

Not My Last Lecture

Robert Goldfarb '68, M.S., '72 Ph.D.

To Gail Gurland, old friend and colleague, thank you for the opportunity to write this article and acknowledge that, in large part, I owe my career to Brooklyn College.

As Randy Pausch said in *The Last Lecture*, let's start by acknowledging the elephant in the room. I am writing this article from my hospital bed, where I hope I will be able to tolerate a new medication that will stabilize my heart. In mid-June, I became a stroke expert, having had a brainstem stroke (a pontine infarction, for those readers who are neurogenic communication disorders specialists). I have been dealing with the consequent effects of severe right hemiparesis, which is much better now, mild ataxic dysarthria and mild dysphagia.

The two degrees I earned from Brooklyn College have helped me prepare for my current health challenge. At a time when speech therapists worked mostly as sound correctors (we were not trained to be SLPs until the late 1970s), having mentors such as Boyd Sheets, who specialized in aphasia, and Oliver Bloodstein, who specialized in stuttering, inspired my future work and have aided my recovery.

There will be more about these wonderful men later in this essay, but any talk of Brooklyn College has to begin with the Country Fair, where two teenagers, met on April 5, 1967, and first became friends, and then life partners. I was 19 at the time, a junior in Curtis House; and Shelley, my wife of 44 years, was an 18-year-old sophomore in Wellesley House. Our charity project involved building Cinderella's coach and charging admission for Country Fair visitors to pose on it for pictures. I started the College as a pre-engineering major, and quickly encountered the curse of Ingersoll Hall, where GPAs go to die. Bench sciences were more than an immature 19-year-old could handle,



and my calculus TA couldn't solve the problems that my professor assigned. Add to this my fascination with shooting pool at the Student Center (then known as SUBO), and it was no surprise that the only Dean's List that I was on had something to do with being on probation. Where could I get a couple of quick A grades?

My older cousin, Dan Flickstein (who has taught basic speech in Boylan Hall for 40 years) suggested some courses in acting and oral interpretation of literature. The suggestion was a good one. There I also discovered Mel White to be an inspirational professor of basic, advanced and, just as Beryl Adler wrote in the 2012 issue of this publication, honors-level oral interpretation courses. Professor White took a personal, but in

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Greetings from the Program Director

Gail B. Gurland

On behalf of the faculty and staff of the program in speech-language pathology and audiology, I am pleased to bring you the lucky 13th edition of 4400 Boylan. Once again we are delighted to share the reflections of six outstanding alumni who represent various generations of graduates. These individuals share their memories of the college as well as the paths that led them to the worlds of academia, private practice, adult health care and public education. Additionally, distinguished alumnus Ron Tikofsky partners with faculty member Susan Longtin to share memories of one of the program's most esteemed alumnae Norma Rees, a former president of ASHA, who passed away this year.

This year we completed the eight-year-cycle of the Council on Academic Accreditation (CAA) review, and we anticipate reaccreditation by summer 2014. We admitted 36 new students for fall 2013, with more than half coming from undergraduate institutions other than Brooklyn College and from such varied disciplines as music, theater, neuroscience, literature and business. Our students and alumni continue to distinguish



themselves in the field of communication sciences and disorders, locally and nationally.

We continue to have a great deal about which to be proud, from ongoing faculty and student research and training opportunities, to innovations in community outreach and clinical services. Our chapter of the National Student Speech Language Hearing Association (NSSLHA) continues to sponsor an annual symposium, under the direction of Natalie Schaeffer. The graduate peer-mentoring program, under the direction of Cyndi Stein, remains a vital aspect of student life, as does the Friday student clinical workshop series, led by Susan Bohne and Naomi Shualy.

This was a year in which we experienced a number of transitions: Sharon Beaumont-Bowman and Akiko Fuse assumed faculty leadership of the Graduate Student Speech-Language-Hearing Organization

and Sigma Alpha Eta, respectively. We also welcomed Jennifer Sass-Brown as a newly appointed lecturer, and celebrated the distinguished careers of Roberta Chapey, Rochelle Cherry and Tim Gura, all of whom retired this past year.

Despite budgetary constraints, our accomplishments continue to be many and a great source of pride to all of us who have benefited from a Brooklyn College education. During these difficult fiscal times, your generosity is more important to us than ever. To that end, as you read and reflect on your own experiences at Brooklyn College, we ask you to consider giving back at whatever level is possible so that the outstanding work that has been going on here for more than 80 years may continue for generations to come. Whether you donate to the program at large or request that your donation support one of our student or client scholarships, faculty mentored student research, community outreach or general clinical educational materials, we thank you in advance for your generosity.

We look forward to hearing from you and hope you will consider a visit to the campus and the Diana Rogovin Davidow Speech Language Hearing Center. You will find that our commitment to provide the very best academic and clinical education continues to be central to our mission.

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no sense unprofessional, interest in me. He and I saw the final dress rehearsal of the prototypical Balanchine ballet that would evolve into *Jewels*, with the choreographer running up and down from the orchestra to the stage for last-minute adjustments. "Unca Mel" (as he would sign the letters that we exchanged for years after he left for the University of Hawaii), knowing my interest in piano and jazz, also took me to see the great Canadian jazz pianist, Oscar Peterson. There is no doubt in my mind that my decades-long subscription to the New York City Ballet had its genesis in the awe that was inspired in me by my experiences with Professor White.

There was another dividend of taking speech and theater courses; I discovered that the Department of Speech also featured a course in the anatomy and physiology of the speech mechanism. Here was an opportunity to sink my intellectual chops into something challenging, in an environment that seemed so welcoming. And the rest, as they say, is history.

