated Hearing Loss in Children.” In addition, she was appointed by the assistant provost to the “Engaged Intellectual Community” subcommittee of the College’s Strategic Planning Committee.

Renee Fabus

presented a poster, “Evaluating the Procedural Deficit

Hypothesis in Preschool Children with Fine Motor Impairment,” at NYSSLHA in April 2005. She is currently the chair of the Student Issues Committee of NYSSLHA and the college and university counselor of the Long Island Speech-Language-Hearing Association (LISHA). She is coordinating a workshop, “Sensory Integration: An Approach to Children with Developmental Delays,” to be given in June 2005.

Gail Gurland has written the chapter “Speech and Language Disorders” in *Special Education Today* (in press, Greenwood Publishing Group) and has presented numerous workshops on oral language and literacy, including “Integrating Treatment for Oral and Written Discourse in the School Age and Adolescent Youngster” and “The SLI Child at Risk: Integrating Assessment and Remediation to Facilitate Academic Performance.”

Susan Longtin received a Tow Faculty Travel Fellowship to further her research and develop curriculum in “Parent Facilitation of Social-Communication and Language in Children with Autism.” She received a PSC-CUNY award to conduct a semester-long research project, “Discourse Modification Training Program for Parents of Children with Autistic Spectrum Disorders,” next year. Her current clinical research, also funded through a PSC-CUNY award, involves

graduate student supervision and training in interactive intervention at a preschool program for autistic children.

Klara Marton received a third-year renewal of her grant on the relationship between working memory and the long-term lexicon in children with specific language impairment from the NIH–National Institute of Deafness and Communicative Disorders. Her article, “Social Cognition and Language in Children with Specific Language Impairment (SLI),” was published in the *Journal of Communication Disorders* (2005). Her paper, “The Effect of Age and Language Structure on Working Memory Performance,” was accepted for publication in the proceedings of the annual meeting of the Cognitive Science Society. She presented research papers at the 2004 ASHA annual convention and at the Symposium on Research in Child Language Disorders.

Adrienne Rubinstein has been appointed program codirector of the recently established CUNY Au.D. program. She has published a paper with **Rochelle Cherry** titled “A Comparison of Two Approaches to Assessment of Speech Recognition Ability in Single Cases,” in the *Journal of the American Academy of Audiology* (2005).

Natalie Schaeffer has extensive clinical experience in evaluating and treating voice, speech-language, and swallowing disorders. She organized seminars on dysphagia and stuttering in 2004 and 2005 and is currently engaged in research on stuttering and voice.

Shlomo Silman, cofounder of the Brooklyn College Center for Auditory Research, serves on the advisory committee of the New York City Department of Health. He recently completed a million dollar NIH–funded grant, “Nonsurgical Treatment of Middle-Ear Fluid and Associated Hearing Loss in Children.”

Clinical Supervision

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For the past several years, **Barbara Bennett** has provided evaluation and treatment of adults with dysphagia at the Promenade Rehabilitation Center. "I completed my clinical fellowship year (CFY) at the center in 1980, and was fortunate to have such clinical supervisors as **Professor Gail Gurland, Beryl Adler, Lucy Giraldo, and Dorothy Pollack**. Now, after twenty-five years of work experience in the field, it is a thrill to have a major part in developing the clinical skills of our students. I am happy to have the opportunity to help BCSHC maintain its excellent reputation."

Susan Bohne, our new kid on the block, is the assistant director of BCSHC. A graduate of Hunter College, she comes to us with several years of supervisory experience at her alma mater. Susan Bohne jumped into her new job with the quality of a seasoned veteran. She serves as a liaison between our academic and clinical faculty by overseeing all supervision of speech, language and voice services in our programs. This new position allows us to bring consistency to the student experience and to streamline our clinical forms and materials.

Genevieve Davitt graduated from our master's program in 1996. She has several years of experience in hearing aid dispensing and evaluation. Genevieve traveled to Minnesota recently for a training weekend to learn techniques for dispensing advanced digital hearing aids. She speaks passionately about the satisfaction that students achieve when they master a technique.

