



Stony Brook  
School of Health Professions

# CREATING COMPASSION AND COMMUNITY THROUGH HEALTHCARE EDUCATION

2022-2023 Annual Report





# CONTENTS

|    |  |
|----|--|
| 1  | A Message from the Dean  |
| 2  | By the Numbers   |
| 4  | School Highlights  |
| 8  | In the News  |
| 12 | Community Service  |
| 20 | Student Spotlight  |
| 22 | Alumni Spotlight   |
| 24 | Faculty Spotlight  |
| 29 | A Message from the Director of Diversity, Equity and Inclusion |
| 30 | Staff Spotlight  |
| 32 | Program Spotlight  |
| 34 | Research Spotlight   |
| 36 | Select Faculty Publications, Presentations, Grants and Awards  |
| 42 | Fund for Excellence  |



# MESSAGE FROM THE DEAN

Dear Colleagues, Supporters, Friends and Alumni,

The Stony Brook School of Health Professions has been recognized for making a significant impact in the healthcare field for decades. Our school provides rigorous academic programs, hands-on training, and access to the latest research and technology, equipping students with the knowledge and skills they need to succeed in their respective fields, supported by exceptional faculty and staff.

Our impact reaches beyond the classroom through the quality of care provided by our graduates. Graduates of our programs are known for their ability to provide compassionate, evidence-based care to their patients, clients and community members. They are also equipped to work collaboratively with other healthcare professionals to ensure that patients receive the best possible care.

The school continues to contribute to the advancement of knowledge and technology with faculty members who conduct research that leads to new discoveries and innovations in healthcare and health delivery. This research leads to new treatments and therapies that improve patient outcomes and quality of life.

Finally, the school plays an important role in addressing healthcare disparities. By providing education to a diverse group of students, we help to ensure that the healthcare workforce is reflective of the communities it serves. This leads to improved access to care and better health outcomes for all patients, clients and community members.

I am proud that our school is making a significant impact in the healthcare field with its exceptional faculty and staff, outstanding students, and engaged

alumni, and their dedication to professionalism, ethical behavior, diversity, equity and inclusion, and a team approach to healthcare. I am confident that we will continue to leave a lasting impact for many years to come, improving the health and well-being of individuals and communities.

Sincerely,

**Stacy Jaffee Gropack, PT, PhD, FSAHP**  
Dean, Stony Brook School of Health Professions



BY THE NUMBERS

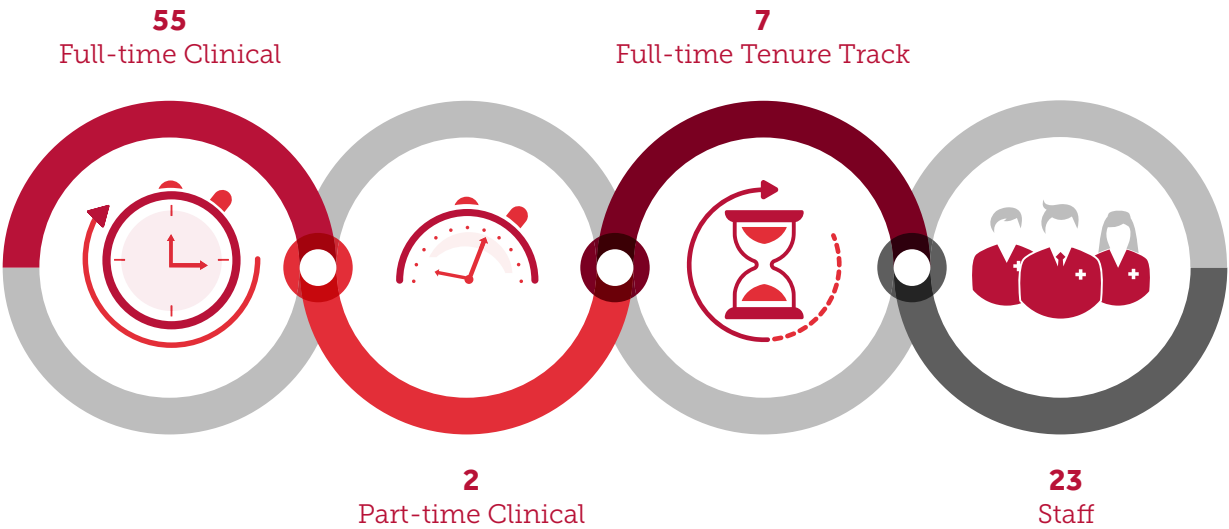
Spring 2023 Enrollment



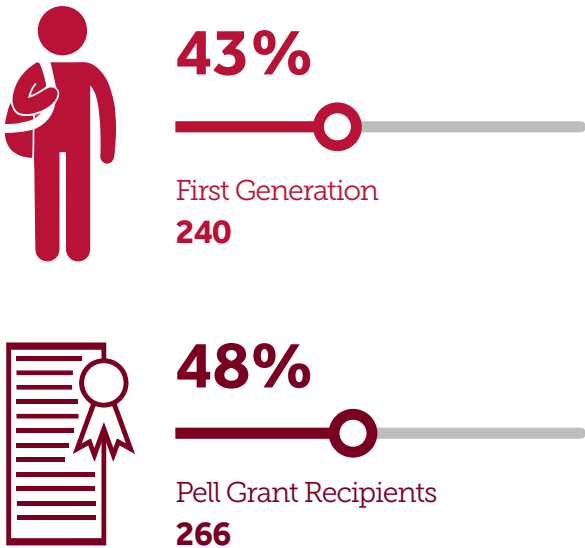
553 Undergraduate

631 Graduate

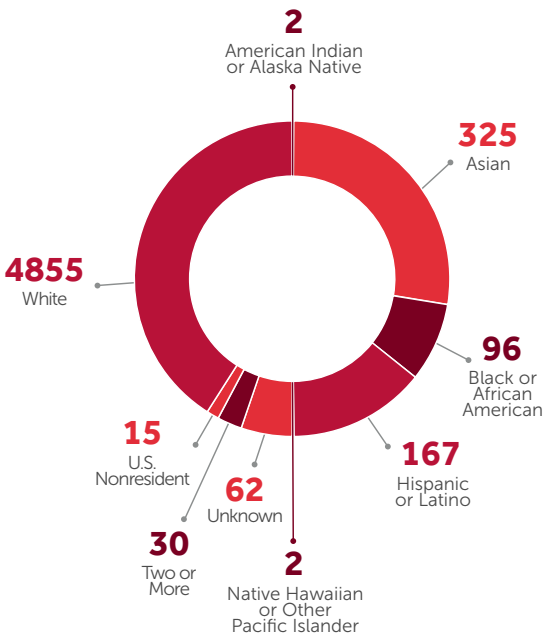
Faculty and Staff



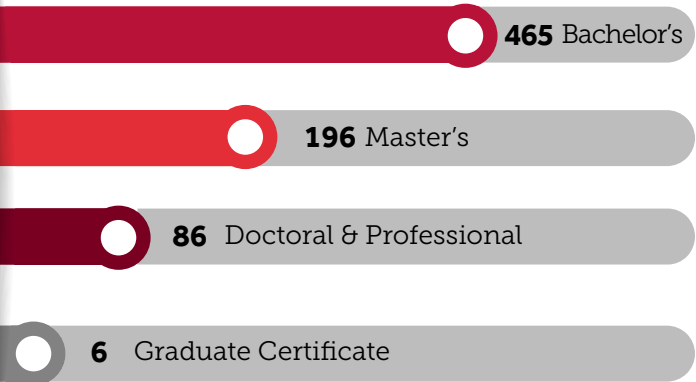
Undergraduate First Generation Students and Pell Grant Recipients



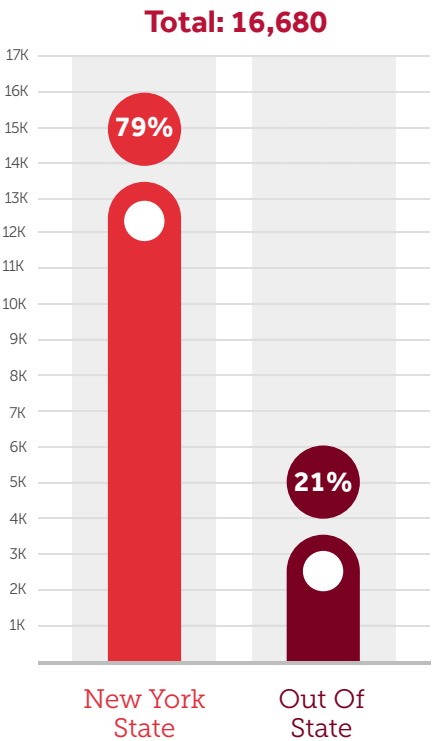
Race and Ethnicity



Degree and Certificate Completions 2022-2023



Distribution of Alumni





Students and keynote speaker, **Avery Roberts**



School Highlights

**PEDIATRIC INTERPROFESSIONAL EDUCATION DAY**

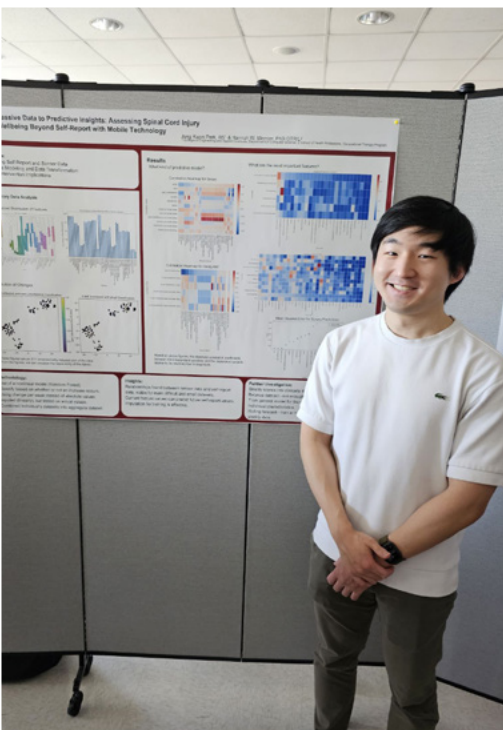
On April 14, 2023, students from the School of Health Professions programs of Occupational Therapy, Physical Therapy, Physician Assistant, and Speech-Language worked together to learn about “rare” pediatric diagnoses and how these professions contribute to the assessment, treatment and advocacy for affected individuals and their families. The highlight of the day was the keynote speaker, Avery Roberts. Avery is a 15 year-old

dancer and an advocate on behalf of her “Rare Community”. Avery also judged the video presentations created by the interprofessional student groups that were assigned five different not-so-rare diagnoses. It was hard for her to choose from the outstanding entries, but the group (pictured with Avery) and their TikTok video on Angelman Syndrome won the highest honor of the day!