Well, not quite. We had to do a clinical practicum as seniors, and the dress code was, as Donna Thal told me, "Heels and hose for the ladies, jackets and ties for the gentlemen." That made us easy to spot at Vietnam protest rallies, but there was no way we would miss a session of clinic. Toward the end of the semester, my supervisor came in for the first time for about 10 minutes and, after finding out a bit about my background, told me that I'd better go back to engineering, because I had no future in speech therapy. I love to tell this story to my graduate students, because they often think they're the first ones to struggle with a practicum. But there's an ironic twist.

About 20 years later, when I was a full professor and program director at Lehman College, this former supervisor (she didn't last long at BC) came for a job interview. I asked her if she remembered being my supervisor, and she replied that she had too many students to remember any of them. She didn't get the job, and it's not just because revenge is a dish best served cold.

After graduation, I found myself providing speech therapy to children in three NYC public schools, even though I wasn't old enough yet to vote. Fortunately, Professor Sheets took a chance on me, and gave me a provisional acceptance to the Master of Science program. In the years that Joel Kahane, Chuck Goldman and I worked and studied with Professor Sheets (although none of us named a daughter "Boydina" in his honor, as he often joked we would), we grew as students, as clinicians and as men. How could we measure up to someone who had the courage to leave the security of his childhood in Salt Lake City for New York to serve as a spy in Germany during World War II under the cover of being a Mormon missionary, and then work for the FBI before becoming our teacher? But somehow, in our own ways, and by following our own dreams, we did measure up, and that is really as significant as anything for which Professor Sheets could claim credit. Even now, almost 40 years later, I tell my students, as we take out our scalpels and sheep brains for dissection, how Professor Sheets demonstrated the dissection in an intensive summer course in advanced anatomy. (Currently a major OT goal for me is to be able to use a scalpel without committing a capital crime.) I also assign my students Professor Sheets' "cat" question: An adult female says the word cat.

Describe the anatomy, physiology and neurology of such an event.

One opportunity we had in graduate school came as a result of the contact Professor Sheets made with the chief of the Gastroenterology and Endoscopy Department at Downstate Medical Center. "Big Ed," as we called him, but never to his face, was about 6 foot, 5 inches tall and 300-plus pounds, with a ruddy complexion that became redder whenever he raised his voice, which was basically all the time. We went to the medical school for our evening class, and I still use the notes from his course on dysphagia paralytica in my teaching, and still pronounce the disorder "dysphahzhia," as the gastroenterologists do.

The longer you live, the more Dickensian-type coincidences become a fact of life. Years after my course with Big Ed, I was hired by the Veterans Administration (that's now known as the Veterans Affairs) Department in Brooklyn to start a speech pathology and audiology service at the VA Extended Care Center in St. Albans, Queens. During the construction of the clinic, I worked at the acute care facility on Poly Place in Brooklyn. In the spring of 1978, my chief asked me to see one of the patients on the ward, a former doctor who had severe bilateral strokes. Sure enough, it was "Big Ed", in grave condition. I didn't have much time with him, and he was nonverbal, but I cherish the memory of seeing him at bedside, holding his hand and telling him how much he had terrified the grad students. His smiles expressed what his words could not.

I had one more gift from Professor Sheets. He wrote a very strong letter of recommendation when I applied to the CUNY Ph.D.

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ANNUAL SYMPOSIUM:
Department of Speech
Communication Arts
and Sciences

In a symposium
coordinated by Professor
Natalie Schaeffer, Jed Baker,
Ph.D., director of the Social
Skills Training Project,
gave a seminar entitled
*“All Kids Can Succeed:
Effective Interventions
for Behavioral and Social
Changes”* on March 1, 2013.



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program in speech and hearing sciences. (The term “language” was not added to the program’s name until the late 1970s, when Norma Rees, a former executive officer of the program, became president of the American Speech and Hearing Association, as ASHA was then known, and added the word to the name of our national organization.) I know I would not have been accepted into the program without Professor Sheets’ support. In 2000, when I was the executive officer of the doctoral program (a position now held with great distinction by Klara Marton), I pulled out my old student file and saw his letter. It must have taken him hours to write it and it changed my life.

What can anyone say about Oliver Bloodstein that hasn’t been told by a legion of adoring former students? For one, I accused him of being the foremost living authority on stuttering, in print and in public, for decades. He didn’t seem to mind. I wasn’t part of the “in” group that went to his house near campus, nor was I a student who stood out in any particular way, other than being male. We did stay in touch over the years, and when I convened a national symposium, Ethics and the Tudor Study, about research at the University of Iowa in 1939 under Wendell Johnson, I knew who to ask for an eyewitness account. Professor Bloodstein wrote dispassionately in his inimitable way about his former mentor, although he declined to deliver the speech. Some of us remember how he would rig up a reel-to-reel tape recorder, so that he could use the amplifier as a public address system when he lectured to the class. Soon after *A Handbook on Stuttering* was published by the Easter Seals Society. For the princely

sum of two dollars, I bought a copy and saw that it wasn’t very different from my course notes. By the way, Professor Bloodstein, then in his 80s, contributed a superb chapter to the book I edited, which was published in 2006, that was based on that symposium. I miss hearing him say, “Kiddo.”