Lillie Epner first supervised at BCSHC in 1989, after obtaining her bachelor's and master's degrees from Brooklyn College. Since 1986 Lillie has worked as a speech-language educational evaluator

for the Department of Education's Committee on Special Education.

Lucy Giraldo has provided supervision in BCSHC since 1976. She has more than twenty years of experience at Kingsbrook Jewish Medical Center and is currently serving as the program director and chief of their Speech-Language Pathology and Audiology Service. Lucy earned her bachelor's and master's degrees from Brooklyn College.

Charles Goldman has worn many hats at BCSHC through the years. For thirty years, since graduating from our program, he has supervised at the center and has taught several undergraduate and graduate courses. Chuck also has many years of experience as a Department of Education employee. He recently described a memorable case that he supervised: "I am keenly aware of the drawbacks as well as the advantages of two-way mirrors. Even though I tell my students never to leave a client alone on the observation side of the glass, a teenaged sister of a client was somehow left alone during a transition. She used the mirror at close range to put on makeup, experiment with different facial expressions, and to 'redeploy' her attire. When the clinician and client returned, she became aware of the two-way nature of the mirror and was too embarrassed to raise her eyes from the desk for the remainder of the session. Her little brother, who had observed her through the mirror, could only laugh uncontrollably." Please share your own two-way mirror anecdotes with us!

Effie Karalekas earned her bachelor's and master's degrees from Brooklyn College. Ms. Karalekas served as a staff speech-language pathologist for five years at Staten Island University Hospital before her recent transition to home-care provision of speech and language services. Effie began supervising at our facility in fall 2003.

Esther Katzenstein, a graduate of our master's program, begins her tenth year as a supervisor at our center. She has several years of experience with elementary and preschool populations.

Jennifer Sass-Brown, an alumna of our undergraduate and graduate programs, returned in 2003 with several years of experience in early childhood speech, language, oral-motor development, and feeding. She shared the following with me: "Last semester I worked with a student who had many ideas but lacked confidence, which impaired her ability to be an effective clinician. I spoke to her at length and encouraged her to be more at ease. She appeared to become more poised as the semester progressed, but I didn't realize the impact that I had had until the end of the semester, when I received a beautiful thank-you note, which said that my encouragement had played a large part in helping her to become more confident. We, as supervisors, can sometimes lose sight of how the students look to us for guidance. We can really have an influence on their clinical experience."

Naomi Labovitz Shualy is a former graduate fellow and has provided supervision at our center since 1997. She has also taught undergraduate courses. In recent semesters, Naomi has helped to organize our existing clinical tools and identify necessary clinical items for purchase.

Cyndi Stein recently returned to the center as a supervisor, having obtained her bachelor's and master's degrees from Brooklyn College. She recalls one of her supervisors when she was a student at Brooklyn College: "I was under the expert tutelage of **Marcia Grossman**. She was my mentor in diagnostics, therapy, and life. Eventually we became coworkers, overseeing diagnostic labs and supervising therapy." While Cyndi tells us that she will always

value the supervision and friendship, she particularly remembers that “during the course of our frenetic day, we’d meet and compare beauty secrets.” When not at Brooklyn College, Cyndi sees patients at the Long Island Center for Child Development.

Additional faculty

Faculty members may occasionally receive released time from teaching duties to provide clinical supervision. This is a wonderful way to integrate the academic and clinical sides of our profession, which is increasingly important in light of the revised ASHA and educational standards.

Professor **Natalie Schaeffer** joined our faculty in 1997, and began supervising in 1999, focusing on cases of adults with aphasia. Professor Schaeffer recalls that “one of the clients had severe difficulty speaking as a result of a stroke. He could not program speech to form words or sounds. A new method using the phonetic alphabet [was created for him], which enabled him to begin to speak. His progress was, in itself, rewarding. Just as gratifying were the students’ interest and dedication to having this client succeed. The students who were involved developed excellent and creative therapeutic skills.”

Assistant Professor **Susan Longtin** joined our faculty in fall 2001 and has supervised therapy and diagnostic sessions in addition to her teaching and research responsibilities. Professor Longtin is training students in interactive intervention this spring as part of a PSC-CUNY funded project.