**RESEARCH DAY**

Thank you to our presenters and participants who took part in the School of Health Professions Annual Research Day on Wednesday, April 26, 2023. It was a great demonstration of the important research done by our faculty and students, including their collaboration with other schools

and colleges on campus. A special thank you to Maricedes Acosta-Martinez, PhD; Anupama Chawla, MD, DCH, NBPNS; and Josephine Connolly-Schoonen, PhD, RD, the panelists for our interprofessional panel event, “A Translational Approach to Treating Complex Medical





# ADMITTED STUDENTS DAY

The School of Health Professions was delighted to partner with undergraduate admissions for Admitted Students Day on April 15 and 22, 2023. In an effort to showcase all that the health sciences has to offer, the days included presenting our programs with west campus, and presenting with the School of Nursing for an on-site event, welcoming over 200 admitted

students and their families. An amazing team of faculty, staff, and current student volunteers guided the visitors on tours of labs and classrooms. It was our pleasure to give Stony Brook's admitted students the space to speak with faculty, staff, and current students as they consider the university, as well as possibilities in healthcare careers.



# INTERPROFESSIONAL EDUCATION DAY

The School of Health Professions hosted its annual Interprofessional Education Day on March 30, 2023. With over 300 students participating in the event, it was a great success, and taught our students the value of the roles of all members of the healthcare

team. During the case study, this year's focus was on IPEC's core competency of Values/Ethics for Professional Practice. Thank you to all who attended to make this day a wonderful learning experience for our students!



Lamberg and Pierre-Glaude (back row, from left) along with U.S. National Amputee Soccer Team members.



Left to right: Alana Fernandes, Ashliane Vazquez, Francesca Prainito and Mahorr Levi at the free toy lending library they helped set up at Greenport's Floyd Memorial Library.



In the News

PHYSICAL THERAPY FACULTY LEAD TEAM USA TO AMPUTEE SOCCER WORLD CUP

In October 2022, the U.S. National Amputee Soccer Team headed to Istanbul, Turkey for the Amputee Soccer World Cup, led by Dr. Eric Lamberg, head coach and president of the American Amputee Soccer Association (AASA), along with Dr. James Pierre-Glaude, AASA director of sports medicine and performance.

Dr. Lamberg is Professor of Physical Therapy and Associate Dean of the School of Health Professions. Dr. Pierre-Glaude is Clinical Assistant Professor of Physical Therapy and Director of Diversity, Equity, and Inclusion of the School of Health Professions. Both have invested their time and effort into the sport, displaying a true passion to carry out the mission of the AASA. Through their dedication, and the tenacity of

their players, the sport has gained visibility and the U.S. team is making its mark globally.

The American Amputee Soccer Association has dual missions. One mission is to promote and develop the sport for the benefit of participants with limb differences. They look to grow the sport for juniors and adults and for women and men, and do this through outreach programs at the local levels to help interested players become introduced to the sport, maximize their proficiency, build self-confidence, learn the power of teamwork, and build a strong social network. The second mission is to select, develop, and train the elite amputee soccer athlete to represent the United States in international competition.

RECENT OT GRADS SET UP TOY LENDING LIBRARY FOR LOCAL COMMUNITY

Alumni Alana Fernandes, Mahorr Levi, and Francesca Prainito graduated in May with degrees in occupational therapy, and their final capstone project has provided a long-lasting gift to Greenport's Floyd Memorial Library on the North Fork of Long Island. Along with their classmate and fellow alum, Ashliane Vazquez, the students helped set up a permanent free toy lending library, obtaining the toys through donations from their peers.

"The toys that we chose are toys that will help parents and kids bond through play," Prainito said. "They'll help with building strength and children's muscles, work on children's balance, hand dexterity and coordination and problem solving skills. As occupational therapists, we know that play helps

brain development, so it's a population that can really use play for building skills and development." The students completed this project under the supervision and support of Assistant Professor, Dr. Hanna Mercier. Dr. Mercier runs the service learning capstone course in the occupational therapy program, and encourages her students to consult with community organizations such as libraries, wildlife refuges and schools about various needs in the community and help them meet that need.

"I'm personally really happy to incorporate some of the students' work and impact the community out here in a meaningful way and I'm just really, really proud of the effort that they put in and also thankful for the community partnerships," Ms. Mercier said.

TO READ MORE ABOUT THEIR JOURNEY TO THE AMPUTEE SOCCER WORLD CUP [CLICK HERE](#)

TO READ THE FULL STORY FROM SBU NEWS [CLICK HERE](#)



# TRANSFORMING LIVES THROUGH THE POWER OF DANCE

Dr. Agnes McConlogue Ferro received her Master of Arts in physical therapy from Touro College. Despite initial intentions of providing physical therapy for fellow dancers, she found her true passion was working with children. She was a physical therapist for the New York City Department of Education (NYCDOE) for more than 10 years, working with children with a broad range of diagnoses and ages. Dr. McConlogue Ferro completed a Leadership and Education for Neurodevelopmental Disabilities (LEND) Fellowship at Westchester Institute for Human Development and earned a Pediatric Certification in Neurodevelopmental Treatment. She shared her advanced knowledge and skill base with new graduates through the NYCDOE Senior Instructional Therapist Program. She also played a strong role in initiating the clinical affiliation sites at the NYCDOE for multiple PT educational programs. In 2012, Dr. McConlogue Ferro earned APTA Board Certification as a Clinical Specialist in Pediatric PT (PCS) and completed 2 terms on the APTA's Specialization Academy of Content Experts (SACE) for pediatrics. She completed the Academy of Pediatric Physical Therapy's Knowledge Broker Network (KBNet) training in 2018, and received her PhD from the University of Buffalo's Graduate School of Education in February 2023.

Dr. McConlogue Ferro joined the physical therapy program at New York Medical College in 1997 as a clinical faculty associate serving as adjunct and lecturer in the pediatric coursework. After moving to Long Island in 2005, she served as an adjunct faculty member in our physical therapy program, and was honored to receive the Adjunct Faculty Honor Award in 2008. Dr. McConlogue Ferro is currently a clinical associate professor responsible for pediatric curriculum. She works clinically in private practice serving children from Suffolk County to New York City.

Dr. McConlogue Ferro's research interests include an analysis of physical therapy goal-writing in the school setting and the pursuit of artistic

excellence and participation through dance with children with disabilities.

In 1998, the National Dance Institute (NDI) offered Agnes an opportunity to combine her love of dance with her love for children by starting an inclusionary dance program in a New York City school. She was honored to receive the Teacher of the Year award in 2000. Her relationship has continued with NDI and she is the co-creator/director of the DREAM Project (Dancers Realize Excellence through Arts and Movement), an inclusion-based movement program focusing on collaboration and participation. This collaboration involves our physical therapy students who volunteer during the DREAM project's week long camp, currently offered annually in February and August.

The DREAM Project has provided Dr. McConlogue Ferro with her most fulfilling experiences. "Nothing has ever come close to watching children dance together in an inclusive environment in front of an audience. And there's something magical that happens when children of all abilities are in a room interacting with their age-matched peers. The smiles on their young faces, the amazing progress they could make, and how much they enjoyed participating and being together was all too special to ignore." She added that,

**// even more beautiful is what happens after they leave that room and go out into the world. I want my PT students to know, feel and experience this too and to recognize they can make a real difference in people's lives. //**

Dr. McConlogue Ferro demonstrates technique with students Dylan, Mo and Ashtyn.





School  
Alam Almajd in  
Meknes, Morocco



The Balsam Society for Autism,  
Kenitra Morocco



## Community Service

### BUILDING CONNECTIONS OUTSIDE OF THE CLASSROOM

Combining classroom instruction with community service, programs within the School of Health Professions are offering their students invaluable service learning opportunities to apply theory to real-world situations. By participating in service learning, our students gain a deeper understanding of the complex issues facing patients and communities, learn how to work effectively with diverse populations, and develop and hone communication, interpersonal, and leadership skills while practicing critical thinking and problem-solving. Students learn to work together as part of the interprofessional healthcare team, where collaboration leads to unity and purpose beyond the classroom.

Moreover, service learning allows healthcare students to put their knowledge and skills to use in practical ways. They can work with healthcare professionals to provide care to underserved populations, participate in health promotion and disease prevention activities, and engage in community-based research. These experiences not only enhance students' learning, but also contribute to the well-being of the communities they serve. It is here, in these communities, where students are building networks and connections, developing partnerships, and gaining a deeper understanding of the social, economic, and environmental challenges that exist locally and globally.

Our Master of Science in Occupational Therapy program has long emphasized service learning, which reinforces its mission of supporting diversity in local and global contexts through positioning the program in regional, national, and global community initiatives. In doing so, the program has created several service learning opportunities that facilitate cultural and racial understanding, develop citizenship skills, and allow students to achieve personal and professional growth while making a positive impact on the lives of those they serve.

Led by Dr. Dale Coffin, Clinical Associate Professor and Chair of Occupational Therapy, 15 occupational therapy students recently engaged in a unique service learning trip to Morocco. During the 10-day

trip, the students had the opportunity to participate in hands-on learning and treatment at a special needs school, an orphanage for babies, a women's hospital specializing in cancer, and the Autism Foundation of Morocco. The students worked with people of all age groups at a number of clinics across seven cities in Morocco, including Casablanca, Marrakech, Essaouira, Rabat, Kenitra, Fes, and Azrou. They visited MAIR Neurorehabilitation Clinic, the only nursing home in Morocco, which also serves as an orphanage, as well as the King Mohamed Rehab School.

People traveled from across Morocco seeking consultation and evaluation from the team. Students worked with healthcare professionals, including occupational therapists and a speech-language pathologist to provide education to the community. They met with people with a number of disabilities, including children with cerebral palsy, individuals with traumatic brain injuries and Down syndrome, and cancer clients. During their stay, the group stepped outside of their clinical roles to help provide much-needed aid to the communities they visited. They also raised \$500 to benefit a privately funded women's cancer clinic and distributed feeding supplies, clothing, school supplies, toys, toiletries, sneakers, and shoes to all the facilities visited.

These trips are an enriching experience for both our students and the people they serve. Students have an opportunity to use their skills to help those in need, gain valuable experience working in challenging environments, and learn about different cultures and healthcare practices. For the people receiving care, this can be life-changing, providing access to healthcare services they would otherwise not have.

With a focus on offering healthcare resources and screenings to the Long Island community, our Master of Science in Physician Assistant Education program gives its students the opportunity to put their skills into practice. Over the course of the 2022-2023 academic year, physician assistant students participated in the Stony Brook Medicine Healthy Libraries Program (SBMHeLP), a partnership between the public libraries of Suffolk County, healthcare professionals, and graduate student interns from the various Stony Brook Health Science schools. Through this partnership, participants work together to provide access to both in-person and virtual healthcare related resources and screenings for public library patrons throughout Suffolk County. The partnership looks to enhance the health and well-being of Suffolk County residents through

library programming, collection development and dissemination of information on current health topics impacting our communities. The program is supported in part by the American Heart Association of Long Island. In total, our physician assistant students served patrons at six libraries across the county, from Western Suffolk to the east end.

In addition to program-specific service learning opportunities, the school brings together many of its programs to engage in interprofessional experiential learning. One such event, the Stand Up to Poverty Community Health Fair in Brentwood, NY, gave our occupational therapy, physician assistant, and respiratory care students the chance to work together to provide healthcare screenings to an underserved area of Suffolk County, including free vision, hypertension, oral health and fall prevention screenings.

Overall, service learning provides a rich experience for our students to learn, grow, and make meaningful contributions to their communities, building connections beyond the walls of the classrooms and laboratories. It is a powerful way to inspire students to take an active role in creating positive change in their communities and the world.