One last story can bring us up to date, as well as all the way back. For close to 40 years, I have presented and published research with Professor Harvey Halpern, who devoted his career to Queens College and the Graduate Center, and did his undergraduate work at Brooklyn College. Like his friend Fred Martin, who wrote in 4400 Boylan in 2011, Harvey went to college after serving in the Army. He took his clinical practicum and had an altogether different experience from mine. His clinical supervisor was Paula Bennett, who was ahead of him in class, but younger. Harvey received an A+ in clinic, and he and Paula have been married for some 60 years. During my three weeks of intensive rehab at the Rusk Institute this past summer, I told my therapists not to be intimidated, that they had plenty to offer and that I intended to take their advice. The SLP who was working with me on my mild ataxic dysarthria, and who did a great job, said, “But we’re using your book!” She was referring to the book Harvey and I had just published in 2013, on language and motor speech disorders in adults.

So we’ve come full circle. An SLP who needed one, who provided therapy to a doctor who had been his instructor, who teaches his students using some of his former teacher’s methods, and who found his wife and his way in life at Brooklyn College, says, “Thank you, 4400 Boylan!”

An Ear for Music and a Match for Audiology

Barbara Kurman '73, Au.D.

I have the fondest of memories of 4400 Boylan. Like everyone else during my early academic career, my major in communication disorders was primarily focused on speech pathology, with limited audiology courses. I loved



phonetics, and could have listened to Professor Sylvia Blackman forever. Her voice, choice of words, cadences and tonality were mesmerizing. I had Professor Boyd Sheets for anatomy and physiology, and to this day, have retained much of what I learned with this wonderful, erudite man. I took Communication Disorders 1 and 2 with Professor Phyllis Gildston, who instilled in me the ability to critically evaluate a patient's history and initial presentation. Her diagnostic skills, I felt, were quite remarkable, and made me feel that it was necessary to become a true clinical investigator in order to determine the correct path for a patient's plan of care. But it was the two courses that I took with

Professor James Lang that ultimately led me to the path of audiology. I also did a special research project with him; that experience made me feel that acoustics and hearing were really my areas and that hearing science needed to be in my life.

I had wonderful clinical experience and supervision at Brooklyn College. Personally, I could never understand why anyone would be interested in articulation therapy as a life choice, but my experience gave me the foundation to see how careful planning, and guided therapy sessions, could ultimately improve my patient's life. I was very interested in voice disorders, probably because I was a music minor and a singer at Brooklyn College. In fact, it was at the Brooklyn College Chorale that I met Michael Emmer, who would later become the husband of our program's current esteemed chair, Michele Emmer.

In pursuit of my speech pathology/audiology and education double majors, I completed my student teaching under Professor Ronald Feldman. In retrospect, the rigors of this program, along with student teaching, class and clinic responsibilities as well as fulfilling the role of president of the Sigma Alpha Eta Honor Society, were the beginning of what would be a lifetime of professional and personal juggling.

I ultimately decided that being a Teacher of the Speech and Hearing Handicapped was not a good fit for me. Five years after my Brooklyn College graduation, I needed to document my clinical hours, and Professor Feldman remembered me and facilitated the process so that I could apply for a master's degree in audiology at Syracuse University, where my husband was completing his medical residency.

When I graduated from Brooklyn College with honors in speech pathology and audiology, I was one of two departmental awardees. I felt then, as I do now, that if you pursue your interests, volunteer for student opportunities, network, and become a visible and committed member of your professional community, the result will be a lifetime of wonderful professional experiences and success in your field. As an audiologist, I have been active in leadership roles on the local, state and national levels of our professional organizations. I continue to believe that only with member participation in our professional organizations can change and growth come about and that we should not complain if we have not contributed to the solution of existing problems.

Brooklyn College gave me all of the building blocks for a most rewarding professional life as an audiologist. Since graduation, I have earned my Au.D., worked clinically and co-founded two special equipment distributorship companies. I am currently a board member of the Governors of the American Board of Audiology of the American Academy of Audiology. I remain in contact with the faculty at Brooklyn College, and whenever I am asked to participate in their projects, I always agree. Michael Bergen, who has served many roles in the New York State Speech-Language-Hearing Association (NYSSLHA), including president, knows that he only need ask, and I will always say yes. I owe all of my Brooklyn College colleagues my gratitude for the start of my professional path.

The Luck of the Irish!

Bridget Dwyer '82, M.S. '84



My life at Brooklyn College began to unfold on a crisp winter afternoon during an open house for prospective freshmen. At age 17, I was already set on pursuing a career as a speech-language pathologist (SLP). I was sent up to 4400 Boylan Hall to speak with members of the faculty. As luck would have it, I met Oliver Bloodstein that day. Little did I know that here before me was one of the leaders of our profession, advising me about my future career. Imagine my surprise when I found out some time later who this quiet, unassuming man really was! Through the years I came to find that Professor Bloodstein had a terrific sense of humor and a delightful giggle as well as a brilliant mind.

My introduction to life in the Speech Department began when I met Margaret Flynn, the departmental adviser. One day I went to her office to pick up my class schedule and, the next thing I knew, I had a job as a work study student at the front

desk. I spent so many hours working and studying in Boylan Hall, I'm surprised my foot prints are not imprinted upon those corridor floors! Moving from class to class every day, studying with Professors Bloodstein, Gurland, Pieras, Lang, Gildston, Quinn, Duffy, Cherry, Rubinstein and others, brought me ever closer to my goal of being an SLP. How lucky was I!

Joining Sigma Alpha Eta was one of the best things I ever did. I held every office in the society and have the honor of being the society's youngest president to date. We had so much fun and so many wonderful experiences, and I met so many special people, including Leda, Lucille, Lois, Lisa, Fran, Roz, Aliza, Fred and my dear friend, Holly. She and I still speak almost every day, even after 35 years!

