



 **Stony Brook**
School of Health Professions

EXCELLENCE UNVEILED: A YEAR OF ACHIEVEMENT IN HEALTHCARE EDUCATION

2023-2024 Annual Report

CONTENTS

- 1** A Message from the Dean
- 2** By the Numbers
- 4** School Highlights
- 12** Congratulations
- 14** Student Spotlight
- 16** Alumni Spotlight
- 20** Faculty Spotlight
- 26** A Message from the Assistant Dean of Diversity, Equity, Inclusion and Belonging
- 28** Staff Spotlight
- 30** Program Spotlight
- 32** Research Spotlight
- 34** Center Spotlight
- 36** Select Faculty Publications, Presentations, Grants and Awards
- 40** Fund for Excellence



MESSAGE FROM THE DEAN

Dear Colleagues, Supporters, Friends and Alumni,

I am pleased to present the annual report for the Stony Brook School of Health Professions, showcasing our achievements and progress in the past year. It has been a transformative period defined by our unwavering commitment to student success, diversity, equity, and inclusion initiatives, research, and dedicated community engagement.

This year, our school has been at the forefront of organizing a wide range of student-centric events, from recruitment fairs and networking opportunities to interprofessional workshops and interactive programming that fostered professional development and nurtured a sense of community among our students, preparing them to excel as compassionate and skilled healthcare professionals.

In alignment with our values of diversity, equity, and inclusion, we have intensified our efforts to create a welcoming and supportive environment for all members of our school. Through targeted DEI initiatives we have made significant strides in promoting cultural competence and equity in healthcare education and practice. Our commitment to DEI is integral to our mission of preparing healthcare professionals who can effectively serve diverse populations with empathy and understanding.

Our research endeavors have continued to expand the frontiers of knowledge and innovation in healthcare. From studies in clinical outcomes and translational applications to interprofessional collaborations addressing health challenges, our faculty and students have made substantial contributions to advancing healthcare delivery and patient outcomes.

Beyond academia, our commitment to community engagement remains a cornerstone of our school's identity. Through service-learning initiatives, volunteer efforts, and partnerships with community organizations, we have made meaningful contributions to addressing healthcare disparities and promoting health literacy in underserved populations. These initiatives underscore our belief in the transformative power of community collaboration and collective action.

With a focus on our mission, vision, and values, we recently revised our strategic plan--a pivotal step in ensuring our continued success and relevance in the ever-evolving healthcare education landscape. By refining our goals and objectives, we can align more closely with emerging opportunities and challenges, positioning ourselves at the forefront of innovation and growth.

As we reflect on the accomplishments of the past year, I am filled with gratitude for the dedication and passion of our faculty, staff, students, alumni, and community partners. Together, we have achieved significant milestones and positioned ourselves as leaders in healthcare education, research, and service. Looking ahead, we are committed to building on our successes and embracing new opportunities for growth and innovation. With your continued support and collaboration, I am confident that we will continue to make a positive impact on the health and well-being of individuals and communities around us.

Thank you for your ongoing commitment to the School of Health Professions. Together, let us continue to inspire excellence and drive positive change in healthcare.

Sincerely,

A handwritten signature in black ink that reads "Stacy Jaffee Gropack P.T., Ph.D.".

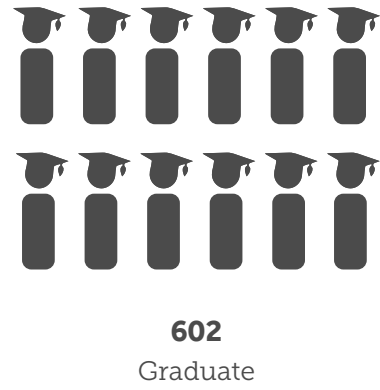
Stacy Jaffee Gropack, PT, PhD, FASAHP

Dean and Professor, Stony Brook School of Health Professions

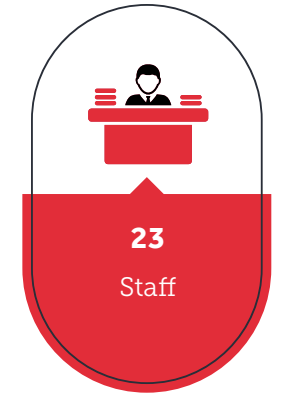
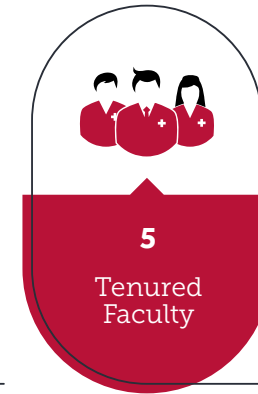
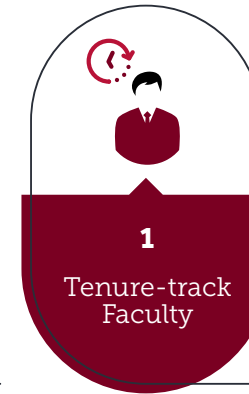


BY THE NUMBERS

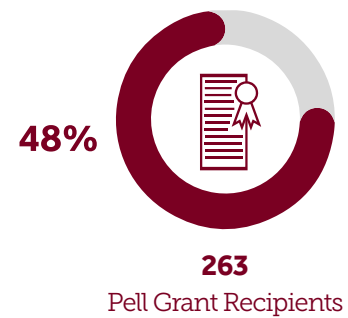
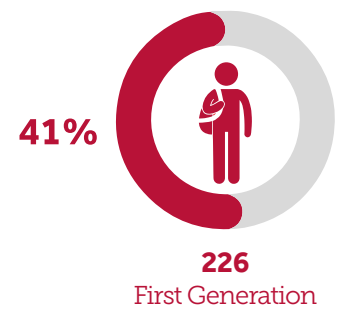
Spring 2024 Enrollment



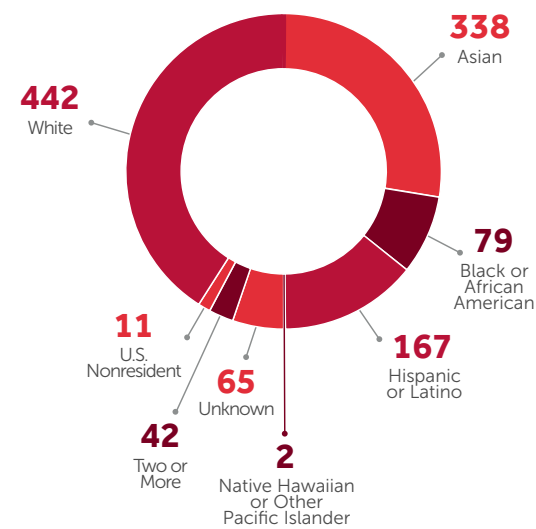
Faculty and Staff



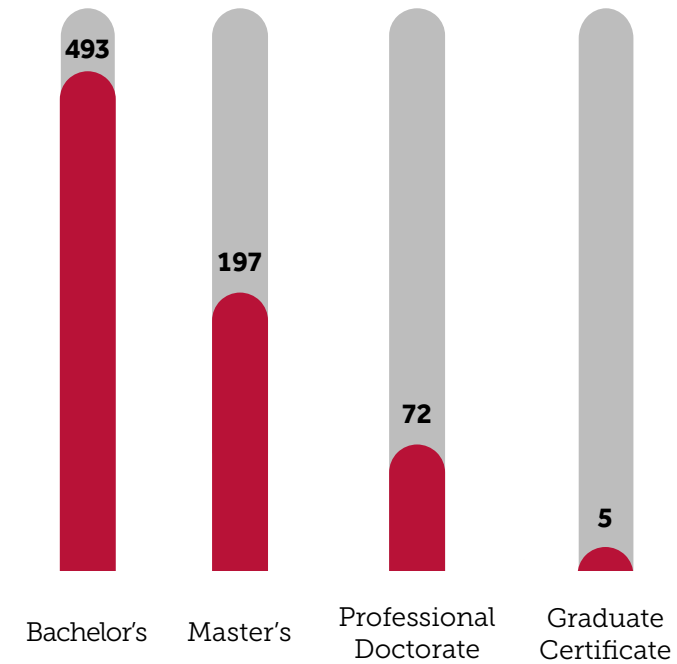
Undergraduate First Generation Students and Pell Grant Recipients