Faculty and student participants at the  
Stand Up to Poverty community health fair



Physician assistant students volunteering  
at Healthy Libraries Program





Erik Flynn and students from  
2019 HCARE Summer Institute



## HCARE: PROVIDING HIGH SCHOOL STUDENTS WITH COLLEGE AND HEALTHCARE CAREER READINESS

What started over a decade ago with the support of a Health Resources and Services Administration (HRSA) grant from the federal government, the Health Careers Academic Readiness and Excellence (HCARE) Summer Institute provides Suffolk County high school students from grades nine through 12 the tools and skills needed to ready them for college, as well as knowledge about the various healthcare programs offered by the School of Health Professions. Housed within our Center for Community Engagement and Leadership Development, HCARE offers the opportunity for future college students to attend a week-long program where they learn interviewing skills, resume building, life skills, and college financing information, while also introducing them to college degree programs that can help foster their healthcare career ambitions.

Starting in 2009, and originally named the Health Careers Opportunity Program (HCOP) under the HRSA grant, the program included high school students from school districts in underserved areas of Suffolk County, including Brentwood, Amityville, Wyandanch, and William Floyd. It has since flourished, expanding even further, including Riverhead and Eastern Suffolk Board of Cooperative Educational Services (BOCES). What was once completely in-person, after COVID the program

went online, and in its current iteration, consists of four days online and an optional one day in-person event. In June 2023, the institute hosted 60 attendees. Forty-six participants attended four or more days, and to reward their attendance, received a certification of completion to proudly display.

Clinical Assistant Professor, Erik Flynn, of the Department of Health Science, has directed the program since its inception. With a passion for community service, he has collaborated with numerous faculty across campus over the years to implement pipeline initiatives, including HCOP and HCARE, and as a result of his dedication, has served thousands of high school students in underserved areas of Suffolk County. "Our HCARE Summer Institute students all shared a common bond--an aspiration to learn more about how they might join a healthcare team. To accomplish this goal, I was most impressed that these students gave up their first week of summer vacation to learn from our dedicated faculty and students. Truly, they went the extra mile to connect with the HCARE students, many times sharing what they would have liked to learn when they were high school students themselves. After several hours of online material, and many who attended our in-person lab day at Stony Brook University's Health Science Center, these HCARE students expressed their great

appreciation to the School of Health Professions for its support of their college and career awareness. More so, they have already received a personal affirmation from our community that they will, indeed, pursue college and career opportunities."

This year, high schoolers had the pleasure of learning from graduate students in our Occupational Therapy program. Mirren O'Mahony and Kerri Radomski, both first-year graduate students, volunteered for the HCARE program to share their experiences, bringing awareness to the field and the opportunities and possibilities it offers. "I explained to the students that it will take a lot of hard work and persistence to succeed, but it will be worth it in the end," said O'Mahony. Shadowing professionals was also an important topic that both presenters pointed out helped them on their journey. "Start your shadowing hours early. I started mine the minute I knew I wanted to pursue a career in the healthcare field. Doing this early allowed me to shadow multiple professions to see what I liked and didn't like. Even now as an OT student, I am still looking for shadowing opportunities so I can be as educated as possible before selecting a fieldwork site," said Radomski.

The HCARE program would not be possible without the help of dedicated professionals at the high schools we partner with. Dr. Diane Impagliazzo, Business Educator at Amityville UFSD, and HCARE co-coordinator since 2017, is committed to preparing her students for college and beyond. She has witnessed first-hand the impact that the program has had on her students, and hopes that HCARE will continue in years to come. "All of the presenters were terrific and explained to the students the importance of their area of expertise in the medical world. I know the students have a better understanding of the medical field. The field trip was a wonderful hands-on experience. I believe a program like HCARE provides students with valuable information about career choices in the healthcare industry."

The future is bright for the HCARE program and its participants. Under the leadership of Erik Flynn, with steadfast commitment from our faculty, staff, and students, and the dedicated partners in the school districts we serve, our hope is that HCARE students will go on to do great things in their college careers and professional lives, taking what they have learned, and in turn, giving back to their communities in the spirit of service.

Students from one of our first summer institute cohorts with their completion certificates





# A PARTNERSHIP WITH JUST FOR KICKS

Just for Kicks (JFK) is an adaptive soccer program run through the East Islip Soccer Club that incorporates a buddy volunteer model to provide instruction, support, and a positive experience for children with autism and other types of developmental delays to promote an interest in soccer. This program is free for children between the ages of five through 16 and provides an opportunity to learn basic soccer skills while building self-esteem and having fun. Since many players are sensitive to sensory input, JFK provides a distraction-free area to promote a more comfortable environment.

In 2012, Kathleen McGoldrick, MLS, and Sharon Cuff, LMSW, clinical associate professors in the health science department, developed a relationship with JFK. Initially they referred student volunteers from the health science major's disability studies and human development

concentration to provide a liaison role between the young buddy volunteers and the players. Now, with the help of Christina Burke, PT, DPT, clinical associate professor in the department of physical therapy, students from all of our programs participate as volunteer instructors. Through the disability studies and human development concentration, the school also provides a one-day training program for buddy volunteers to become senior instructors, providing skills to increase their knowledge and comfort when interacting with players on the field.

Our partnership with JFK is enriching for both the players and our students. Players build confidence, learn new skills, and enjoy a fun and comfortable environment, while our students are afforded this amazing interdisciplinary experiential learning opportunity which offers personal growth and development.

Students from the health science major and the physical therapy program, along with faculty members Sharon Cuff, Kathleen McGoldrick, and Christina Burke



Just for Kicks player on the soccer field



# ATHLETIC TRAINERS CAN AND WILL

On November 6, 2022, athletic trainers and students volunteered as medical team members at the Tata Consultancy Services New York City Marathon. The group included School of Health Professions Athletic Training Program Chair, Kathryn Koshansky; first-year graduate students, Amanda Goldstein and Chun-Tao (Tom) Wu; alumni Cortney Evola and Mike Henne; and New York State Athletic Trainers' Association past President, Roy Flores. The weather was unusually warm for a Sunday in November, leading to a yellow flag warning and busy day for the medical team.

Students Amanda and Tom started at the finish line medical tent. They worked with runners who were suffering from abrasions, cramping, dehydration, nausea, and lightheadedness, providing a focused assessment, and monitored

patients for potential deterioration. Then they moved onto the ICU tent, participating on an interprofessional healthcare team, contributing to the treatment and management of eight heat strokes over four hours. The experience was demanding physically and emotionally, but both students were extremely grateful for it. Amanda shared, "You never know what may come through the tent, so to be a part of an environment where you are constantly challenged, pushed to your limits and on your toes is truly exhilarating." Tom shared a similar insight, with a huge sense of accomplishment when a patient moved from unconsciousness to fully lucid, thanking the medical team for their service. Embodying the profession, Tom stated, "As ATs, we can help, and we will help."



From left to right Kathryn Koshansky, Amanda Goldstein, Chun-Tao (Tom) Wu, Cortney Evola, Mike Henne, Roy Flores



# SUPPORTING DIGITAL EQUITY

The [Long Island Digital Inclusion Coalition \(LIDIC\)](#) was formed in March 2022 with a grant from Schmidt Futures. Led by Rajiv Lajmi, MBA, MS, PMP, Program Director and Clinical Assistant Professor, Applied Health Informatics, and housed under SHP's Center for Community Engagement and Leadership Development, the coalition has about 40 Long Island organizations involved, comprising public libraries, community organizations, academic institutions, and Nassau and Suffolk government agencies. The objective of the coalition is to serve as a hub and resource center for digital inclusion activities on Long Island, and to identify and understand digital inclusion challenges faced by Long Island residents.

Since early 2023, LIDIC has been working on digital equity planning efforts led by the New York State ConnectALL Office, which oversees the statewide digital equity plan and administers

over \$1 billion in public investments across the state. In March 2023, LIDIC hosted a Long Island region listening session / stakeholder meeting to help inform ConnectALL's digital inclusion planning efforts, which was attended by about 70 people. LIDIC is currently supporting Stony Brook Medicine's Department of Planning on Phase 2 of this effort, which includes a digital experience survey, asset mapping activities, and community focus groups.

LIDIC also participates in the [New York State Digital Equity Network \(NYSDEN\)](#) which comprises several regional digital inclusion coalitions, programs and initiatives serving New York's communities. In Fall 2022, on behalf of NYSDEN and as part of a classroom project, Applied Health Informatics students [created a dashboard displaying digital inclusion resources](#) across New York that we hope to extend and build on in the coming months.



## ADVOCATING FOR DIVERSITY IN THE FIELD OF SPEECH-LANGUAGE PATHOLOGY

According to the American Speech-Language-Hearing Association (ASHA), about 8.9% of ASHA members and affiliates self-identify as racially minoritized groups. Additionally, about 6.4% of ASHA members and affiliates self-identify as Hispanic or Latino. With clients of all races and ethnicities seeking help for communications disorders, where is the representation among Speech-Language Pathologists?

That's where Tiffany Blanco comes in. As a student in the Stony Brook School of Health Professions Speech-Language Pathology graduate program, and a passion to advocate and educate young minorities on the role of the Speech-Language Pathologist and the impact on their clients, Tiffany is poised to create awareness and bridge the gap for better, more diverse representation in the field.

A recent recipient of an Exxat Scholarship in Diversity and Inclusion, Tiffany has demonstrated her hard work and dedication in the Master of Science in Speech-Language Pathology program. As one of the program's Diversity, Equity, and Inclusion representatives, she is representing minorities in the healthcare field.

**// I hope to use this award to better advocate and create more opportunities for people to get involved with the community and influence minorities to join the healthcare field. //**

In her DEI role, Tiffany actively advocates and integrates diverse, equitable, and inclusive behaviors, practices, coursework and workshops in the program. She has assisted in hosting workshops focused on implicit bias and transgender voice therapy to influence others to be more open-minded and learn about different perceptions. "These events make me most proud because I have played a part

in representing minorities and implementing more diversity in the field that is mostly dominated by one race."

It's easy to see that Tiffany is forging a path toward a successful career as a Speech-Language Pathologist who cares deeply about diversity and inclusion. "My career goal is to become an SLP and represent Latinos in the field. With the lack of diversity in the field, I am pushing to become an advocate while also continuously growing as a clinician to better serve my community. I wanted to pursue Speech-Language Pathology because of its impact on an individual's life. As an SLP, you can build amazing relationships with your clients while also seeing them progress on their journey. It's rewarding to see them grow and be happy with their services." In addition to supporting her pursuit of DEI related initiatives, the Speech-Language Pathology program has also taught Tiffany about interprofessional practice and education, both of which are extremely important in the healthcare field. She has learned how to work as part of the healthcare team, providing patients and clients with better quality care. "It's important to acknowledge the professionals in each setting I am in, which allows me to understand their impact on clients and work with them more efficiently."

With a Bachelor of Arts degree in Psychology and Linguistics from Stony Brook University, Tiffany's choice to remain at Stony Brook for her graduate degree was an easy one. "Stony Brook University and the School of Health Professions was a great choice for me because of the opportunities granted to students. The school allows me to gain adequate knowledge and experience as a professional and an individual. It's great that my academic program has a small cohort and welcoming faculty. The cohort begins to become a family quickly. We're able to easily collaborate and grow a special bond as we go through our journey of becoming SLPs."