I was fortunate to spend my graduate years at BC as well. I took every class with Professor Gurland that I could, attended ASHA and NYSSLHA conventions, and participated in numerous symposia and research activities. I am proud to be a founding member, along with Gail Gurland and Sam Chwat, among others, of FOCUS, our phenomenal aphasia support group. As a member of the group, I learned valuable life lessons about empathy, patience, determination and gratitude.

I had the opportunity to be trained by wonderful clinical supervisors like Lucy Girlando, Dorothy Pollack, Marcia Grossman, Judy Davies, Barbara Ravski and Gloria Schlisselberg. Years later I returned to supervise at the center, under the direction of Jerry Koller, one of the dearest people I know.

My time at BC prepared me so well for the diverse career that

awaited me. As current clinic director at Long Island University, Brooklyn campus, I realize that I owe all of you more than you could ever know. I'm the luckiest girl in the world to have spent those years at Brooklyn College in 4400 Boylan!

More Than a Career

Enrique Gonzalez '99, M.S. '06



According to the dictionary, "career" is defined as "job or profession for which one is trained and which one intends to follow for part or the whole of one's life." This definition holds true for me, seeing that I received exceptional training and I intend to follow my profession until I retire, if not beyond. However, it is a somewhat inadequate definition in that speech language pathology is much more than just a profession to me.

When I moved to New York in the fall of 1992 I did not have any inkling that my life was going to take this direction. I came to the Big Apple to learn English. My intention was to stay here for two years and then

go back to my country. Twenty plus years later I am still here.

After several years working in different jobs and becoming clear about the fact that I was not going back to Spain, I realized that being a waiter the rest of my life was not something I wanted to do, so I decided to return to school. Computers and business were my two top choices. Luckily, a wise friend reminded me that since I was already in my early thirties whatever I chose would be my job for the rest of my work life. The thought of spending many years in front of a computer screen, or dealing with bonds and shares, was not appealing in the least.

The same friend suggested that I look into speech language pathology, mentioning that being bilingual would be an advantage. I told him what many people have since indicated to me: "I have no idea what you are talking about; I've never in my life heard of this profession." He then arranged for me to spend a day shadowing a friend of his who was a speech language pathologist. I found that I was fascinated from the beginning and quickly decided that this seemed to be the right fit for me.

Brooklyn College was the next step toward my goal. I did not have any American college experience and couldn't have asked for a better one. From the moment I started volunteering at 4400 Boylan, I felt like I was part of a family, of a group of people bound by the same profession but also sharing a sense of camaraderie. Not having any family with me in the U.S., that sense of belonging couldn't have come at a better moment in my life.

Professor Gurland was my adviser and I couldn't have asked for anyone better. She was a demanding teacher with an amazing amount of knowledge, who was always supportive and encouraging. After sharing insecurity about my accent, I inquired about accent modification. She responded by assuring me that my accented English would not interfere with my ability to provide services and, in fact, was quite charming.

4400 Boylan was my first home away from home, the amazing people there were my surrogate family. I will never be able to fully express my gratitude. The program and its participants gave me a sense of really being part of something special at the time when I needed that the most, and it prepared me for what I hope will be a long and fruitful career.

Taking Opportunity

Eric Jackson M.S. '09



Before beginning my education at Brooklyn College, I worked in the financial services industry. In many ways, my work in banking was without purpose, and I knew there was something more for me. It was not until I decided to go back to school for speech-language pathology, a decision triggered by my own experiences as a person who stutters and who has been successful in speech therapy, that I realized what that something was.

After taking several prerequisite courses, I enrolled in the graduate SLP program at BC. The college was an ideal place for me in several ways. The environment was conducive to learning. I distinctly remember the classroom being a place in which participation was encouraged, even when you did not know the answer. For most of my life, I had been fearful of speaking in public. As a student in the SLP program, I was given countless opportunities not only to share my sometimes emphatic point

The Graduate Student
Speech Language Hearing
Organization is pleased to
announce the presentation of
the *Third Annual Distinguished
Alumnus Award* to Sylvia
Walters, '74, M.S. '77 Ph.D.
The award will be presented
at the program's graduation
ceremony, May 28, 2014.

of view, but also to teach several courses, including a public speaking course. Student interests were also supported at BC. I had the privilege of co-facilitating a support group for adults who stutter with Chuck Goldman, a mentor and friend to this day. Additionally, supportive faculty members made for easier days during a rigorous program. I remember stopping by Michael Bergen's office after long days (he was always there...) and discussing the trials and tribulations associated with being a fan of the New York Jets.

I received exceptional instruction in several areas during the course of my education. Gail Gurland was (and is) the consummate professional, and was an exemplary instructor. BC is also one of very few SLP programs to offer a course on counseling, which is, in my opinion, a crucial component of being a therapist of any kind. Beryl Adler's class on this topic explored, with care and compassion, the human experience associated with communication disorders and was a highlight of the program for me. Clinically, I am forever grateful to Jane Clapp for refining my writing abilities and my current students are beneficiaries of her method. There is no question that my teaching style, as well as the dedication and passion I have for teaching, reflect my days spent studying with Gail, Beryl, Chuck, Jane, and others in the BC community.

Since graduating, I have worked as a private practitioner, clinical supervisor, and instructor at universities, both in New York and internationally. Currently, I am also pursuing a doctoral degree in SLP. I am thankful to the faculty and staff of the BC SLP program for setting me on this path,

and providing me with an opportunity to grow as a scholar and clinician.

Oh yeah, I also met my soon-to-be wife at BC! Julie was beginning her degree in speech when I was graduating, and must have been impressed by my persistence (i.e., ability to never shut up). It is truly hard for me to imagine not having attended BC!