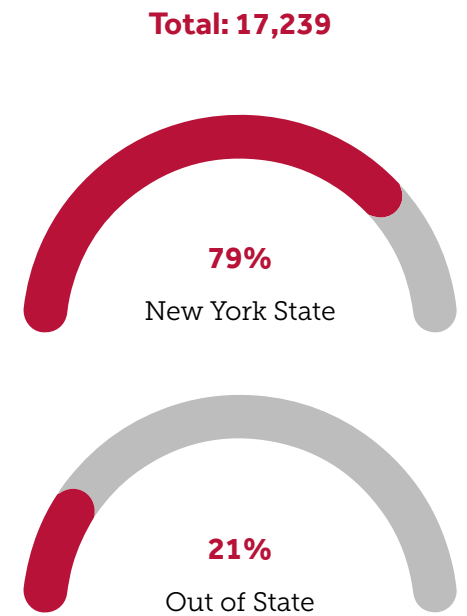
Race and Ethnicity



Degree and Certificate Completions 2023-2024



Distribution of Alumni



CELEBRATING CONNECTIONS: THE PHYSICIAN ASSISTANT CLASS OF 1999 REUNION

This year, alumni from the physician assistant program's class of 1999 gathered from across the country for their 25-year reunion, bringing together old friends and memories at the Oar House in Patchogue, NY. Despite the geographical distances—from Florida to Maine, and Connecticut to Virginia and New York—23 enthusiastic alumni, along with faculty and staff members from their class, all reunited to reminisce and catch up on each other's lives.

The atmosphere buzzed with excitement as former classmates exchanged stories of

their careers and personal milestones over the past quarter-century. From reminiscing about their college days to discussing the latest industry trends, the evening was filled with laughter, shared experiences, and a sense of camaraderie that transcended time and distance. "The class of 1999 taught me as much as I taught them. The privilege to be part of such an amazing group of individuals is the reason I continue to love teaching. I am proud to be among colleagues who truly make a difference in patient care and physician assistant leadership. Seeing everyone thrive

and reconnect continues to be my greatest reward," says Donna Ferrara, DHSc, PA-C, clinical associate professor and chair of our physician assistant program.

The reunion not only served as a chance to reconnect but also highlighted the diverse career paths pursued by the class of '99. The group as a whole made a tremendous impact on healthcare, employed in areas such as hospital and private practices including ICU management, surgery, orthopedics, medicine, medical examiner investigations, dermatology, men's health and emergency medicine.

Others work as administrators in large health systems overseeing physician assistants, and a few went on to earn doctoral degrees in leadership, psychology and medicine.

The class of 1999 reunion not only celebrated the past but also reinforced the enduring spirit of friendship and community among its members—a testament to the lasting impact of their college experience. With memories shared and new stories created, the reunion proved to be a heartfelt reminder of the enduring connections and the vibrant spirit that define their shared journey.



SUMMER IMMERSIVE PROGRAM GIVES STUDENTS AN UP-CLOSE LOOK AT HEALTH PROFESSIONS

In mid-July 2024, the School of Health Professions partnered with the School of Professional Development for the inaugural 2024 Pre-College Summer Program. Developed for high schoolers ages 15-17, this week-long, immersive program encouraged students to explore their academic interests and experience on-campus living.

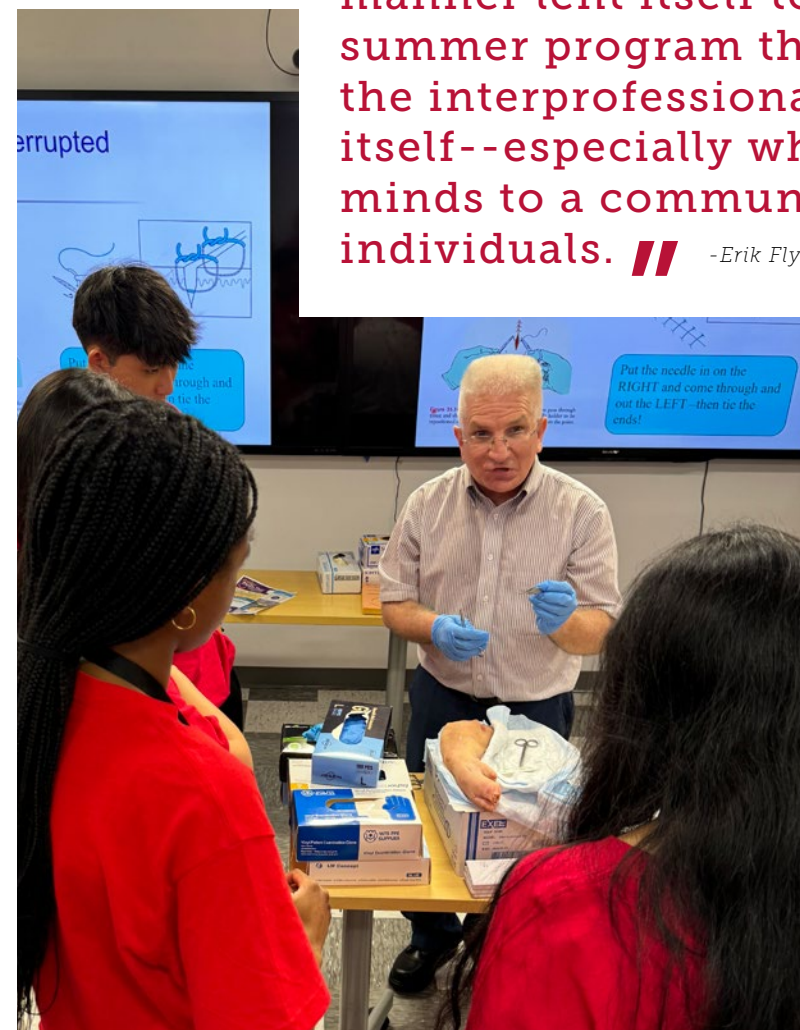
During this exciting week, twenty high school students took a deep dive into the dynamic world of healthcare. Starting from the discovery of a simulated car accident and subsequent emergency medical response and extrication, students were immediately drawn into a world where the time and talents of the healthcare team are valued and needed. Throughout the week, students were expertly guided by School of Health Professions faculty and staff, exploring diverse careers in the health professions through hands-on experiences that demonstrated interprofessional collaboration among the healthcare team. Realizing that their unique skills and perspectives are vital threads in the fabric of compassionate care, these students were empowered to dream big, work hard, and make a difference in the lives of others. Upon completion of the program, these young visionaries left campus with hearts full of hope and a roadmap for their futures.