An avid reader, Tiffany also makes sure to make time for personal pursuits. Her favorite books are *Down These Mean Streets*, by Piri Thomas and *Tuesdays with Morrie* by Mitch Albom, which she says

**Tiffany Blanco '24**  
(she/her/hers)

**Speech-Language  
Pathology**



both highlight important lessons and give different perspectives on life. In addition, Tiffany also plays lacrosse, and played on the SBU Women's Lacrosse Club Team during her undergraduate years. Tiffany is very appreciative of all of the support she receives

from her family, friends, and faculty, and she thanks them for being on this journey with her as she strives to become a Speech-Language Pathologist, dedicated to her clients and to forging the path for minorities to succeed in the field alongside her.



A DEEP-ROOTED PASSION AND DESIRE TO MAKE A MEANINGFUL IMPACT

For Anthony Machuca, it was clear from the start that his educational journey would flourish here at Stony Brook University. A first-generation college student, his initial introduction to the university was through the Educational Opportunity Program. While touring the university, he was inspired by the huge Far Beyond poster hanging on the side of the Melville Library. As he read the poster’s message, the words resonated with him—we are the curious, the explorers, the innovators and we emerge from Stony Brook with the momentum to make a real difference. Anthony knew in that moment that Stony Brook was the place for him. “Coming to Stony Brook would mean I, too, would get the chance to make a difference. The support network I felt at the university that day acted as a catalyst for my potential, and I knew I could live up to that promise.”

Fascinated by the complexities of the human body and the intricacies of medical treatments, Anthony sought out a major that aligned with his career aspirations, ultimately choosing health science in the School of Health Professions. “I discovered that health science offered a well-rounded and versatile foundation that encompassed both clinical and research aspects. This degree program provided me with a comprehensive understanding of various healthcare disciplines, including anatomy, physiology, research methods, and healthcare issues, allowing me to gain a holistic perspective on patient care and hospital management.”

Throughout his undergraduate career, Anthony ensured that he lived up to his potential and the promise he made to himself that day he toured the university. He sought out opportunities to learn, engage with fellow classmates, engage with the community, and take on leadership roles where he could make a difference. He served on the school’s Dean’s Advisory Board and Stony Brook University President Maurie McInnis’ Council of Student Advisors, which allowed him to contribute to the university’s decision-making process and advocate for the needs and interests of fellow students. He became actively involved with the school’s Rehabilitation Research and Movement Performance (RRAMP) Lab where he engaged in research, working alongside professors and peers, exposed to cutting-edge developments in healthcare. In addition, he

volunteered at Stony Brook University Hospital as a doula, which provided him first-hand experience in patient care, empathy, and the importance of compassion in the healthcare profession.

As an undergraduate, Anthony also had the opportunity to volunteer as a palliative visitor for oncology patients. Coupled with a radiation physics course taken in his senior year, this further fueled his interest in medical dosimetry.

“ Witnessing and learning of the profound impact of radiation therapy on patients and its role in cancer treatment inspired me to pursue specialized training in this field. The program provided me with intensive hands-on training in treatment planning and delivery, solidifying my decision to become a medical dosimetrist. ”

Medical Dosimetry is one of four clinical concentration certificate programs offered in the health science major, and offers an exceptional opportunity for undergraduates to immerse themselves in an additional year of clinical study after completion of their bachelor of science degree. Entry into these programs is highly competitive and students must apply while in their senior year of the health science major. After didactic lessons in the senior year, students in the Medical Dosimetry program will spend the additional year in clinical rotations conducted at the Mount Sinai Health System. The Mount Sinai Center for Radiation Sciences Education at Stony Brook University is a partnership between Mount Sinai Health System’s Department of Radiation Oncology and the School of Health Professions.

Anthony Machuca '22, '23 (he/him/his)

Health Science; Medical Dosimetry



Now a medical dosimetrist at Mount Sinai Hospital, Anthony is part of a dedicated team that delivers personalized and precise radiation treatments to cancer patients. His journey from health science student to medical dosimetrist has been rewarding and fulfilling, allowing him to combine his passion for healthcare with the pursuit of excellence in radiation therapy. “One of the things I like most about my job is the opportunity to make a tangible difference in the lives of cancer patients. Being involved in the radiation therapy treatment planning process allows me to contribute directly to their care, helping to create personalized treatment plans that target tumors while sparing healthy tissues. Each patient’s case is unique, presenting a variety of complex scenarios that require critical

thinking and problem-solving skills.” Anthony also draws inspiration from the patients he treats. “I am continually inspired by the resilience and courage displayed by our patients throughout their treatment journeys. Witnessing their strength in the face of adversity reinforces the importance of the work we do, and motivates me to provide the best possible care for each individual.”

As an alumnus, Anthony hopes to return to the school to give back by helping to create a student and alumni mentorship program. In doing so, he would like to provide guidance and encouragement to current students, sharing his experiences as a healthcare professional so those who follow in his footsteps can nurture their passion and make a difference, just as he has.



## DEDICATING DECADES TO HEALTHCARE EDUCATION

With almost 35 years of service, Dr. Deborah Zelizer has demonstrated a long-lasting commitment to healthcare education at Stony Brook University. Her career path has taken several turns, from her graduate education in the Stony Brook School of Social Welfare, to working with HIV/AIDS patients, and ultimately, becoming Chair of the Health Science Department in the School of Health Professions. Dedicating decades of service is a testament to her purpose and passion. In doing so, she has made significant contributions, and inspired countless others to make a difference as well.

Prior to joining the Health Science Department, Dr. Zelizer was involved in the field of HIV/AIDS for 15 years. She began her work at the AIDS Inpatient Treatment Center at Stony Brook University Medical Center where she provided psychosocial support as well as extensive training to the staff regarding behavioral and social aspects of health. She has also held the position of senior educator for the New York State Department of Health AIDS Institute. In this capacity, she provided HIV training to health and human service providers throughout the Long Island region and was instrumental in curriculum development. Dr. Zelizer has also presented nationally and internationally on workshops regarding HIV/AIDS, diversity, addiction treatment, stress management, and death and dying.

Not only has Dr. Zelizer devoted her career to healthcare education, but she's also passionate about continuous improvement of her programs through educational assessment. In fact, Dr. Zelizer recently received one of four inaugural Excellence in Educational Effectiveness (EEE) Awards given by the Office of Educational Effectiveness at the university. This award identifies Stony Brook educators who have demonstrated, over many years, a passion for evaluating their own teaching practices by collecting student feedback and data to make improvements and revisions to their curriculum and instruction.

**What has your career path been like? How did you end up where you are as Chair of Health Science? Did you work in any other fields?**

I always thought I would be in private practice (I am a licensed clinical social worker) but during my social work education in the Stony Brook School of Social Welfare, I volunteered in the hospital on the

new medical AIDS unit. There was so much fear and stigma during that time, that the hospital did not mandate medical staff to work there. Rather everyone that worked on that floor was a volunteer.

Collaborating with another MSW student on my master's project, we created an HIV/AIDS workshop and delivered it at several hospitals to medical staff. I worked in the county jail doing drug and alcoholism counseling. The combination of my experience with substance abuse counseling, my master's project, and volunteer experience led to me be hired in 1989 in the School of Health Professions (then named the School of Allied Health Professionals) to work on the AIDS unit. I ran support groups for medical staff, patients, and did annual HIV/AIDS trainings to the nursing staff. I moved to the Center for Public Health Education in the school (formerly known as the AIDS Education Resource Center) on a New York State AIDS Institute grant, working as an HIV/AIDS trainer for health and human service providers on Long Island.

I was approached by former chair of the school, Craig Lehmann, when the new undergraduate health science major was being created, worked as an adjunct the first semester, was hired as a faculty member in 2001, and within 6 months became the program director. Under my tenure I expanded the major's curricula offerings, and with the help of Traci Thompson (the major's academic advisor), grew the major into the third largest major on campus. Once the clinical programs in the major grew, I became Chair in 2009.

**What is your favorite part of your job?**

Leadership, administration, committee work, assessment, teaching, mentoring students, and creating an inclusive environment for students to achieve their personal and professional goals. Everything I do, every decision I make, is to foster student success!

**What's your favorite course to teach and why?**

HAN 251 Research Methods in Health Science. I require students to engage with course material beyond memorization and the rote recitation of facts. Students must utilize complex thinking skills like, application of knowledge to novel situations, integration, and synthesis of material

to solve case-based exams.

Over the years of teaching this course, I found I needed to embed explicit study skills within my course. Case-based exam require refinement to a student's study skills to be successful. I feel I'm preparing students not only to be successful in the senior year of the major, but to develop the skills required to be successful in healthcare professional graduate programs.

**In your career, what do you consider to be your greatest achievement? What are you most proud of?**

The Health Science major! Working with a team of amazing staff and faculty, we created a major that has a unique structure and can meet the needs of a diverse group of students, such as those intending to enter the workforce upon graduation, those completing one of the clinical programs embedded in the major, or those students applying to graduate professional programs.

The major is rigorous, student-centered, and utilizes senior year learning communities, in combination with other high impact practices linked to improving outcomes for underrepresented and at-risk students. These include intensive academic advising across all four years, supportive and accessible faculty, and project-based learning requiring peer collaboration.

I am also very proud of how my department's faculty and staff have embraced a culture of assessment as a method of making continuous, evidence-based quality improvements to the major.

**When/where did you develop a passion for educational assessment?**

This is my third Middle States Commission on Higher Education (MSCHE) re-accreditation cycle. I was introduced to accreditation while serving on an MSCHE standard subcommittee. Then, from 2010 through 2014, I attended numerous assessment workshops and attended a yearlong SBU Assessment Academy—a "how to do" assessment program. At the end of the program, I did a presentation of our assessment plan to the provost and deans. Using our radiation technology clinical concentration program, I found an area that needed improvement, implemented a "closing the loop activity", and it improved student learning outcomes.

After that I was hooked on the power of assessment to make evidence-based continuous quality improvement and began to create a sustainable culture of assessment for my department. Currently, I serve on the MSCHE Standard V

Deborah Zelizer,  
PhD, LCSW  
(she/her/hers)



committee, the newly formed Assessment Council, and General Education Advisory Committee.

**If you could share one piece of advice with students, what would it be?**

If you are struggling personally or academically, reach out to someone—a faculty member, your program director, academic advisor, teaching assistant, undergraduate tutor, or contact one of many support services on campus. There are so many people on this campus willing to assist you, just take the first step to reach out.

**Do you have any hobbies/side projects you'd like to tell us about?**

My husband and I designed a very large perennial flower garden. He plants and I deadhead the spent blooms to encourage reblooming. With great audacity, I have modified John Muir's quote to align with why I love working in the garden,

**“ Into the garden I go, to calm my mind and feed my soul. ”**

**Anything else you'd like to tell us about yourself that you feel is fun/important?**

During our 33 years of marriage, my husband and I have adopted numerous rescue dogs that needed a forever home.