Wise Voices from My Past

Karen Axelson M.S. '11



My bedroom floor was covered in applications to various NYC metro-area graduate programs. I had no idea where I wanted to go and was not even sure I would want to work in speech-language pathology forever. I received an acceptance letter from Brooklyn College and, since it was a CUNY school, the price was right. However, I still had reservations about my decision because I had never been to Brooklyn College. Then in the summer of 2009, I attended an open house for accepted students at 4400

Boylan. My initial impression was that the 4400 clinic waiting room didn't stand out from the other schools, but that was before I met Professor Gurland, program director, and a few other faculty members. I breathed a sigh of relief because I knew then that 4400 would be a place I could call "home" for the next two years.

The graduate program turned out to be more rigorous than I had imagined and yet as manageable as I had hoped. The faculty members of the SLP program, particularly Professor Gurland, command such respect. They have an amazing ability to help each student reach their greatest potential. As a graduate fellow, I taught undergraduate courses. Additionally, there were opportunities to conduct research and present at conventions. After much learning, some tears, countless money spent at Starbucks in the Boylan Hall basement and a great deal of laughter, I truly believe that 4400 Boylan helped us all to become our best selves.

Since graduating from the master's program, I moved to Maryland, completed my clinical fellowship in a skilled nursing facility, and am now program manager of their rehabilitation department. To this day, I still hear the sage advice of my Brooklyn College professors. When working with patients with dementia and speaking to their adult children, I hear Professor Goldman asking me, "Who owns the problem? Who is your client?" It was his seminars that really honed my interviewing and counseling skills. Just last month, I delivered an in-service program to the entire dietary department and the building

administrator. Right before it, I felt a little nervous. Then, I heard Professor Gurland's wise voice, something she had said to me before I taught an undergraduate course, "It's good to be a little nervous . . . being nervous means you care."

There's a saying that encapsulates my BC experience; to paraphrase something that Mark Twain wrote: surround yourself with greatness and you will achieve greatness. In addition to the vast practical knowledge I attained at BC are the amazing friendships created during those two years that went by so fast. We've each gone on to do something different in our field, specializing in children or adults, with some moving out of state to Philadelphia, Baltimore and elsewhere, but I know that we will always have our experience at 4400 Boylan to bind us together. The selection of amazing people in my cohort, who were hand-picked to go through the BC Graduate Program in SLP together, are the greatest extended family that could have ever been chosen. My financially savvy decision to attend Brooklyn College has proved the ultimate investment in myself and my future.

Do you have new contact information? New or interesting news to share?

Contact us with details by sending an email to slhcenter@brooklyn.cuny.edu.

Another Year of Great Activity

Michael Bergen

Look out at our beautiful Central Quadrangle, the light snow gently covering the campus grounds and casting an early evening hush over everything as students prepare for final exams. The peaceful year-end contrasts with the energy and activity of so many prior months.

The past year has been another busy one. The Diana Rogovin Davidow Speech-Language Hearing Center continues to serve as the hub of clinical activities for hundreds of students at the undergraduate, graduate and doctoral levels. Indeed, the past year saw an intensive reaccreditation site visit by a team who emphasized how notably impressed they were by the faculty and students of our program. With that preliminary verbal report, what more could a program possibly ask for? And, of course, we agree with their assessment — our stellar faculty and student body produce much for us to be proud of.

Under the guidance of Susan Bohne and Naomi Shualy, a series of hands-on workshops were held to introduce graduate students to clinical resources and facilitate usage of them, continuing a tradition that encourages second-year students to serve in clinical mentorship roles to incoming students.

In addition to the array of regularly-occurring diagnostic and

rehabilitative services, continuing community outreach is supported for a number of our programs, including a chapter of the Asperger Syndrome and High Functioning Autism



Association (AHA), which has been meeting under the direction of Corinne Turkish, and our affiliation with the Oliver Bloodstein Chapter of the National Stuttering Association (NSA). Additionally, a Lee Silverman Voice Treatment

(LSVT) program was launched under the direction of Sharon Beaumont-Bowman, and the center hosts an orientation program for new users of hearing aids, under the guidance of Dorothy DiToro and Zhanneta Shapiro. Please inform interested clients and colleagues about these wonderful resources!

Our active student groups participated in a number of events, including fund raising activities for Hearing Loss Association of America's Walk4Hearing and an AHA Bowling fundraiser. Our programs received approximately \$50,000 in grant funding, which was used to obtain items to enhance clinical education, including tablet computers, flash drives and portable hard drives, a phonatory aerodynamic system, a number of new diagnostic evaluation tools, portable audiometers and an auditory evoked potential system.

The center may have celebrated its 80th birthday, but we are fortunate to have advanced, modern technology and clinical tools available for clients, students and faculty members.

We have seen an increase in the amount of scholarship money made available to our students — more than \$70,000 was awarded in the form of scholarships and partial tuition waivers in 2013! The Diana Rogovin Davidow scholarship recipients were Belen Castillo de Molina, Leslie-Ann Reid-Bacchus, Yuliya Shapirshteyn and Viktoriya Zeldina. The Mel Silverman Scholarship recipient was Samantha Rinato, and the inaugural Oliver Bloodstein Memorial Scholarship was awarded to Arielle Kahaner. In addition, a number of students were awarded NYC Department of Education scholarships. Alumni support continues to be an important factor in allowing our programs to recruit, reward and retain the best students!

Although there was much to be thankful for in 2013, the year did not pass without difficulty. Late September brought the sad news of the tragic loss of second-year graduate student, Jennifer Silverstein, the innocent victim of a fatal car crash. She was admired by students, faculty and staff, and is deeply missed.