Many thanks to all the faculty, staff, and peer mentors for offering their time and talent, sowing the seeds of inspiration as these students go forth knowing that they can be part of something greater—a network of compassionate healers who will shape the world.





“ Working with such wonderful faculty and staff in such a strongly collaborative manner lent itself to quite a successful summer program that truly highlighted the interprofessional nature of healthcare itself--especially when exposing young minds to a community of like-minded individuals. ” *-Erik Flynn, Clinical Assistant Professor, Health Science*



SLPEERS PROGRAM FOSTERS UNITY AND LEADERSHIP AMONG ITS STUDENTS

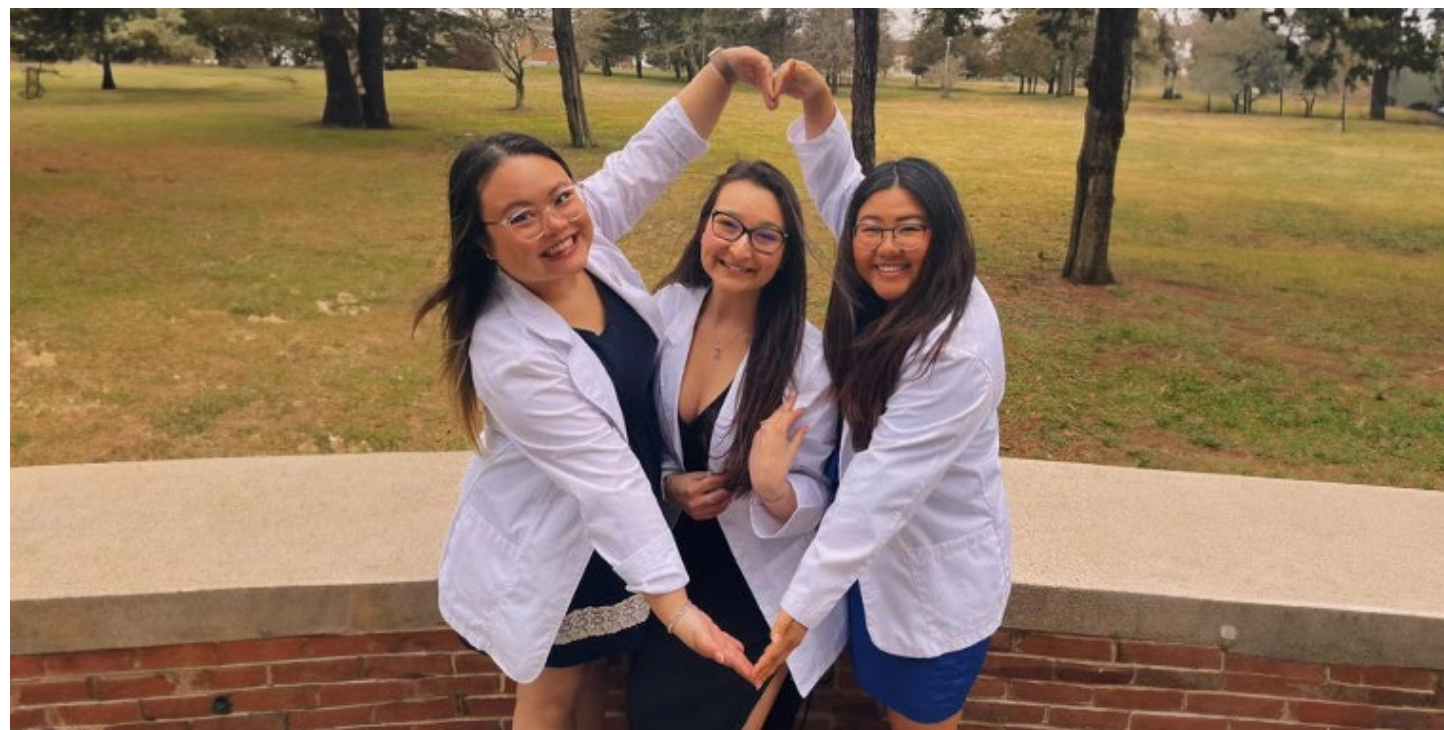
SLPeers is a mentorship program that matches first-year students or “mentees” with second-year students or “mentors” in the speech-language pathology master’s program. This program supports students in building their confidence by offering peer guidance and aims to foster a sense of community, collaboration, communication, and leadership skills.

All SLPeer matches are formed the summer before the students’ first fall semester and are based on a number of factors. Students complete a form with information including their undergraduate major and institution, their interests, the potential population they want to work with, as well as their service-related endeavors. These pairing foster strong relationship and mentees feel more comfortable requesting assistance during the year. A current student stated, “It eases the anxiety as a first-year student entering graduate school and provides a connection before starting the program.” Another benefit is that the program allows students to learn about graduate school expectations, classes, and clinicals from

peers, not only faculty in the program.

The Department of Speech-Language Pathology organizes the students’ schedules to ensure that both cohorts are expected to be on campus at the same time. Additionally, two SLPeers networking events are organized into the schedule each semester. One student commented that the program

“ provides a mentor who will guide me throughout my career, extending far beyond my first year of graduate school. The opportunity to speak to someone who has been in my shoes brings me relief and confidence as I continue my journey to becoming a speech-language pathologist. ”



OUR FOOTPRINT ON THE EAST END: STONY BROOK SOUTHAMPTON

From its early beginnings as a private estate to its present day university campus, Stony Brook Southampton has been an inspiration for those who have set foot on its grounds. Beginning in 2013, the School of Health Professions brought several of its graduate-level, clinical programs to this unique campus, located on the shores of the Shinnecock Bay. Joining the renowned School of Marine and Atmospheric Science and the Lichtenstein Center, our school has the largest presence on campus with over 250 enrolled students in programs in applied health informatics, occupational therapy, physical therapy, physician assistant studies, and speech-language pathology.

Attending the Southampton campus allows our students to develop a strong connection to the east end community. They serve the population through clinical rotations with Southampton Hospital and other local, clinical settings, as well as through volunteer and community service such as food and clothing drives, beach cleanups and environmental initiatives.

While they have the benefits of attending a large university, our Stony Brook Southampton students typically express that they enjoy the intimacy of the campus for their graduate studies. Many of our students choose to stay in the area after graduating, employed as healthcare professionals serving patients and clients at east end clinics, hospitals, and health-related companies.

With five programs on the campus, there are a host of events each semester to highlight students’ academic achievements, such as white coat ceremonies, doctoral hooding ceremonies, pinning ceremonies, and award recognition receptions. In addition, this past year we organized two new school-side events to promote student engagement including our inaugural Giving Day Student Appreciation event and Wellness Wednesday. Furthermore, our faculty, staff and students participate in Southampton campus-wide activities, including campus beautification projects, the annual windmill lighting ceremony, student life events, and the HOPE Walk to bring awareness of suicide prevention.

JAMES PIERRE-GLAUDE RECEIVES 2024 PROVOST'S OUTSTANDING MENTOR AWARD



Congratulations to Dr. James Pierre-Glaude, recipient of a 2024 Provost's Outstanding Mentor Award. This award recognizes outstanding mentors at Stony Brook University who have demonstrated exceptional commitment to faculty mentoring. Nominated for the award by several colleagues in the School of Health Professions, Dr. Pierre-Glaude currently serves as a mentor to two junior faculty in our school.