# ADVANCING THE FIELD OF CLINICAL LABORATORY SCIENCES THROUGH RESEARCH AND PEDAGOGY

Afrinash Ahamad is Clinical Assistant Professor and Director of Clinical Education of Clinical Laboratory Sciences in the School of Health Professions. She is a board-certified Medical Laboratory Scientist (MLS) and Specialist in Medical Microbiology (SM) by the American Society of Clinical Pathology (ASCP). She graduated with a dual baccalaureate degree in Bioscience and Clinical Laboratory Science from SUNY Farmingdale and received a master's degree in Neuroscience and Behavior from Stony Brook University. Currently, she is a PhD candidate in the Department of Neuroscience and Behavior.

During the 2022-23 academic year, Ms. Ahamad was the recent recipient of various awards and invitations. She won the Women and Diversity award from the American Association of Neuropathologists (AANP) for her project on metabolism and the adult brain. She was also invited to serve on the American Society of Clinical Pathology Board of Certification's Microbiology Examination Committee for the national and international examinations of the Medical Laboratory Scientist and Specialist in Microbiology. In addition, Ms. Ahamad was a poster winner of the 2023 Neurosciences Institute Trainee Symposium for her presentation, Role of Lipid Metabolism in Dentate Gyrus during Seizure. Lastly, she won the Best Poster award at the Stony Brook Renaissance School of Medicine's 17th Annual Women in Medicine Research Day for her poster, A Historical Perspective on Diversity in Clinical Laboratory Sciences Programs at the School of Health Professions.

### *Please describe your current research*

Currently, my research focuses on understanding metabolism and its dysregulation during the aging and epilepsy disease model.

Aging is an inevitable and natural process and is something that happens to all of us. While it's true that people are living longer than ever before, we're also seeing more cases of cognitive decline and memory loss among the elderly. In other words, there is a strong relationship between aging and neurodegenerative diseases such as Alzheimer's and Parkinson's disease. In the laboratory of Dr. Shaoyu Ge in the Department of Neuroscience and Behavior

at Stony Brook University, I am investigating the intricacies of metabolism dysregulation in the dentate gyrus (DG)—a metabolism-rich subregion of the hippocampus responsible for the continual generation of new neurons throughout adulthood. This area is well-known for its crucial role in learning and memory. In contrast to the young brain, the aging brain experiences a substantial decrease in the production of newborn neurons, which can have a detrimental impact on the synapses and homeostasis of the network.

In the aged brain, there is an upsurge in oxidative and ionic stress levels, leading to the accumulation of damaged protein. Therefore, a critical question arises: how can we prevent age-related neurodegenerative disorders, such as Alzheimer's disease, from progressing before the damage is irreversible? Before addressing this question, we must first gain a comprehensive understanding of metabolism's role in cellular and molecular processes involved in aging, which is the primary focus of my research. Furthermore, I am investigating the role of metabolism, neuron, and glial interaction in DG homeostasis in the context of epilepsy as a disease model. Furthermore, I am investigating the role of metabolism, neuron, and glial interaction in DG homeostasis in the context of epilepsy as a disease model.

**// I am very excited about the findings of my study, and I truly believe that it will make a difference in the field. My hope is that in the future, we can therapeutically target and alleviate the age-associated cognitive deficit and temporal lobe epilepsy, and make a positive impact on people's lives. //**

### *How would you explain what you do to someone unfamiliar with your work and field?*

I hold dual board certification from the American Society of Clinical Pathology (ASCP) and have over 14 years of experience as a medical laboratory scientist with a specialization in clinical microbiology. As a clinical scientist, I work on biological specimens and perform scientific testing, and report the results so that optimal treatment can be given or a decision can be made in clinical scenarios. In my role as a clinical assistant professor and director of clinical education, I teach infectious disease courses as it's my specialty, and am involved in the administration of clinical training of the next generation of medical laboratory scientists in lab medicine disciplines, including hematology, clinical chemistry, immunohematology, microbiology, histology, coagulation, and molecular diagnostics. I am absolutely thrilled to continue shaping the future of laboratory medicine through our exceptional and talented students.

### *What has your career path been like? How did you end up where you are?*

After graduating from high school, I had the opportunity to work in a law firm in New York City. I was immediately captivated by the intricacies of the cases and the investigative aspect of the field. It aligned perfectly with my natural curiosity about things. I found myself attending depositions and court hearings, which was truly thrilling. However, as I continued my journey as an undergraduate, one of the school advisors introduced me to the field of laboratory medicine. Learning about it was an instant click for me, as the scientific and investigative nature of the field perfectly aligned with my interests.

### *What draws you to your work?*

The academic environment at the Stony Brook campus is absolutely incredible! I'm thrilled to have the opportunity to share my expertise with aspiring scientists and medical professionals on campus. My passion for science and medicine, as well as my eagerness to learn from my colleagues in the clinical and research fields, are what draws me to work.

### *What's your favorite course to teach and why?*

Teaching about infectious diseases, including medical bacteriology, virology, mycology, and parasitology, is an absolute delight for me! The emergence of infectious diseases, whether on an individual, community, or global level, is a matter of grave concern. As medical laboratory scientists,

**Afrinash Ahamad**  
MS, MLS(ASCP)<sup>CM</sup>SM<sup>CM</sup>  
(she/her/hers)



we are at the forefront of identifying clinically significant infectious agents. I take immense pleasure in imparting knowledge on infectious diseases and diagnostics, drawing from my own clinical experiences. I introduce my students to the fascinating world of microorganisms. Teaching about the interplay between host and microorganisms, the immune response to combat infections, as well as the instances when host defenses falter, are all intriguing aspects that I love to share in my classroom. My goal is to inculcate the same passion for infectious diseases in my students as I have.



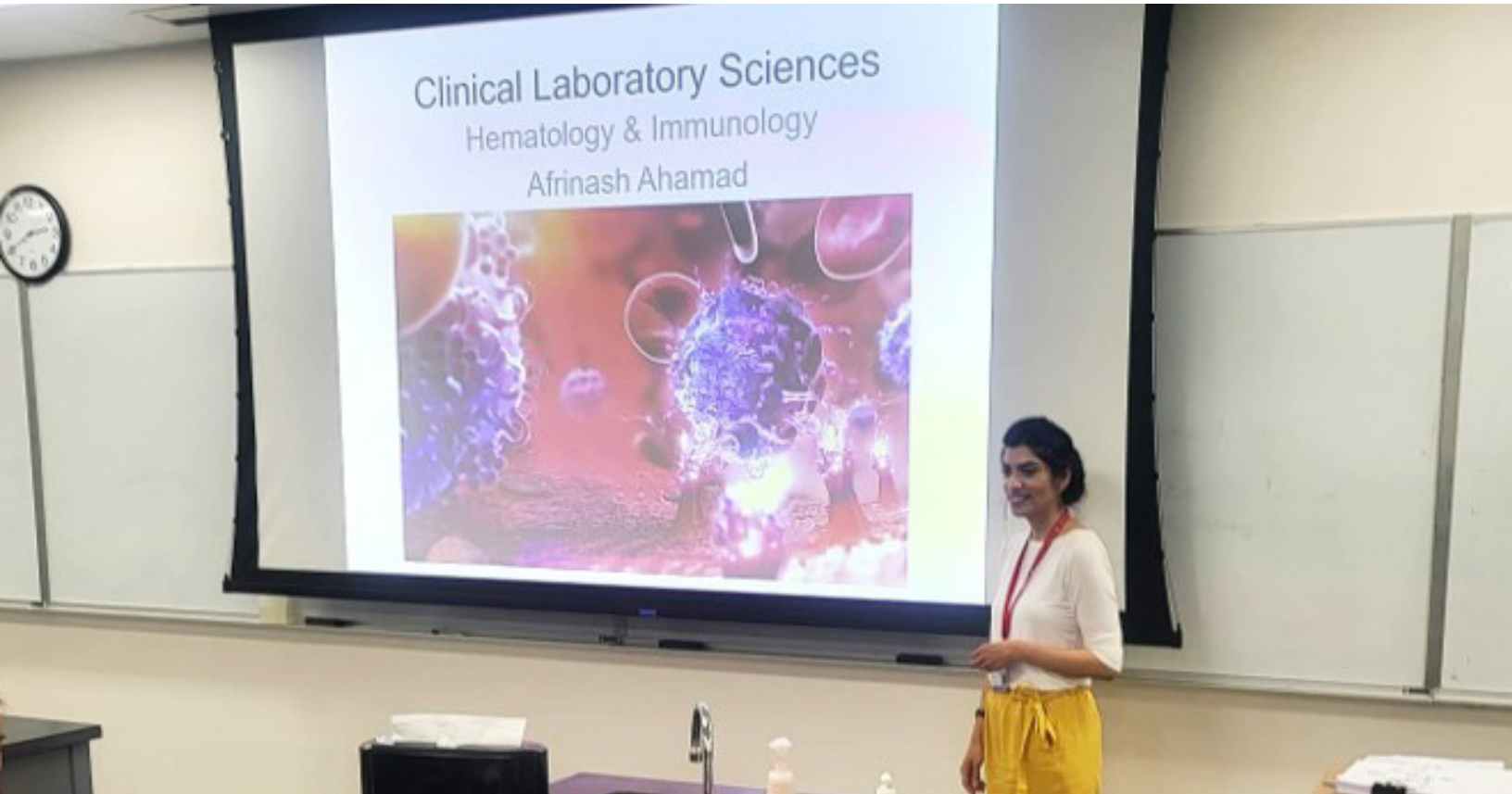
**If you could share one piece of advice with students, what would it be?**  
Believing in oneself is such a crucial element of success! And you know what else is just as important? Staying humble and committed to your goal. These are the most valuable traits that help one achieve great things!

**So far in your career, what do you consider to be your greatest achievement?**  
As an educator, I'm passionate about helping people succeed. My pedagogical approach not only concentrates on the advancement of one's career, but also extends to the nurturing of students' intellect, fostering independent thinking, empowering individuals, and shaping their character as individuals capable of wielding the reins of the world. Today's mentees are the mentors of tomorrow, who will guide and inspire the next generation, so it's important to give them the tools to succeed. Whenever I get the chance to help someone or share my knowledge, it's the most rewarding feeling in the world. Knowing that I'm making a difference in someone's life is truly my biggest achievement.

**What are some of the things you like most about your job?**  
Stony Brook University has been such an incredible

place for me to develop both personally and professionally. I have a passion for discovering new knowledge in infectious diseases and neuroscience, and I am fortunate to have gained invaluable experience through clinical work, academic pursuits, and research. The opportunities to learn and make meaningful contributions are what excites me most about academia, and I feel incredibly lucky to be a part of it. I am grateful to have the opportunity to share knowledge and mentor a diverse group of students, each with their own unique career goals and paths. Watching them grow and achieve their goals over time is truly amazing to witness. Plus, on campus, I am surrounded by some of the brightest minds out there. Learning from them and growing together is what I treasure most about my job.

**Do you have any cool hobbies/side projects you'd like to tell us about?**  
I am a very curious person, and I absolutely love exploring new hobbies and interests outside of my job! It brings me so much joy to learn and try new things. I enjoy gardening and I have a vegetable garden at home. Plus, nothing beats lounging on the sofa and binge-watching Netflix for some much-needed relaxation. Currently, I am eagerly looking forward to my daily jog, as I am preparing myself for a marathon that I hope to take part in next year.