For those of us who have had the good fortune of coming to 4400, and I have been included in that number for the past 20-plus years, we know how wonderful it is to be surrounded by the greatest group of colleagues, support staff, students and clients a person could ever hope to find. Clinical activities so often run smoothly, it is sometimes easy to forget that they are not accomplished without great effort.

Effort, of course, on the part of our students and faculty members, but so much of what is achieved is done with the help of our staff, led by Angela Caragliano, Casandra Corbie and Annonia Garrick.

Our faculty, staff and students again look forward to the coming year with excitement! We hope that you will stay in touch — send us a note to tell us about recent achievements — and consider a visit!

SLP Program Participates in the Collaborative Support Service Program for College Students on the Autism Spectrum

Susan Bohne and Corinne Turkish

The program in speech language pathology is pleased to participate in the third funded year of the Collaborative Support Service Program. This program enables Brooklyn College students with autism spectrum conditions to meet their full potential for academic and career success, and enrich their college experience. This program addresses the demand for greater educational and support services, both for those

students on the autism spectrum, and for the faculty and staff with whom they interact.

The interdisciplinary services on the Brooklyn College campus have been coordinated by Susan Bohne, assistant clinic director, and Corinne Turkish, project coordinator and clinical instructor, both of the Diana Rogovin Davidow Speech Language Hearing Center; Valerie Stewart-Lovell, director of the Center for Student



Faculty members Susan Bohne, Dorothy DiToro and Corinne Turkish participate in a health fair with students Connie Cai and Sommer Goodman.

Disability Services (CSDS); Ilene Tannenbaum, director and nurse practitioner of the BC Health Clinic; and Adriana DiMatteo and Yair Kramer, both of the Personal Counseling Services. Assistant Professor Susan Longtin was one of the authors of the original proposal.

Students who participate in the program may also avail themselves of campus services, including those of the Magner Center for Career Development and Internships, the Learning Center, and the School of Education's programs in special education, school psychology and mental health counseling.

The great success of this program is that the students who have self-

identified as having autism spectrum disorders (ASD) to the CSDS are paired with graduate mentors to guide them in multiple areas of college life. Mentors help support such aspects as social communication, organization and time management. The current mentors include three graduate SLP students, Samantha Rinato, Jennifer Iacono and Leslie-Ann Reid-Bacchus, who, along with graduate students from psychology and personal counseling, meet weekly with Elizabeth Blanchard, clinical supervisor, to obtain guidance in their mentor role.

Workshops and in-services have been provided to faculty, staff and

students to inform and engage the campus-wide community in this program. One of the recent programs invited Stephen Shore, assistant professor at Adelphi University, whose talk, "Promoting successful transitioning into, through, and beyond higher education for students on the autism spectrum: An inside view," included remarks on his own life-long experiences with autism.

The continuation and expansion of this program and its mission will enhance CUNY's capacity to support its growing population of college students with ASD.

Brooklyn College Helps Parkinson's Disease Patients with New Speech Therapy Program

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This summer the [Diana Rogovin Davidow Speech Language Hearing Center](#) at Brooklyn College launched the [Lee Silverman Voice Treatment \(LSVT\)](#), a certification

program for speech-language pathology (SLP) graduate students seeking to learn how to improve the voice and speech of individuals with Parkinson's disease.

Parkinson's disease (PD) — the search for its cure has been championed by actor Michael J. Fox, who revealed he had PD in 1998 — is a chronic and progressive movement disorder caused by the death of nerve cells in the brain that help control motor abilities. Currently there is no cure, and PD symptoms — tremors of the hand, limbs, jaw and face; slowness of movement; stiffness of the limbs and trunk; impaired balance and coordination; and speech impairment — may worsen quickly over time. Nearly one million people in the United States are living with PD.

"Professor Gail Gurland, deputy chair and program director for



Professor Sharon Beaumont-Bowman with graduate students in the speech-language pathology program Carly Traiman, Ashley Small, Kate Esposito and Kevin Hodge.

graduate studies in our department introduced me to Diana, and we started talking about a program that caters to PD clients,” says Sharon Beaumont-Bowman, assistant professor in the [Department of Speech Communications Arts and Sciences](#), who, with the help of Diana Rogovin Davidow ’66, M.S.’ 71, worked to initiate LSVT at Brooklyn College in Spring 2013.

Under the supervision of Beaumont-Bowman, the four-week therapy program is dually designed

with PD clients in social settings, with specially designed singing, dancing and other community-based classes offered through the [Brooklyn Parkinson Group](#), a non-profit organization dedicated to enhancing the lives of those with Parkinson’s through arts-based activities.

“We have formed a relationship with Brooklyn Parkinson Group and look forward to strengthening it so as to better serve the community. This is very important,” says Beaumont-Bowman.

emotional, that PD patients face on a daily basis,” says Kevin Hodge M.S. ’13, another SLP graduate student in the program. “I know that I can apply that knowledge and understanding to all such future clients.”

The benefits are not for the students alone. Those PD patients who participated in the program have reported that their self-esteem has increased tremendously and expressed satisfaction with the course of voice therapy.

One client revealed that his friends have made positive comments about his increased vocal volume and that acquaintances have told him that they were unaware he was even able to speak until he began the LSVT program. With his increased feeling of confidence, he is now interested in attending group therapy at Brooklyn College.

The Lee Silverman Voice Treatment program is named for a woman with PD whose family challenged speech-language pathologists and researchers to come up with a way to communicate with her. The challenge grew into a program that eventually became LSVT Global, a for-profit organization that trains speech-language pathologists world-wide in a research-based, proprietary speech therapy approach.