The role of mentor means a great deal to Dr. Pierre-Glaude. "I believe that we all have achieved many accomplishments in our lives, not only because of our hard work ethic, but because of the help and mentorship of others." Serving as a mentor allows Dr. Pierre-Glaude to pay it forward, similar to what other leaders and mentors have done for him in the past.

Mentorship has also allowed Dr. Pierre-Glaude to reflect and learn about his strengths and

weaknesses, as well as to share lessons learned from previous professional pitfalls and failures. This has helped foster his own professional development by reminding him of the strategies and decisions that previously lead to unproductive work environments. Additionally, being a mentor comes with a great sense of responsibility. "Someone has entrusted you to help shape their personal and professional trajectory and future."

The School of Health Professions believes that mentoring is an essential part of career development for its faculty and staff. Not only does it provide many benefits to mentees, but it allows mentors to continue to develop as well. It increases a mentor's leadership and communication skills and self-confidence. It enhances career satisfaction and affords opportunities for growth through exposure to new ideas, new creative energy, and new ways of thinking about or doing things.

KATHLEEN MCGOLDRICK RECEIVES BROOKE ELLISON AWARD FOR ACCESSIBLE TEACHING

Each year, Stony Brook University's Center for Excellence in Learning and Teaching (CELT) hosts its Celebration of Teaching to acknowledge the efforts of educators who use exceptional teaching practices, dispositions, and proficiencies. These instructors demonstrate outstanding passion for teaching, personal concern for students, and a devotion to inspire and nurture a desire for learning in their students. This year, Kathleen McGoldrick was recognized for her excellence in accessible teaching as the inaugural recipient of CELT's Brooke Ellison Award for Accessible Teaching. This award is named for the late Dr. Brooke Ellison, a professor in the School of Health Professions who was dedicated to advocating for accessibility in technology and healthcare. Nominees for the award are faculty who have demonstrated that their instruction and course materials are accessible to all students by using the Universal Design for Learning (UDL) guidelines including multiple means of engagement, representation, action and expression.

Kathleen is clinical associate professor and vice chair of the Department of Health Science, joining the faculty in 2006. She currently teaches Research Methods in Health Science, Scholarly Writing in Health Science, and two courses in the disability studies and human development concentration. Kathleen is also director of interprofessional education for the school. As director, she coordinates school-wide educational events for students to practice effectively working in teams in order to maximize their roles as providers of healthcare services.

Kathleen has also been a student coordinator for the East Islip Soccer Club's Just for Kicks program since 2011, managing physical therapy, occupational therapy, and health science student volunteers. Additionally, she co-designed and facilitates senior instructor trainings for peer mentors for the program. She is currently principal investigator on a study to evaluate the effectiveness of this program as well as another study that is looking at the program's influence from the perspective of the players' parents. Her most recent scholarly work focuses on the

phenomenon of sharenting and the experiences of parents of children with disability who use social media.

Kathleen recently completed SUNY coursework focused on UDL and has attended numerous CELT presentations on increasing student engagement in the classroom. She has applied what she learned to improve the accessible delivery of written, visual, and verbal information in her health science courses and increase student engagement and comfort level.

Each year, Kathleen reviews all of her courses and incorporates changes that create a more open and inclusive learning environment where students with varying learning styles are supported. "Whether the change is brought on through student feedback or something I learned through a CELT or SUNY course, I am always excited to try out new ways to allow all students to connect and succeed." This year, Kathleen was able to build increased accessibility into all the health science courses by migrating the syllabi to UDL format to be more easily accessed using a screen reader or voice commands. "Whether it is through scholarship, curriculum development or the incorporation of inclusive learning practices, I am committed to advocating for the rights and inclusion of all people."



A DEVOTED STUDENT, VOLUNTEER, AND ADVOCATE FOR EMPOWERMENT

Adriana Saab is a third-year doctor in physical therapy (DPT) student on a quest to make all of her patients feel included and empowered. She decided to pursue her graduate degree to enhance her career opportunities and deepen her knowledge in a field that she is very passionate about. Her interest began when she herself was a patient recovering from sports-related injuries. "I experienced firsthand how physical therapy extends beyond functional rehabilitation; it's a journey toward resilience, enabling patients to overcome limitations. I chose physical therapy to help promote not only physical and mental strength but also autonomy in patients as they navigate obstacles to redefine their independence."

Adriana chose the DPT program in the School of Health Professions at Stony Brook University because of its interprofessional approach to education. It's allowed her to value all the roles on the healthcare team in delivering optimal patient care. Through the program, she's also learned that physical therapists wear many hats—they are detectives with a fine eye for detail to find their patients' hidden strengths, informal psychologists offering emotional support and guidance, and cheerleaders who root for their patients and celebrate all the wins along the way, adapting to what they need to overcome the challenges they are facing.

// Every patient who attends physical therapy is facing an unwanted challenge impacting their daily life. Those patients are told by countless medical professionals and societal expectations what they cannot do. I aspire to change this narrative by focusing on what each patient can do. //

Adriana is most proud of her work in collaboration with Drs. Eric Lamberg and James Pierre-Glaude in the development of the Youth Amputee Soccer Program on Long Island. Her involvement shows yet another level of commitment to the field, promoting inclusivity and fostering empowerment among all children. Despite only two youth clinics so far, the program has already had a positive impact on the community, and the ultimate goal is to create a foundational plan for youth amputee soccer to be replicated across the American Amputee Soccer Association's (AASA) regional teams. "This program shows that sports are for everyone by increasing access to the adaptive sports world. The most rewarding aspect of the Youth Amputee



Adriana Saab '25
Physical Therapy



Soccer Program is not just the success of our hard work but seeing the smiles and joy on the children's faces. This initiative is a significant step toward proving that sports are truly for everyone, and that any child can achieve whatever they set their mind to."

In addition to her role in the development of the Youth Amputee Soccer Program, Adriana is also the AASA's logistics manager, and the operations manager and social media manager for the Metro NY Amputee Soccer Team, AASA's regional team. Embracing these volunteer roles demonstrates her dedication to becoming a well-rounded physical therapist who not only provides care, but also leads through advocacy for inclusivity and adaptation in sports while also understanding the importance of a well-managed program. Volunteering for the AASA has allowed her to learn more about her interest in working with the limb-difference population and pursue her passion for community engagement. She has contributed to the planning and execution of training camps, practices, the National Amputee Soccer Cup, tournaments, and fundraisers, as

well as taking on administrative duties including the management of equipment, uniforms, travel itineraries, and other logistical needs to ensure efficient operations. Adriana also works several part-time jobs. She is a physical therapy aide, a coach at a children's fitness center, the laboratory assistant for DPT program, and exercises with a resident of an assisted living facility who has Parkinson's disease.

Not only is Adriana a devoted volunteer and employee, she is also making academic strides. She was awarded the 2023-24 Henry and Marsha Laufer Scholarship and nominated by faculty and staff for the Association of Schools Advancing Health Professions Scholarship of Excellence. She has presented poster presentations at three conferences this past academic year on promoting inclusivity in society and increasing access to adaptive sports through youth amputee soccer. She is also currently working on a proposal for a presentation with Drs. Eric Lamberg and James Pierre-Glaude for the American Physical Therapy Association Combined Sections Meeting.