# A MESSAGE FROM OUR DIRECTOR OF DIVERSITY, EQUITY AND INCLUSION

Greetings,

It continues to be an honor and privilege as I complete my first year serving the School of Health Professions as the Director of the Office of Diversity, Equity, and Inclusion. Throughout the 2022-23 academic year, the DEI Office has accomplished several goals and initiatives that have advanced the school's vision of preparing the next generation of high quality clinicians to meet the anticipated needs of our diverse communities.

Goals achieved this academic year included:

- Naming 12 faculty and staff members to the DEI Working Group, who represent multiple programs and facets of our school;
- Reviewing and finalizing goals for the DEI office;
- Creating a calendar for monthly diversity celebrations;
- Providing content related to DEI programming, events, and resources for our school's weekly updates;
- Liaising with the school's Center for Community Engagement, as well as university-wide DEI council;
- Presenting various diversity related topics to our clinical laboratory sciences, speech-language pathology, and athletic training students
- Meeting with the school's Clinical Education Committee to discuss strategies to better prepare students and clinical instructors when interacting with the biased patient;
- Meeting with program chairs to facilitate DEI discussions surrounding the school's admissions and human resources policies and procedures.



As an office, we were also able to host four internal presentations and group discussions on creating inclusive classroom environments as well as mitigating harmful bias and discrimination in clinical learning. This upcoming academic year, the DEI office will host a school-wide Diversity Day, with the hopes that this event will serve as a catalyst for promoting and celebrating diversity within our learning communities. We will also look to engage and cultivate more student voices within our initiatives and programs moving forward.

**James Pierre-Glaude, PT, DPT, ATC, CSCS**  
*Board-Certified Clinical Specialist in Orthopedic Physical Therapy (OCS)  
Clinical Assistant Professor  
Physical Therapy Program  
Director of Diversity, Equity and Inclusion  
School of Health Professions*



## MARGARET SHERYLL DIRECTOR OF SOUTHAMPTON OPERATIONS

***When did you begin your career at Stony Brook University? What roles have you had in the School of Health Professions?***

I began my career at Stony Brook University in the Dean's Office in 2005 in the School of Health Technology and Management, now known as the School of Health Professions. After a few years, I transitioned into the Department of Physical Therapy, where I worked for the transitional DPT program, and later moved to the Rehabilitation Research and Movement Performance (RRAMP) Laboratory. When an exciting opportunity presented itself to work as administrative support for the first cohort of physical therapy students on the Southampton campus, I knew this would be the perfect fit for me.

***What do you like most about the Southampton campus?***

At the Southampton campus, we have all the benefits of being part of a larger university, but yet we enjoy the small setting where we know all of our colleagues. We have an incredible team of people here that I am honored to work with each day. Early on, we coined Southampton "Paradise University", and for me, that is exactly what it is.

***What do you enjoy most about your current role as Director of Southampton Operations?***

My daily mission is to be certain we have a safe, comfortable, inviting learning environment for the students and employees to be able to perform the important work that they do daily. Watching the growth of the students from the first time they come to campus on admissions day, until I have the privilege of reading their names as they walk

across the stage at commencement, continues to energize me for the next group of future healthcare professionals.

***// I have had so many wonderful experiences and have been a part of many important committees and initiatives at Stony Brook. My work on the Veterans' Ceremony Committee has been most fulfilling; each year we honor our Stony Brook students, staff, faculty and community veterans. Working with my daughter, Pamela Pfeil, associate director of military and veterans affairs, has been the most excellent and rewarding. //***

***What do you enjoy doing outside of work?***

I recently married and enjoy traveling with my husband. In my free time, I love spending time with my children and grandchildren, taking Italian lessons, ballroom dancing, gardening, going to the theater, concerts, and travel and food exploration. I am a very busy person!

Margaret Sheryll  
(she/her/hers)





# EMERGENCY MEDICAL SERVICES PROGRAMS: LIFE-SAVING CARE FOR OUR COMMUNITIES

In 2022, the School of Health Professions welcomed Rudolph Princi as the new director of its emergency medical services (EMS) programs. Rudolph brings decades of emergency services experience, and has advanced our EMS programs to meet the challenges of 21st-century paramedicine.

Rudolph began clinically practicing prehospital emergency care in 1992 and had diverse experience in response to major natural, technological, and manmade disasters, including TWA Flight 800 and September 11th, 2001. He is a Nationally Certified EMS Educator (NCEE), NYS Certified Instructor Coordinator (CIC), Board Certified Tactical Paramedic (TP-C), and is a Certified Homeland Protection Professional (CHPP).

Rudolph earned a Bachelor of Science in Disaster Management and Terrorism Response, a graduate certificate in STEM Education and Emerging Technologies, followed by a Master of Arts in Learning and Emerging Technologies from SUNY Empire State College. He is a doctoral student at Louisiana State University in the education leadership studies program with a concentration in disaster preparedness and emergency management. His research explores the boundaries of emerging technologies in emergency services practice and education.

Rudolph joined Stony Brook Medicine’s department of EMS as a critical care paramedic in 2009 and served as a flight paramedic with the Suffolk County Police Aviation Section for over a decade. He was appointed regional director of the difficult airway course in 2015 and was primarily responsible for the administrative oversight and

authorized training center development from New York to Maine. In 2018, he accepted the position of Stony Brook EMS educator with the primary responsibility for didactic and clinical skill development of the EMS staff and community agencies. Additionally, he established and chaired the Rapid Sequence Intubation committee, developed a curriculum, provided QA/QI for flight operations, and initiated a stress inoculation program for flight paramedics.

Rudolph believes in a constructivist, student-centered educational philosophy. His students will experience collaboration, mentorship, and experiential learning as they are challenged to understand the material.

Emergency medical technician (EMT) and paramedic programs play a crucial role in shaping the future of emergency medical care, guided by a vision of providing swift and effective assistance to those in need within our communities. These programs equip individuals with the knowledge and skills required to respond to a wide range of medical emergencies, from minor injuries to life-threatening situations. By training dedicated professionals who can rapidly assess and administer critical care, these programs serve as the frontline of our healthcare system. Their commitment to saving lives and alleviating suffering exemplifies the profound impact these programs have on our communities, making them indispensable pillars of public health and safety.

The expanded role of paramedics in integrated healthcare represents a significant evolution in the way emergency medical services are delivered and

**Rudolph Princi**  
MA, EMT-P, TP-C,  
NCEE, CIC  
(he/him/his)



underscores their broader impact on public health. Traditionally, paramedics were primarily responsible for providing immediate care during emergencies and transporting patients to hospitals. However, in integrated healthcare systems, paramedics are increasingly recognized as valuable healthcare providers who can contribute to a continuum of care. This expanded role encompasses community paramedicine, telemedicine support, mobile

integrated healthcare (MIH) programs, community education and outreach, disaster preparedness and response, data collection and reporting, healthcare system navigation, and advanced medical procedures. This comprehensive approach enhances patient care continuity, access, and outcomes, ultimately improving community well-being and reducing healthcare costs in the evolving landscape of healthcare delivery.

[TO LEARN MORE ABOUT THE SCHOOL OF HEALTH PROFESSIONS EMS PROGRAMS](#)

[CLICK HERE](#)



# RESPIRATORY CARE FACULTY RESEARCH: SLEEP AND ITS IMPACT ON PHYSICAL AND MENTAL HEALTH

Lisa M. Endee MPH, RT, RRT-SDS, RPSGT, FAARC; and Russell Rozensky MS, RT, RRT-SDS, RPSGT, CPFT, CCSH, faculty from the respiratory care program and polysomnography specialty option, have been actively involved in various research projects related to sleep and sleep health. With a number of active projects, the goal of Lisa and Russell's research is to demonstrate how sleep impacts physical and mental health among several demographics.

The first of many projects, Lisa and Russell have been awarded a Governor's Traffic Safety Committee grant of \$130,000 for a project titled "Pilot Implementation of a Sleep and Health Educational Program for NY State Law Enforcement Professionals." The goal of this project is to reduce law enforcement professionals' risks for morbidity and mortality, as sleep is crucial to maintaining overall physical and mental health in individuals. This is the fifth award they have received from the Governor's Traffic Safety Committee over the last seven years.

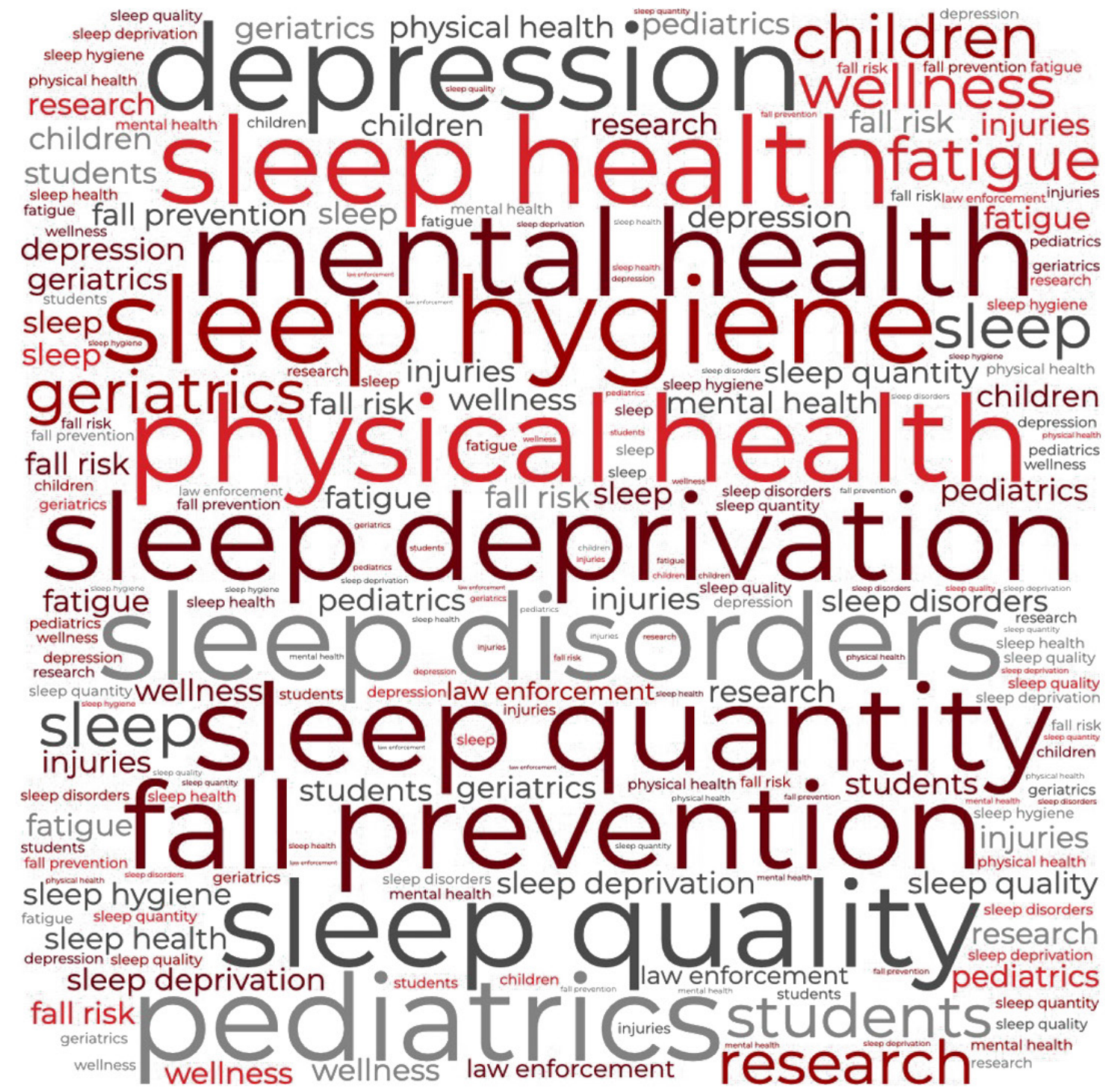
Also received is an award of \$60,000 from Stony Brook University's the Office of the Vice President of Research for their project titled "Stony Brook University Evaluation of Sleep, Depression, and Fatigue among Stony Brook Students." The goal of this project is to evaluate if sleep disorders, depression, and fatigue are more prevalent in college students than previously known, and to help students explore possible treatment options that are available. This is an 18-month project that is anticipated to lead to an outside funding agency and a multi-year study.