Four speech-language pathology graduate students were certified in LSVT in Spring 2013, and with the continued financial support of Davidow — who, in 2007, donated \$1 million to what was then known as the Brooklyn College Speech and Hearing Center — and other contributors, Beaumont-Bowman has been able to continue to offer the program to students.



Graduate student Carly Traiman working with a participant in the LSVT Program.

to support the communication skills of individuals with PD, while giving SLP graduate students intensive one-on-one diagnostic and treatment training.

“The LSVT program gives those with PD a go-to place because we have created a solid environment for them where they can feel comfortable and be themselves,” said Beaumont-Bowman. “We want them to have a vibrant attitude about life even though they’re living with this chronic disease.”

To this end, students also work

Of the LSVT program, graduate student Ashley Small M.S.’13 has high praise. “Professor Beaumont-Bowman challenged me in appropriate ways and pushed me to learn more about myself and my clients,” said Small.

“I also enjoyed watching my fellow colleagues’ sessions. It was important to see how each colleague dealt with different issues, and to get their advice on those issues when they arose in my sessions,” she said.

“I feel that I have a much better understanding of some of the unique challenges, both physical and

Norma Rees: In Memoriam

*Ronald Tikofsky '52, M.A.
'53, Ph.D.*

Susan Longtin, Ph.D.

Norma Rees, a Brooklyn College alumna whose academic career spanned five decades, died on June 6, 2013, in Hayward, California, at the age

of 84. She earned a master of arts degree in speech from Brooklyn College in the early '50s, and her doctorate from NYU. Norma Rees had a distinguished career in speech-language-hearing disorders before she entered academic administration. Through her numerous publications, she was a forceful advocate for the study of language development and disorders and one of the major forces in the pragmatics revolution's impact on communication disorders. She brought a transdisciplinary perspective to the field, one which addressed the larger issues of human communication. Always a strong

advocate for unifying our discipline, it is not an exaggeration to say that Norma Rees was the force behind the movement that shaped the study of language disorders in children. She was instrumental in ASHA's decision to include "language" in its official name. Norma Rees served two terms in the ASHA Legislative Council, and was president of ASHA in 1979. Her contributions to our discipline were recognized by her professional colleagues who bestowed upon

her the distinction of ASHA Fellow and awarded her Honors of the Association. Her talents and leadership skills were well suited to academic administration. This was first demonstrated in her work at the Graduate Center of the City University of New York. She first served as executive officer of the doctoral program in speech and hearing sciences from 1972 to 1974, and then became the associate dean of graduate studies, serving from 1976 until 1983, when she was made professor emeritus. After she left the Graduate Center, she became

vice-provost at the University of Wisconsin at Milwaukee, and from there she went on to serve on the Massachusetts Board of Regents. In 1990, Norma Rees took on her final academic challenge. She assumed the presidency of what was then California (Cal) State Hayward; and led a successful campaign to influence the Board of Regents to rename it Cal State East Bay to better reflect the large populous region it serves. This was no small accomplishment. Always concerned with the well-being and education of students, she created the Students First program to enhance the student experience, which in turn increased enrollments and the stature of Cal State East Bay. Until she retired in 2006, Rees continued to build community and business alliances to grow the University and serve the students.

Norma Rees was a strong advocate for women and students. This was evident in her ASHA activities in the 60s, when she fought against male dominance in ASHA. Perhaps it was her advocacy that led her to become one of the first women presidents of the 23 colleges of the California State University system. Those of us who were privileged to know Norma Rees, as students, friends and colleagues, will cherish our memories of her as one of the smartest persons we have ever known. Norma was not just intelligent, she had a wicked sense of humor and her strong empathy with others was not always displayed. She was a role model and friend who will be missed and who will be remembered by us always.



Faculty member Susan Longtin joins alums Ron Tikofsky and Norma Rees at a Brooklyn College event.

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Faculty Update

Isabelle Barrière obtained a \$105,135 NSF Grant for "Cross-Linguistic Investigations of the Acquisition of Subject-Verb Agreement" and published *On the Acquisition of French Argument Structure and SE-Cliticization by Saarbrücken*: Scholars' Press. In October and November, she gave guest speaker's lectures at Creating Identity: Yiddish Across a Spectrum of Jewish Communities Today YIVO Annual Naomi Prawer Kadar Memorial Lecture and "The Advantages of Bilingual Education" sponsored by the French Consulate Dual Language programs initiative, at Queens Library and Brooklyn College.

Barbara Bennett provided in-service instruction to interdisciplinary team members at the Promenade Rehabilitation Center in Queens, NY in March, 2013 and the St. Joachim and Anne Health Care and Rehabilitation Center in Brooklyn, NY in December, 2013 on the role of the SLP in the treatment of tracheostomized and ventilator-dependent adult patients. In-service programs included augmentative communication devices, assessment and subsequent management of swallowing with an overview of the respiratory and phonatory systems.

Sharon Beaumont-Bowman received a William Stewart travel award and presented a poster, "Implications of Pulse Oximetry for the Tracheostomized Population", at the Dysphagia Research Society's Annual Meeting in Seattle, March 2013. She facilitated a neurogenic clinic at DRDSLHC providing students an advanced clinical experience while offering therapeutic support to the Parkinson community. In June 2013, she presented "Feeding Therapy Basics: An Introduction to the Essential Skills Utilized in the Assessment and Treatment of Pediatric Feeding and Swallowing Problems", a CEU event hosted by Challenge Early Intervention Center.

Michael Bergen participated on committees of the New York State Speech-Language-Hearing Association (NYSSLHA) and the Metropolitan NY Council of University Clinic Directors. He is chairing the Audiology Program Planning Committee for the 2014 NYSSLHA Convention, and was appointed by President Karen Gould to the board of directors of the Brooklyn College Alumni Association (BCAA).