GRATITUDE IN ACTION: FROM HEALTH SCIENCE MAJOR TO COMBAT MEDIC AND BEYOND

The school's 2022 Dean's Choice Award winner, Pamela Chen, is thrilled to share her story and appreciation for Stony Brook University and the School of Health Professions. Employed with the United States Army as a combat medic, Pamela's on the job experiences have continued to spark her passion to help others as well as her country. With her recent acceptance into Stony Brook's Renaissance School of Medicine, she is poised to take her career to the next level, with compassion, dedication, and a desire to make a difference.

Why did you choose Stony Brook University and the School of Health Professions?

I chose Stony Brook because of their reputation for their high quality education, diverse student body, and focus on academics. I specifically chose the School of Health Professions due to my desire to further my career in the healthcare field while also surrounding myself with the many resources Stony Brook has to offer including their staff, research funding, and the abundance of opportunities.

What made you go into your degree program?

The health science major captivated me with its ability to provide not only the academic side of healthcare and medicine but also the skills needed to be a well-rounded healthcare worker. These additional skills include public speaking, working in team environments, and developing good bedside manner.

What was your overall experience like in the School of Health Professions? What did it teach you?

My overall experience in the School of Health Professions has been life changing. Stony Brook has taught me how to get out of my comfort zone which allowed me to grow as a student, healthcare worker, and as an individual. At the School of Health Professions I knew that there was always someone I could ask whenever I needed help and that made me also want to help others in return. This sense

of community really bolstered my attitude and companionship with my peers and the staff and faculty.

What person, course, or experience most influenced you while in the School of Health Professions? How?

My scholarly writing professor, Sharon Cuff, has most influenced my experience in the School of Health Professions. Her ability to believe in my potential has allowed me to surpass the goals I had previously set for myself. Her unwavering support is one of the reasons why I have been able to capitalize on the opportunities that come my way. She saw something in me before I knew how far my abilities could reach and I am forever grateful to have someone like her in my life.

Do you have any general fond School of Health Professions memories you'd like to share?

A great memory would have to be the creative projects we were able to present to our peers. These group projects helped me feel more connected to my graduating class as we all shared smiles and laughter.

“ Presenting these projects also meant that I had to face my fear of public speaking. The more we presented in class, the more comfortable I felt doing them. This is another fond memory that I have as I was able to see my progression over time in my confidence, public speaking skills, and creativity. ”

Pamela Chen '22
Health Science



What was the best thing you did as an undergrad to help you get to where you are?

The best thing I did as an undergrad to help me get where I am today was to network with others which allowed me to gain new friendships and expose myself to amazing opportunities. At Stony Brook we have a community that fosters a team player mindset which allows everyone to excel and become more involved. These opportunities include research, teaching assistant positions, great volunteer experiences, and much more.

How has your SHP education contributed to your success?

My SHP education has immensely contributed to my success. With the health science major I was able to graduate a year early while also completing my pre-medical prerequisites. This additional year gave me the opportunity to join the military as a combat medic which further propelled my desire to help others as well as my country. This additional year gave me more perspective and helped shape me into the individual I am today.

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

My career path has been filled with many hardships and learning opportunities which forced me to work hard and stay disciplined. I ended up in the place that I am today because of the people I chose to surround myself with. When there are people who root for your success and uplift the entire team, that is where I realized anything is possible. The combination of having a good support system while also being driven has allowed me to take advantage of the opportunities that have come my way. Also having a positive mindset and goals to strive towards has helped me keep me on track and push past my limits.

What are some of the things you like most about your job?

I love the mission behind my job which gives me purpose to further my education to help others in a meaningful way. Being a combat medic means

I can help those who bravely sacrifice their lives in order to protect our country. This brings so much fulfillment to me because I always knew I wanted to be a part of something much bigger than myself. Some additional things I enjoy most about my job is the endless opportunity to learn new skills and become a better care provider for others. Some of these skills include learning how to do a cricothyroidotomy, chest needle decompression, how to ventilate a patient and much more!

What advice would you give to a current student who aspires to follow in your footsteps and pursue a similar career path?

Some advice I have for current students is to not be afraid to put yourself out there and reach out for help. Whether it's going to job fairs, research panels, or browsing the internet, just know that the opportunities are endless. There is always someone willing to help and the enormous pre-medical community at Stony Brook means there are people who can help you in the right direction.

Do you have any cool hobbies or side projects you'd like to tell us about?

I am currently a blue belt who is training competitively in Brazilian Jiu Jitsu. I won my first IBJJF (International Brazilian Jiu Jitsu Federation) gold medal this April of 2024. I am striving to become a black belt one day! I also encourage everyone to try this sport because it is so fulfilling and has so many benefits. Brazilian Jiu Jitsu has become my second home and a lifestyle!

Is there anything else you'd like to tell us about yourself?

I have an adorable, handsome, fun loving half Pitbull, half Labrador named Boon.

Any final words of wisdom for the current SHP students?

Be comfortable being uncomfortable! Embrace new people, places, and things that come in your life because there is always something good around every corner!

As a recipient of the Health Professions Scholarship Program (HPSP), Pamela Chen was appointed second lieutenant under the United States Army.



ENHANCING THE FIELD OF RESPIRATORY CARE THROUGH RESEARCH AND EDUCATION

A two-time graduate of Stony Brook University with a bachelor's degree in cardiorespiratory science and a master's degree in public health, Ann Cuccia's deep connection with our institution as alumnus, clinician, and faculty member fills her with tremendous pride. She is a dedicated educator and researcher, and her role as both are making an indelible impact on the field of respiratory care.

Ms. Cuccia is clinical professor and director of clinical education for the respiratory care program, creating vital didactic and clinical experiences for her students. In addition, she is a faculty advisor, serves as a member of the Respiratory Care Program and Polysomnographic Certificate Program Advisory Committee, and provides information sessions for prospective students interested in the program.

Ms. Cuccia's research focuses on improving aerosol drug delivery, particularly for patients on mechanical ventilation where aerosol delivery is more complex due to multiple factors such as ventilator settings, aerosol particle size, and breathing patterns. Aerosols are tiny particles suspended in air, commonly used to deliver medications directly to the lungs. By studying how to control various parameters that affect aerosol delivery, she and her research partners aim to control dosing and maximize therapeutic effectiveness. Their work is important for improving patient outcomes, ensuring that critically ill patients receive the correct dose of medication, and enhancing the reliability of clinical studies involving aerosolized drugs.

Ms. Cuccia's scholarly contributions through peer-reviewed articles and abstracts push the boundaries of clinical knowledge in her field. As an invited lecturer, Ms. Cuccia shares her expertise at conferences, symposia, and through educational courses, engaging audiences with insights that shape emerging practices in the field. She is deeply committed to service, dedicating her time to school, university, and professional committees and organizations, as well as performing important community service initiatives that promote respiratory health.

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

Respiratory therapy is a crucial healthcare profession focused on helping individuals with breathing difficulties. Respiratory therapists assist patients with conditions like asthma, COPD, and pneumonia, as well as those affected by heart attacks or strokes, ensuring they can breathe properly. Respiratory therapists administer medications via inhalers or nebulizers, manage and monitor ventilators that help patients breathe, perform tests that measure lung capacity and blood oxygen levels, and deliver emergency care, providing life-saving interventions like resuscitation. Additionally, we educate patients on how to manage their conditions, use inhalers, and perform breathing exercises. We work in hospitals, clinics, nursing homes, and patients' homes, as well as in industry and research.