Lisa and Russell were also co-investigators on a project titled "Creating an interdisciplinary service-learning project for health professionals to promote health and wellness of children who are obese," sponsored by the Association of Schools Advancing Health Professions with principal investigator, Sharon Martino, PT, PhD, clinical associate professor in the department of physical therapy. This project was a multi-month project to educate children of primary education age about

the issues of proper nutrition, sleep and exercise, and how these can impact overall physical and mental health in the long term.

In addition, the university's new Center for Healthy Aging had a grant opportunity this year, and Russell and James Pierre-Glaude, PT, DPT, ATC, CSCS, clinical assistant professor in the department of physical therapy, were on a team that won the first award of \$40,000 for a project titled "Studying Second Falls in Emergency Department Geriatric Patients who were Discharged after a Primary Fall." This project is targeting individuals who are over 65 years old, have fallen, and are at a risk of falling again in the near future. Approximately one out of four individuals over age 65 will fall this year. Falls for seniors have a serious impact that can lead to head injuries (brain bleeds), thoracic injuries (multiple broken ribs), and hip and leg injuries (fractured hip, broken leg) that can lead to increased morbidity and mortality. The team's goal is to reduce the risk of falls by assessing various factors including sleep quality and quantity, physical strength, medication related issues, and bone loss. This is a two-year project with the goal of securing external funding for a multi-year and multi-facility research project.

Russell is in the fourth year of his role as a co-investigator on a project titled "Role of the Metabotropic Glutamate Receptor Subtype 5 in Circadian Rhythm Misalignment and Depression: Implications for Treatment" with Dr. Christine DeLorenzo, principal investigator and assistant professor of psychiatry at the university. The project's goal is to help identify a possible cause of individuals who suffer from depression that may be linked to Glutamate Receptor Subtype 5, as well as if the subject is suffering from a sleep disorder that may worsen the subject's depression. This past spring, Russell noted secondary data from this project and presented the poster "Sleep Disorders in Minorities Comparison of Sleep Disorders in Minorities and Non-minorities with and without Major Depressive Disorder" for the school's annual Research Day.





# SELECT FACULTY PUBLICATIONS, PRESENTATIONS, GRANTS, AND AWARDS

## Peer-Reviewed Publications

**Ahamad, A., & Guglielmo, J.** (2022)  
A historical perspective on diversity in Clinical Laboratory Sciences Programs. *Laboratory medicine, lmac109*. Advance online publication.  
<https://doi.org/10.1093/labmed/lmac109>

**Cuccia, A. D.,** McPeck, M., Lee, J. A., & Smaldone, G. C. (2023)  
Multidrug Aerosol Delivery During Mechanical Ventilation. *Journal of aerosol medicine and pulmonary drug delivery*, 2023 36:4, 154-161.  
<https://doi.org/10.1089/jamp.2022.0057>

**Dimitrov, N.,** Kemle, K., **Simons, G.,** & Wang, J. (2022)  
Surgical PAs: adapting to change in the era of serious illness patient management. *Sutureline*, Vol 43; No 2:5-6.

**Dimitrov, N.,** Weber, L., & Piparo, T. (2022, October)  
*Advance Care Planning The Process & Important Tools for APP's in Perioperative Settings* [Panel presentation]. AASPA Annual Conference, Houston, TX.

**Ellison, B.,** & Ballan, M. (2023)  
Not my ventilator: How conceptual frameworks of disability and the absence of the disabled voice have shaped healthcare policies in the Covid-19 pandemic and beyond. *Journal of Global Social Policy*, 23(1), 171–175.  
<https://doi.org/10.1177/14680181221145866>

Leydon, C., Brooks, K., Feng, G., Hsu, D., Schwartz, G., & **Fabus, R.** (2022)  
Speech Changes After Transcranial Direct Current Stimulation in Individuals Diagnosed with Parkinson's Disease, *ASHA Perspectives 2: Neurogenic Communication Disorders*.  
[https://doi.org/10.1044/2021\\_PERSP-21-00040](https://doi.org/10.1044/2021_PERSP-21-00040)

Soltero, E. G., Szeszulski, J., Knell, G., Franklin, E. V., & **Martino, S. A.** (2023)  
Physical activity strategies for managing pediatric obesity. In C. Fox (Ed.), *Managing Pediatric Obesity Using Advanced Therapies - A Primary Care Provider's Practical Guide*. Springer.

Patterson, S., & **McGoldrick, K.** (2023)  
Look At Us...We're Walking': Parental advocacy v. a child's privacy in the age of internet sharing. In A. E. Beckett, & A. M. Callus (Eds.) *The Routledge International Handbook of Children's Rights and Disability*. Routledge: Taylor & Francis Group.

**Mercier, H. W.,** Solinsky, R., & Taylor, J. A. (2022)  
Relationship of cardiometabolic disease risk factors with age and spinal cord injury duration. *The Journal of Spinal Cord Medicine*, 1–8.  
<https://doi.org/10.1080/10790268.2022.2065410>

**Muratori, L. M.,** Quinn, L., Fritz, N., & Crucishank, T. (2022).  
EHDN Physiotherapy Working Group: Understanding the perspectives of the HD community regarding the presentation and dissemination of the physiotherapy practice guidelines. *Journal of Neurology, Neurosurgery & Psychiatry*, 93 (Suppl 1), A72.  
<https://doi.org/10.1136/jnnp-2022-ehdn.190>

Katz, A., **Thomson, K.,** & Morgan, D. (2022)  
An emerging role of platelet-rich plasma and hyperbaric oxygen in the management of inclusion body myositis: a case report. *International Journal of Advances in Medicine*, 9(6):756-759.DOI:  
<https://doi.org/10.18203/2349-3933.ijam20221361>

Loscalzo, C., Kuriakose, S., **Timko-Swaim, L.,** & L'Eplattenier, M. (2023)  
Virtual physician assistant program interviews: faculty and applicant perspectives. *J Physician Assist Educ*, 34(1):28-34.  
<https://doi.org/10.1097/JPA.0000000000000492>

Micko, J., **Viboud G. I.,** & **Fukuto H. S.** (2022)  
Validation of a PCR/Microarray-Based Dermatophyte Detection System for the Identification of Trichophyton rubrum. *STUDENT INTERNATIONAL BIOLOGICAL & BIOMEDICAL RESEARCH* 1 (1). Athens, Greece.  
<http://www.sibire.org/index.php/sibire/article/view/58>

**Williams, H.,** Steinberg, S., Vingum, R., Leon, K., Parsley Health: Feasibility and acceptability of a large-scale holistic telehealth program for chronic disease care. *Frontiers in digital health*, 5, 1008574.  
<https://doi.org/10.3389/fdgth.2023.1008574>

## Peer-Reviewed Presentations

**Ahamad, A.** (2022, November)  
*Understanding the role of lipid metabolism during seizure in the adult dentate gyrus* [Poster presentation]. Society for Neuroscience Annual Conference, San Diego, CA.

**Coffin, D.,** & Collins, M. (2023, April)  
*The benefits of student involvement in sustainable Telehealth Models*. [Platform presentation]. American Occupational Therapy Association (AOTA) INSPIRE Meeting; Kansas City, MO.

**Crapanzano, D., Timko-Swaim, L., Krisch, N., Johnson, L.,** Greco, J., & **Weldeslassie, G.** (2022, November 29)  
*Enhancing Health Professional Students' Communication Skills in an Interprofessional Telehealth Environment* [Poster presentation]. 2022 IPEC Poster Fair, Virtual.

**Dimopoulos, M.** (2022, October 23)  
*Elevating our profession – It's up to us* [Keynote]. American Society of Radiologic Technologists, Radiation Therapy Conference, San Antonio, TX.

**Martino, S., Czujko, PN.,** Morelli, P., Canterella, A., Milazzo, M., **Cuff, S., Warren, K., Rozensky, R., & Endee, L. M.** (2023, February 23-25)  
*Creating An Interprofessional Service-Learning Experience For Health Sciences Students to Address a Complex Medical Issue*. 2023 APTA Combined Sections Meeting, San Diego, CA.

**McGoldrick, K., & Cuff, S.** (2023, May 10-12)  
*Social media ethnography: Content analysis of posts by parents of children with autism* [Conference session]. Nordic Network of Disability Research Conference in Reykjavik, Iceland.

**Mercier, H.W.,** Lin, K., Remillard, E.L. (August 2022)  
*A "Rehabilitation Tune-up" for individuals with spinal cord injury: Effects on independence and wellbeing captured across six years* [Oral presentation]. World Federation of Occupational Therapy Congress, Paris, FR.

**Miale, S., & Krisch, N.** (2022, October)  
*Keepin' It Real - Maximizing Fidelity for High Quality Simulations in the Classroom* [Education session]. ACAPT Education Leadership Conference, Milwaukee, WI.

Schedel, M., Ramakrishnan, I.V., & **Muratori, L. M.** (2023, March)  
*WeStep: An Individualized Neurorehabilitation Gait System using Music and AI* [Poster presentation]. NSF DARE Conference: Transformative Opportunities for Modeling in Neurorehabilitation, Los Angeles, CA.

Gruenhagen, J., Kolski, M., & **Pierre-Glaude, J.** (2023, February)  
*Physical Therapy Considerations for the Traditional, Paralympic, and Soccer Athlete with Amputation* [Education session]. APTA Combined Sections Meeting, San Diego, CA.

Peralta E, Hoffman J, **Princi R, L.,** Edouard S, Evers C, Flanagan S, Gaiser E, Gonell T, Leonard P, Mongiello N, O'Neill J, Hodges M, & **Maloney LM.** (2023, January 27)  
*Positive Impact of an EMS Elective on Medical Students: 5-Years in Review* [Presentation]. National Association of EMS Physicians 2023 Annual Meeting, Tampa, FL.

**Timko-Swaim, L.,** Loscalzo, C., L'Eplattenier, M., & Kuriakose, S. (2022, November 28-30)  
*Virtual PA Program Interviews: Faculty and Applicant Perspectives* [Poster Presentation]. 2022 NYSSPA Annual Fall Conference, Saratoga Springs, NY.