Renee Fabus, who joined us in the fall 2004 semester, provides clinical supervision and has helped increase enrollment in our student graduate and undergraduate organizations—vital groups that can serve as preclinical resources for our students.

Former Supervisors

Our current clinical faculty owes so much to the individuals that preceded them that we must honor at least a few of those who have served the center in recent decades.

Assistant Professor **Lucille Nielsen** recently retired after spending many years, first as a student, later as a faculty member, providing and supervising clinical work at the center.

I have served on external professional committees with **Jane Coyle**, and I can attest to her professional comportment. I’ve always aspired to conduct myself in that way. Jane recently retired from the Department of Education and continues to provide consulting services. She recalls her experience at BCSHC: “I started supervising in the clinic part time around 1989. When I took a leave of absence in 1990, **Jerry [Koller]**, the clinic director at the time, offered me a full-time instructor position. I worked in that position for over two years. I enjoyed the academic ambiance. Working with Jerry was a dream, and the icing on the cake was working with, and learning from, the ultimate clinical supervisor, Marcia Grossman. To this day, I derive joy and satisfaction from my experience at Brooklyn College since I often come in contact with students with whom I worked.”

Bridget Dwyer, a graduate of our programs and former supervisor, is currently assistant clinic director at Long Island University’s Program in Speech-Language Pathology. Bridget provided clinical services for Pouch on Staten Island for many years.

Jerry Koller, provided oversight of supervision of speech and language services from 1987 until he moved to Israel in 2000. As clinic director, he worked closely with Professors **Gail Gurland**, **Oliver Bloodstein**, and **Ronald Feldman** to coordinate clinic schedules.

Patti Bottino was the clinic director from 2000 through 2003. She is currently supervising speech-language pathologists who provide home care through the Visiting Nurse Service of New York.

Looking Forward and Back

The torch has passed from such former clinical supervisors as **Dorothy Pollack**, **Libby Savad**, and **Marcia Grossman** to our present clinical faculty, a fine mix of veterans and more recent graduates, with varied specialties and interests and different supervisory styles.

So that they might benefit from each other’s strengths, we have sought to increase the interaction among our current supervisors—difficult to do because many have full-time commitments outside the College. To facilitate our faculty’s ability to share their experiences, the Master Clinician Series of workshops was initiated in January. The first two sessions were attended by our current faculty. We hope to invite our alumni to future sessions.

I am often asked why clinicians choose to work in university settings when the rate of reimbursement is typically low. The answer is that supervisors often derive satisfaction from instilling values and imparting knowledge to students, and they feel that they have fulfilled a responsibility to the profession by doing so. Many supervisors also tell me that returning to Brooklyn College feels like coming home again.

FIRST PLACE!

Graduate students **Aviva Braun**, **Ora Gold**, and **Ronit Roth** and undergraduate student **Chavi Schutz** won first-place for papers presented at the New York State Speech-Language and Hearing Association annual convention in April. Each won a \$1,500 scholarship from the association.

The Program in Speech-Language Pathology and Audiology wishes to thank the following contributors for their generous 2003–2004 donations.



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4400 Boylan would like to hear from you.

Let us have news of your professional accomplishments for the next issue of *4400 Boylan*. Please include your phone number or your e-mail address. Send tales of your triumphs to: Michael Bergen, director
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Rochelle Cherry, *professor*
Michele Emmer, *associate professor*

Renee Fabus, *instructor*
Susan Longtin, *assistant professor*
Klara Marton, *associate professor*
Adrienne Rubinstein, *professor*
Natalie Schaeffer, *associate professor*
Carol Schaeffler, *director, Premier Healthcare Center for Assistive Technology*
Shlomo Silman, *Presidential Professor*

Adjunct Faculty

Beryl Adler, *adjunct lecturer*
Sharon Beaumont-Bowman, *adjunct lecturer*
Simeon Blitman, *adjunct lecturer*
Patricia Kerman-Lerner, *adjunct assistant professor*
Jerry Koller, *adjunct lecturer*
Mark Surabian, *adjunct lecturer*

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