What draws you to your work?

What draws me to my work as a respiratory therapy educator and researcher is the opportunity to make a meaningful impact on both current and future healthcare practices. As a professor, I am passionate about educating and mentoring the next generation of respiratory therapists, equipping them with the knowledge and skills to provide high-quality patient care. Additionally, my role as an aerosol researcher allows me to explore innovative ways to deliver medications effectively to patients' lungs, contributing to advancements in respiratory treatment and improving outcomes for individuals with respiratory conditions. This dual focus on education and research enables me to continuously learn and innovate in a field that directly enhances the quality of life for patients.

What's your favorite course to teach and why?

I particularly enjoy teaching both Mechanical Ventilation and Pulmonary Diagnostics. Mechanical Ventilation stands out because it involves mastering the intricate therapy crucial for caring for critically

Ann D. Cuccia
MPH, RT, RRT, RRT-NPS,
RPFT, AE-C, FAARC

*Director of Clinical Education
Clinical Professor
Respiratory Care*



ill patients. It challenges students to understand and apply advanced techniques in respiratory support and highlights the fundamental role that mechanical ventilation plays in supporting patients' respiratory function and overall care within intensive care settings. On the other hand, Pulmonary Function Testing holds my interest because it allows us to assess various aspects of lung health, including volumes, capacities, airflow dynamics, compliance, and gas exchange efficiency. It's fascinating to analyze these parameters and determine the effectiveness of different treatment approaches. This course bridges theory with practical application, enhancing our ability to optimize patient care through precise diagnostic tools.

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

If I could share one piece of advice with healthcare students, it would be to prioritize empathy in every patient interaction. Beyond technical skills and medical knowledge, empathy forms the foundation of compassionate care. It allows us to understand our patients' experiences, fears, and concerns, fostering trust and healing. Never underestimate the power of listening attentively, showing kindness, and treating each patient with dignity. These qualities not only enhance patient outcomes but also enrich your own fulfillment as a healthcare professional. Furthermore, be open to new opportunities and do not be afraid to explore growth outside of your comfort zone. While monetary compensation is important, personal growth and development are equally crucial. Early in my career, I took chances and seized opportunities to learn new skills, which have greatly benefited me. Embracing these opportunities for growth and change can lead to significant professional and personal rewards in the long run.

So far in your career, what do you consider to be your greatest achievement?

I find it difficult to pinpoint a single greatest achievement in my career because there have been

several that stand out. Each has been uniquely rewarding and impactful in its own way. One of my notable achievements was my involvement in the campus and SUNY-wide tobacco-free initiative. This experience was both unique and transformative, as it allowed me to participate in an event that significantly impacted the organization and shifted its culture. Addressing tobacco use and attitudes within the diverse Stony Brook campus community required a multifaceted approach, making the work both challenging and rewarding. Additionally, my appointment as the first clinical professor in the School of Health Professions is a significant milestone in my career. I hope that this achievement serves to encourage other SHP faculty to continue their research endeavors and strive for similar promotions. Lastly, my contributions to the field of aerosol science as a respiratory therapist have been particularly fulfilling. This work has allowed me to engage in research and clinical practice, enhancing the delivery of care to patients and advancing our understanding of aerosol delivery in respiratory therapy. Each of these achievements has shaped my career and allowed me to make meaningful contributions to my field and the community.

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

My career path has been both interesting and rewarding, shaped by unexpected encounters and opportunities that nudged me in new directions. These changes didn't come from dissatisfaction with my current roles but rather from moments that encouraged me to explore new possibilities. I began my career as a respiratory therapist at Stony Brook University Hospital. While I was content in that role, an opportunity to open a pulmonary rehab center at Stony Brook Southampton Hospital arose, and I decided to seize it. I then worked in the outpatient arena at Stony Brook Southampton, focusing on cardiopulmonary rehab, pulmonary function, asthma education, and tobacco cessation for many years. This experience allowed me to develop a wide range of clinical skills that proved invaluable when

I decided to apply for the faculty position in the respiratory care program at Stony Brook University. My decision was driven by the desire to expand my knowledge and engage in research. I saw the faculty position as an opportunity to grow professionally and contribute to the education of future respiratory therapists. Each step in my career has been a journey of growth, exploration, and taking chances, leading me to where I am today.

What do you enjoy most about working in the School of Health Professions?

Working in the School of Health Professions is incredibly fulfilling for several reasons. One of the aspects I enjoy most is collaborating with other dedicated healthcare professionals and educators. The synergy and exchange of ideas with my colleagues are truly inspiring. This collaboration helps us continually enhance our teaching methods, ultimately improving the educational experience for our students. Additionally, being part of a supportive and committed faculty environment is immensely gratifying. Our administration, deans, and other leaders are dedicated to fostering a positive and productive atmosphere for both teaching and research. Their support ensures that we have the resources and encouragement needed to excel in our roles. Furthermore, being part of a university with a reputation like Stony Brook's adds to the pride and satisfaction I feel in my work.

What are some of the things you like most about your job?

I love being able to share my knowledge and experience with students. Watching them grow and develop into competent and compassionate RTs is incredibly rewarding. Mentoring students and seeing their progress over time is one of the most fulfilling aspects of my role. By educating future RTs, I have the opportunity to indirectly impact countless patients. Knowing that I am contributing to the healthcare system by preparing skilled professionals who will provide excellent care is deeply satisfying. Respiratory care is a constantly evolving field, and I enjoy staying up to date with the latest research,

technologies, and best practices. This continuous learning keeps my job exciting and allows me to bring fresh insights into the classroom. Being able to conduct research and contribute to the body of knowledge in respiratory care is another aspect I find very rewarding. It allows me to explore new areas of interest and apply evidence-based practices in both teaching and clinical settings. Ultimately, knowing that I am making a difference in the lives of students and, by extension, in the lives of their future patients, is the most gratifying part of my job. Our administration, deans, and other leaders are dedicated to fostering a positive and productive atmosphere for both teaching and research. Their support ensures that we have the resources and encouragement needed to excel in our roles. Furthermore, being part of a university with a reputation like Stony Brook's adds to the pride and satisfaction I feel in my work.

What have been some of the most important lessons you've learned throughout your career?

Practicing the "Four Agreements" has been a guiding principle for me both in life and throughout my career. These principles resonate deeply and shape how I approach each day. Be Impeccable with Your Word: Maintaining honesty and integrity in communication fosters trust and respect in professional relationships. Don't Take Anything Personally: Recognizing that others' actions and words are often a reflection of their own experiences helps maintain perspective and resilience. Don't Make Assumptions: Clarifying information and seeking understanding before drawing conclusions minimizes misunderstandings and promotes effective collaboration. Always Do Your Best: Striving for excellence in every task ensures consistent growth and contributes to achieving personal and professional goals.

Do you have any cool hobbies or side projects you'd like to tell us about?

I enjoy cooking, gardening, spending time on the water, and listening to live music.

A CAREER ROOTED IN PASSION AND POSITIVITY

Dr. Sean Getty received his Bachelor of Science in Biology from Stony Brook University in 2000, his Bachelor of Health Science/Master of Science in Occupational Therapy combined degrees from Touro College in 2005, and his post-professional OTD from the University of St. Augustine for Health Sciences in May 2020. His clinical practice has primarily been in mental health and administration, with a focus on recovery-based approaches for persons with severe mental illness.