**Viboud, G.** (2022, October 21)  
*International Health Initiative: a Molecular Diagnostics Training Program for Health Professionals* [Poster presentation]. ASAHP meeting, Long Beach, CA.

FOR A FULL LIST OF PUBLICATIONS, PRESENTATIONS, GRANTS AND AWARDS

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Non-Peer Reviewed Presentations

**Ahamad, A., & Guglielmo, J.** (2022, June)  
*Prion-Infamous Neurodegenerative Infectious Agent*. American Society of Clinical Laboratory Sciences New York Annual Seminar, St. John’s University, Queens, NY.

**Chang, E. J.** (2023, March).  
*Treatment considerations when working with culturally and linguistically diverse clients* [Invited lecture]. Graduate course: Language Learning in the School Age Years, University of South Florida, Tampa, FL.

**Coffin, D.** (2023, February)  
*Global OT Initiatives: Creating a sustainable service learning platform* [Invited lecture]. Therapeutic Resources. Queens, NY.

**Cuccia, A.** (2023 January)  
Multidrug Aerosol Delivery during Mechanical Ventilation. Department of Medicine Research Seminar, Stony Brook University Medical Center. Stony Brook, NY.

**Ellison, B. M.** (2022, December 3)  
*Reflections on authenticity and the strength found in life with disability* [Presentation]. Harvard University Persons with Disabilities Day, Cambridge, MA.  
<https://www.hsph.harvard.edu/event/reflections-on-authenticity-and-the-strength-found-in-life-with-disability/>

**Fukuto, H. S.** (2022, September 6)  
*Genetic Analysis of Bacterial Pathogenesis*. Genetics program, Stony Brook University, Stony Brook, NY.

**Grimaldi, A.** (2023, May)  
*Minimal Residual Disease Detection in Clinical Hematology*. Oral presentation]. CLS Department faculty and students at Chang-Gung University, and Chang-Gung Memorial Hospital, Taiwan, Virtual.

**Guglielmo, J.** (2022, September)  
*ASCP NextPo What’s Next Career Opportunities in the Medical Laboratory* [Presentation]. NextPo, 2022 Annual ASCP Meeting, Chicago, IL..

**Hewson, K.** (2022, July)  
*You twist it, turn it, tear it, break it- We Fix it!* , SARAS program, Stony Brook University, Stony Brook, NY.

**Kling, J. M.** (2022, November)  
*Stuttering in the schools* [Invited training]. 2022 Superintendent Conference Day for Comsewogue School District, Port Jefferson Station, NY.

**Komnik, L.** (2022, August 18)  
*Care for the Patient with a Head Injury* [Guest lecture]. Stony Brook University, Stony Brook, NY.

**McGoldrick, K., Cuff, S., Zelizer, D.,** Lou, V., Lee, N., & Jean-Toussaint, Y. (2023, May)  
*Content analysis of social media posts by parents of children with autism* [Poster session]. Stony Brook School of Health Professions Research Day, Stony Brook, NY

**Mercier, H. W.** (2023, May)  
*Smartphone-based health and wellbeing assessment: Optimizing a personalized approach after major injury* [Invited lecture]. Universidad Autónoma de Madrid School of Medicine. Madrid, ES.

**O’Brien, J., & Thomson, K.** (2023, April 26)  
*Examining Social Determinants of Health and the Opioid Use Crisis Improving Health Profession Student Knowledge and Empathy* [Poster Presentation]. Stony Brook School of Health Professions Research Day, Stony Brook, NY.

**Rozensky, R., & Endee, L. M.** (2023, April 26)  
Pilot Implementation of a Sleep and Health Educational Program for NY State Law Enforcement Professionals. Stony Brook School of Health Professions Research Day, Stony Brook, NY.

**Simons, G.** (2023, March)  
*Case Challenge: Addressing the Challenges in Chronic Constipation* [Online learning module]. American Academy of PAs,  
<https://cme.aapa.org/course/view.php?id=4032&pageid=7429>

**Lisa M. Endee, Russell Rozensky,** Stephen G. Smith  
*Funder:* General Highway Safety Grant, Governor’s Traffic Safety Committee  
*Project:* Improving Fatigue and Healthy Lifestyle Practices of NY State Law Enforcement Professionals  
*Role:* Lisa M. Endee - Principal Investigator; Russell Rozensky - Co-Investigator  
*Amount:* \$130,501 October 2021 - September 2022

**Lisa M. Endee, Russell Rozensky**  
*Funder:* General Highway Safety Grant, Governor’s Traffic Safety Committee  
*Project:* Pilot of a Sleep and Health Education Program for NY State Law Enforcement Professionals  
*Role:* Lisa M. Endee - Principal Investigator; Russell Rozensky - Co-PI  
*Amount:* \$133,320 October 2022 - September 2023

**Lisa Endee, Russell Rozensky,** Christine DeLorenzo  
Stony Brook University Evaluation of Sleep, Depression, Fatigue among Stony Brook Students  
Stony Brook University Office of Vice President for Research  
*Role:* Lisa Endee - Principal Investigator; Russell Rozensky - Co-PI  
*Amount:* \$60,000 August 2022 - December 2023

**Viboud, G.** (2022, September 1)  
*Principles of bacterial genetics*. Genetics program, Stony Brook University, Stony Brook, NY.

**Williams, H.** (2023, March 3)  
*The Changing Landscape of SDoH Data: Overview of key problems, policies, and technical solutions going into 2023* [Guest presentation]. Doctoral Program in Public Health, Stony Brook Renaissance School of Medicine, Stony Brook, NY.

Shanshan Yao, Petar Djuric, **Renee Fabus**  
*Funder:* National Science Foundation  
*Project:* EAGER: Lip Reading by Unobtrusive Multimodal Sensors and Machine Learning Algorithms  
*Role:* Co-PI  
*Amount:* \$149,878 August 15, 2021 – July 31, 2022

**Sharon Martino, Paul-Neil Czujko, Russell Rozensky, Lisa Endee, Sharon Cuff, Kelly Warren**  
*Funder:* Association of Schools Advancing Health Professions (ASAHP) Collaboration Grant  
*Project:* Creating an interdisciplinary service-learning project for health professionals to promote health and wellness of children who are obese  
*Role:* Sharon Martino - Principal Investigator; Paul-Neil Czujko, Russell Rozensky, Lisa Endee, Sharon Cuff, Kelly Warren - Co-Investigators  
*Amount:* \$19,807 September 2022 – August 2023



**Hannah Mercier**  
*Funder:* Craig H. Neilsen Foundation, Creating Opportunity & Independence, Community Support Grants  
*Project:* A culture of self-protection through empowerment for women with spinal cord injury: Addressing the knowledge gap among rehabilitation professionals  
*Role:* Co-Investigator  
*Amount:* \$195,000 October 2021 – October 2023

*Funder:* National Institute on Disability, Independent Living, and Rehabilitation Research, Administration for Community Living Switzer Research Fellowship  
*Project:* Characterizing Patterns of Depression, Community Mobility, and Social Engagement in Sub-acute Spinal Cord Injury  
*Role:* Principal Investigator  
*Amount:* \$70,000 September 1, 2020 – August 31, 2023

**Lisa Muratori**  
*Funder:* Teva Pharmaceuticals  
*Project:* Balance HD: Developing a novel balance outcome measure for people with Huntington’s disease  
*Role:* Site Principal Investigator  
*Amount:* \$125,000 June 1, 2022 - May 31, 2024

*Funder:* Ipsen Biopharmaceuticals Incorporated  
*Project:* A Multicentre, Interventional, Post-marketing, Randomised, Double-blind, Crossover Study to Evaluate the Clinical Safety and Efficacy of AbobotulinumtoxinA (Dysport®) in Comparison with OnabotulinumtoxinA (Botox®) when Treating Adults with Upper Limb Spasticity  
*Role:* Co-Investigator  
*Amount:* \$50,000 October 17, 2022 – April 12, 2024

**Jillian O’Brien, Kristin Thomson**  
*Funder:* SBU Presidential Mini-Grant  
*Project:* Examining Social Determinants of Health and the Opioid Use Crisis: Educating School of Professions Students and Faculty in Risk Factor Recognition and Equity of Treatment in Patients with Opioid Use Disorders  
*Role:* Jillian O’Brien - Project Director; Kristin Thomson - Co-Project Director  
*Amount:* \$1,875 July 1, 2022 - June 30, 2023

Christine DeLorenzo, Ramin Parsey, Mark Slifstein, Wenchao Qu, Paul Vaska, Dinko Francheschi, Chuan Huang, Xiang He, **Russell Rozensky**  
*Funder:* National Institute of Mental Health  
*Project:* “Role of the Metabotropic Glutamate Receptor Subtype 5 in Circadian Rhythm Misalignment and Depression: Implications for treatment”  
*Role:* Co-PI  
*Amount:* \$5,000,000 August 20, 2018 – May 31, 2023

**Lynn Timko-Swain**  
*Funder:* SBU Presidential Mini-Grant for Departmental Diversity Initiatives  
*Project:* Stony Brook PA Program Diversity Initiative Expanded  
*Role:* Project Director  
*Amount:* \$2,600 July 1, 2022 - June 30, 2023

**Hants Williams**  
*Funder:* Stony Brook Medicine Falls Prevention Program  
*Project:* Website development  
*Amount:* \$2,000 March 1, 2023 – May 20, 2023

Faculty Awards

**Afrinash Ahamad**, MS, MLS(ASCP)<sup>CM</sup>SM<sup>CM</sup>  
Won the Best Poster Award at the 17th Annual Women in Medicine Research Day, March 6, 2023

**Dale Coffin**, EdD, OTR/L  
Honoree of the Stony Brook Alumni Kappas Home-Koming Gala, October 2022

**Karen DeChello**, OTD, OTR/L, CEA, CAPS  
Received Certified Aging-In-Place-Specialist designation through the National Association of Home Builders

**Maria Dimopoulos**, PhD, MBA, RT(T)  
National Radiologic Technology Week, Aiming to Heal Contest Winner, October 2022

Radiation Therapy Association of New York State President’s Award, September 2022

**Kathleen Finnegan**, MASCP, MLS(ASCP)SHCM  
Received the ASCP Mastership Award at the 100th Anniversary 2022 Annual ASCP meeting for her contributions to ASCP and to the field of Laboratory Medicine, , September 2022

**Stacy Jaffee Gropack**, PT, PhD, FASAHP  
Received SUNY FACT2 Excellence Award in Administrative Leadership: State-Operated and Statutory Campuses

**Lisa Komnik**, MS, ATC  
Inducted into the Alpha Eta Honor Society, May 17, 2023

**Hannah Mercier**, PhD, OTR/L  
Honorable Mention for a 2022 PM&R Best Paper Award

**Stacy Jaffee Gropack**, PT, PhD, FASAHP  
Received SUNY FACT2 Excellence Award in Administrative Leadership: State-Operated and Statutory Campuses

**Stephen Viktun**, MD, MBA, PhD  
Received 2022 Distinguished Service Award, New York State Society of Anesthesiologists

**Deborah Zelizer**, PhD, LCSW  
Received Inaugural Excellence in Educational Effectiveness Award at Stony Brook University, November 2022





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