Susan Bohne participated in the 2013 BC annual Faculty Day in a Round Table discussion entitled: "Interdisciplinary Collaborative Support Services for Students With Autism Spectrum Disorders at BC". She is continuing the collaborative

work to support the growing population of college students with autism spectrum disorder (ASDs), with funding again approved through Project REACH (Resources and Education on Autism as CUNY's Hallmark) by the City University of New York (CUNY) Central Office Division of Student Affairs. She and **Naomi Shualy** created and led the 7th annual "advanced clinician- new clinician" workshop in which the former in-house advanced, 2nd year graduate clinicians share their clinical experiences with the new, in-house, 1st year clinicians.

Michele Emmer and **Shlomo Silman** completed initial clinical trials in Nigeria for treatment of middle ear fluid and associated hearing loss using the EarPopper. Dr. Titus Ibekwe, the head of the Nigerian Medical Association, was the Principal Investigator. The second stage, also led by Dr. Ibekwe, will be carried out across various sites in Nigeria.

Baila Epstein had her article "Can children with SLI detect cognitive conflict? Behavioral and electrophysiological evidence" accepted for publication in the *Journal of Speech, Language, and Hearing Research*. She completed a research study with graduate student, Sommer Goodman, which culminated in the development of a coding system for describing conversational breakdowns in language samples of preschool children. She also completed a 17-hour series of training workshops offered by the Roberta S. Matthews Center for Teaching on Team-Based Learning.

Akiko Fuse received a PSC-CUNY grant, "Acquisition of Japanese Spatial Language and Categorization," and was awarded funding from the University Diversity Project Development Fund for a project to increase underrepresented populations in the graduate program in communication sciences and disorders. With the collaboration of Sigma Alpha Eta and Natalie Schaeffer, she organized a series of Brown Bag meetings for undergraduate students to explore and learn about their future career as a speech-language pathologist or audiologist, and to prepare for application and admission to graduate schools.

Gail Gurland completed her fortieth year as a member of the faculty where she has served as Deputy Chair for Graduate Studies since 1982 and Program Director since 1995. She is stepping down from both of these positions effective September, 2014 to continue her work with language and learning impaired children, adolescents, and young adults, and to pursue her writing of children's books.

Susan Longtin received a grant to analyze the autobiographies of individuals on the autism spectrum. Her reflection on "Kiss me you Genius: Strategies for Thriving in Neurologically Mixed Relations," a workshop she moderated at the spring conference of the Asperger Syndrome and High Functioning Autism Association (AHA), appeared in the Fall 2013 issue of *On the Spectrum*. Her article titled "Using the college infrastructure to support students on the autism spectrum" and review of *Scholars with Autism Achieving Dreams* (Perner, 2012) are in press for the *Journal of Postsecondary Education and Disability*.

Klara Marton published a number of research papers, including Marton, K. et al., (in press), "Information processing and proactive interference in children with and without specific language impairment (SLI)", *Journal of Speech Language and Hearing Research*; Marton, K. & Yoon, J. (in press), "Cross-linguistic Investigation of Language Impairments", in Brooks, P. J., Kempe, V., & Golson, G. (Eds.), *Encyclopedia of Language Development*, Sage Publications; Marton, K. & Eichorn, N. (in press), "Interaction between working memory and long-term memory in children with and without language impairment", *Zeitschrift fur Psychologie*.

Adrienne Rubinstein, along with Professor Emeritus **Rochelle Cherry** and Au.D. student Elvera Bader, published an article in *Hearing Review*, "College Music Faculty Views about Hearing Protection Use and Hearing Conservation Training: How Can We Change Attitudes about Hearing Conservation in University Music Programs?", in February 2013. In collaboration with **Dorothy Ditoro**, she submitted a PSC-CUNY grant investigating the effects of classroom acoustics on the speech perception abilities of college students for whom English is a second language.

Jennifer Sass-Brown joined the faculty as a full time lecturer in September, 2013. She has been working to expand the pediatric therapeutic program in the DRDSLHC, including outreach to early intervention populations. She recently secured a donation of toys and materials aimed at treating this population.

Natalie Schaeffer is collecting vocal fold function baseline data on participants (ages 60-80) with perceptually normal voices using the Multidimensional Voice Program (MDVP), to compare with data on normal voiced participants (ages 20-30). She is also using the MDVP to collect and compare data on dysphonic

Faculty Update

(continued)

individuals before and after therapy stimulation to improve their voices. She coordinated the annual symposium "All Kids Can Succeed" which Dr. Jed Baker presented in March, 2013.

Shlomo Silman was renewed as Presidential Professor. He was invited

as a Visiting Scholar in the School of Behavioral and Brain Sciences at the University of Texas at Dallas.

Cyndi Stein-Rubin, in collaboration with **Beryl Adler**, is writing a book, *A Personal Development Handbook: The Health Professional and Educator as Facilitator*, due to be published by Cengage Learning in 2015. She is also using an inverted classroom format

in her graduate measurement and assessment course, in which students are responsible for learning content at home through prerecorded lectures, and engage in interactive exercises and reflective discussions to reinforce what they learned in the recorded lectures. Under her supervision, the Graduate Peer Mentorship Program is in its fourth year.

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Naomi Shualy, Clinical Instructor
Merryl Silver, Clinical Instructor
Corinne Turkish, Clinical Instructor
Sylvia Walters, Adjunct Associate Professor
Theresa Wilson, Clinical Instructor

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Diana Rogovin Davidow visited campus, meeting with faculty and student scholarship winners.

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