Dr. Getty has implemented two unique interdisciplinary programs focused on client-centered, recovery-based treatment for persons with mental illness, transforming the role of occupational therapy within this model of treatment. He has supervised over 250 students on fieldwork affiliations and has received two awards for fieldwork supervision. Prior to his full-time position as an Assistant Clinical Professor, Dr. Getty was an adjunct professor at Stony Brook University's COTA/OT weekend program for five years and has been a guest lecturer at several other universities.

Dr. Getty has presented about mental health recovery on state, national, and international platforms. He is currently the New York Representative #1 for the American Occupational Therapy Association's Representative Assembly.

What has your career path been like? How did you end up in your position in Occupational Therapy in the School of Health Professions? Did you work in any other fields?

I graduated from Stony Brook with a bachelor's degree in biology in 2000 and worked as a hydrogeologist for about two years before deciding that I needed to find a more fulfilling career. I went back to school and graduated with my master's degree in occupational therapy in 2005 and quickly obtained a position as the director of a clubhouse, a program for individuals with serious mental illness. I had the opportunity to adjunct at Stony Brook in 2007 while taking on various positions running mental health programs. I started my position as full-time faculty in 2012. I have held the positions of Southampton site coordinator, doctoral capstone

coordinator, and interim chairperson during my time in the program.

What or who has influenced you and how has that impacted your career?

I have been truly blessed to be surrounded by amazing individuals who have provided me with great guidance and support. The greatest impact on my career was working in a job that felt unrewarding. I knew that I had a desire to work with and help other people, but I didn't know what path to take. I shadowed an occupational therapist named Susan Buckley at the United Cerebral Palsy Foundation and she opened my eyes to the beauty of our profession. My mentor, Donna Costa, helped to guide me to work with both individuals with mental illness and to enter into academia. Donna has taught me that we need to trust people in life, even when we think that we might know better.

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

My greatest achievement comes each year at graduation. There isn't a single accolade that can compare to the feeling of seeing your students achieve their goals. I think that is why all of the faculty and staff are here--to help our students accomplish great things! Seeing the students celebrate with each other and with the significant people in their lives brings goosebumps just thinking about it. It is awesome to be in a position where I get that every year!

What is your favorite part of your job?

I believe that one of the most important keys to happiness is having a job that you love, and I am thankful to be in such a position. It is difficult to choose a favorite part, but it would have to be teaching for me. I love being able to take complex subjects and explain them in a way that the students can understand and, hopefully, enjoy. The look on a student's face when they have that "aha" moment is priceless and what continues to motivate me.

What is the most challenging part of your job?

The most challenging part of my job is making sure that I am understanding where my students are at. I recognize that our students are under a great deal of stress, but I also need them to understand the basal ganglia pathway on a Monday morning. Sometimes I need to step back and empathize with them so that I can be a more effective educator. I think that this is where I have grown the most as an instructor, but probably because I had the most room to grow. Being with them in the learning process is an important thing to me these days.

What do you enjoy most about working in the School of Health Professions?

The thing that I enjoy most about working in the School of Health Professions is that I am surrounded by brilliant and caring individuals--faculty, staff, and students. I love being able to have a great conversation about a theoretical construct or neuroscience subject, and my teenage daughters don't often want to discuss those topics with me. In addition, I know that everyone here is supportive and is willing to try to help me out when I run into an issue.

What are your current areas of interest?

My areas of interest include serious mental illness and substance abuse treatment. I am also interested in the development of an occupation-based theory. I currently serve as one of the two elected members from New York on the Representative Assembly for the American Occupational Therapy Association, which has allowed me to be an active member of our national association by directing the future of our profession.

What's your favorite course to teach and why?

I should say mental health because that is considered to be my area of expertise, but the students all know that I love to teach neuroscience. It is such a fascinating subject and can be very complex. It is one of the more challenging courses in our curriculum, but also one where the students gain a great deal of knowledge.

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

Just one? That is very limiting, so I will try to identify the most important one for me. Ask questions! It is

alright that you don't know or understand something, that is why you are a student. We are here to support and assist you, but can only do so if you tell us that you need it. The odds are that other students have the same issue, but are too hesitant to ask. I have come to realize that I really don't know that much in the grand scheme of life, so I ask for help when I need it.

What have been some of the most important lessons you've learned throughout your career?

Although you might be having a rough day, life is good. The brain is not able to process gratitude and any other emotion simultaneously, so if we stay focused on the positive then we will drown out the negative emotions. Be kind and stay humble. Support the people around you. Lifting others up helps to lift ourselves. When in doubt, eat chocolate, and then seek out the right person to help you. Trust me, they want to help you and will be grateful that you asked for assistance.

Do you have any hobbies or personal projects you'd like to tell us about?

I love to spend time with my wife and three daughters playing games, cooking, or doing puzzles.

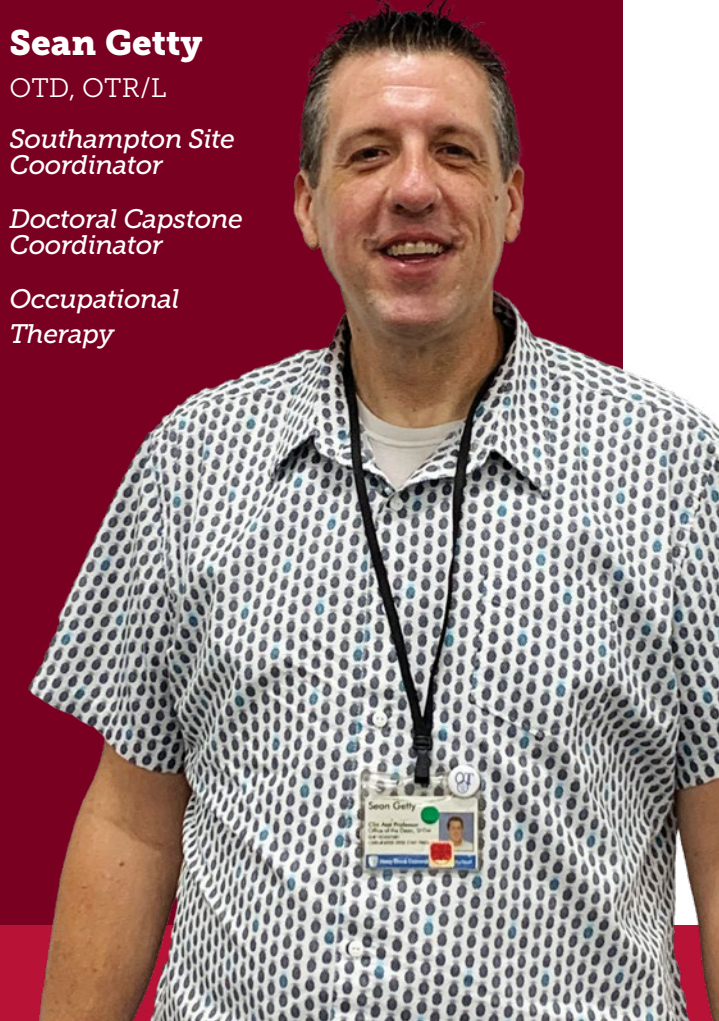
Sean Getty

OTD, OTR/L

Southampton Site
Coordinator

Doctoral Capstone
Coordinator

Occupational
Therapy



MESSAGE FROM OUR ASSISTANT DEAN OF DIVERSITY, EQUITY, INCLUSION, AND BELONGING

It continues to be an honor and privilege as I complete my first academic year as the School of Health Professions' Assistant Dean of Diversity, Equity, Inclusion, and Belonging.

Throughout the 2023-24 academic year, the School of Health Professions' Diversity, Equity, and Inclusion (DEI) Office has accomplished several goals and initiatives that have advanced the school's vision of preparing the next generation of highly qualified and efficient clinicians who can meet the anticipated needs of our diverse communities.

This upcoming academic year, the DEI Office will host its 2nd annual Diversity Day, with a theme on the Intersectionality of Diversity and Disability. We hope to continue to promote, celebrate, and support all of the stakeholders within the School of Health Professions.

All the best,

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



Goals achieved this academic year included

- Growing our DEI Working Group to 15 faculty and staff members who represent multiple departments
- Highlighting several monthly diversity-themed celebrations in our school's communications and website
- Providing content related to DEI programming, events, and resources for our school's weekly updates
- Increasing our school's presence on Stony Brook's west campus by liaising and participating in targeted recruitment efforts such as Black Men in White Coats and the Uniti Cultural Center
- Planning and implementing an educational and experiential school-wide Diversity Day for all faculty, staff, and students with themes centered around implicit bias and health disparities/equitable health
- Developing and implementing a 90-minute interactive workshop for all clinical programs "Managing Microaggressions in Clinical Learning Environments"
- Assisting the Assistant Dean for Academic and Student Affairs with creating a guide for reporting learning environment concerns for students
- An oral presentation at an Interprofessional Health Professions Conference on cultural competence
- Guest presenting on fostering inclusivity in the classroom
- Submitting two grant applications to further the work and offerings of the DEI Office
- Creating a DEI Student Liaison group



ABIGAIL LUIZZI, ADMINISTRATIVE ASSISTANT I, SOUTHAMPTON CAMPUS

Abby began her career in August 2005 when she started working in the school as an office assistant for the Department of Health Science.

In addition to the day-to-day responsibilities, she took on various duties including maintaining departmental publications, supervising teaching assistants and work-study students, assisting with onboarding adjunct faculty, participating in multiple student-centric events including orientation and graduation advising workshops, and coordinating admissions for four clinical concentrations.

In July 2013, Abby assumed administrative responsibilities of both the health science major and the school's convocation ceremonies. A year later, she also began coordinating the clinical contracts for all of the school's clinical programs. In April 2017, Abby joined the Dean's Office as a general office assistant as well as assistant to the associate dean.

In June 2020, Abby was offered the opportunity to work in a multi-faceted role on the Southampton campus, where she currently works today. Her responsibilities include assisting the director of operations with campus and school-wide events and projects, supporting the physician assistant program with

administrative tasks and admissions, as well as providing general help to all of our Southampton programs.

After working in the school for so many years and taking on multiple roles, Abby has gained valuable knowledge and insights into each of our programs, allowing her to pass on her knowledge and help when and where there's a need for assistance. Over the course of an academic year, to many, responsibilities may look routine, but to Abby, every day changes, and she enjoys the variety of projects that she gets to work on.

In addition, working on the Southampton campus has given Abby the chance to work with colleagues that she didn't have the opportunity to work with in the past. She also enjoys working on the Southampton campus because it offers a more intimate environment where everyone knows each other. This, coupled with the overall beautiful setting of the campus and its smaller size, offers a more relaxed atmosphere.

Outside of her work, Abby and her husband are usually running around with their daughter, taking her to various extracurricular activities. More recently, now that her daughter is older, they've been traveling more, and look forward to counting down to the next trip!



ADVANCING THE FUTURE: THE NEW DOCTORATE IN OCCUPATIONAL THERAPY

In response to the evolving landscape of healthcare and the increasing demand for skilled professionals, our new doctoral program in occupational therapy (OTD) admitted its first cohort in June 2024. This initiative marks a significant step forward in the field of occupational therapy, aiming not only to meet current healthcare demands but also to prepare future leaders who will drive innovation and excellence in patient, client, and community care.

What is Occupational Therapy?

Occupational therapy focuses on helping people of all ages participate in the activities they want and need to do through therapeutic interventions. Occupational therapists work with individuals who have physical, mental, developmental, or emotional challenges that impact their ability to engage in everyday tasks. They play a crucial role in rehabilitation, adaptation, and improving quality of life for their patients.

Addressing Growing Demands in Healthcare

With healthcare needs becoming increasingly complex and diverse, the demand for qualified OTs is on the rise. The new doctoral program is strategically designed to equip graduates with

advanced skills and knowledge essential for tackling these challenges effectively. By offering a comprehensive curriculum that integrates theory, research, and clinical practice, the program aims to produce OT professionals capable of delivering exceptional care across various settings.

Excellence in Occupational Therapy Education and Patient Care

The doctoral program aims to elevate OT education, ensuring that graduates are well-prepared to excel in their careers from day one. By delving deeper into evidence-based practices, advanced clinical techniques, and leadership skills, along with more in-depth training in specialized areas such as geriatrics, pediatrics, mental health, and community-based practice, students will gain a thorough understanding of the complexities within the field, enabling them to make informed decisions, innovate in treatment methods, and advocate for their patients' needs effectively. "Doctoral programs are designed to enhance the knowledge of occupational therapists to its highest level and help them be best prepared for applying evidence-based healthcare and for engaging in research," says Dale A. Coffin, EdD, OTR/L, clinical associate professor and chair of the OT program.



Serving the Needs of a Growing Field

The U.S. Bureau of Labor Statistics projected that the employment of occupational therapists will grow by 12% from 2022-2032, much faster than the average for all occupations. This surge in job growth presents both opportunities and challenges for the OT profession. By launching this doctorate program, we're doing our part to ensure that the

workforce is prepared to meet the rising demand for qualified therapists equipped with advanced skills and knowledge.

Our OTD program is three-years and follows a hybrid format. We provide our students with a strong didactic curriculum and a diverse range of fieldwork and capstone opportunities.

[TO LEARN MORE ABOUT THE DOCTORAL PROGRAM FOR OCCUPATIONAL THERAPY](#)

[CLICK HERE](#)

ENDING THE HIV EPIDEMIC: THE VISION AND IMPACT OF THE CENTER FOR PUBLIC HEALTH EDUCATION

The Center for Public Health Education in the School of Health Professions provides relevant and critical information that will bring us closer to ending the HIV epidemic. Its mission is to deliver training and technical assistance that support health and human service professionals caring for people with HIV/AIDS; promote quality care and target resources needed to meet the needs of underserved communities; promote HIV prevention education and harm reduction; and influence public policy and facilitate research relevant to the HIV/AIDS epidemic.

The center has many strengths. It's considered one of the leading HIV training programs in New York and its funders routinely tap into the program to provide technical assistance to other HIV training programs and share community resources. Its work as a Peer Certification Academic Center is well respected throughout the state of New York. In fact, there have been discussions with the AIDS Institute on how the program could be expanded to other parts of the country. Certifying peer workers with lived HIV experiences is a powerful intervention that helps

reduce stigma and improves health outcomes for people with HIV. The center recently held its Peer Worker Certification graduation ceremony on April 26, 2024. This was the first live ceremony since COVID. Twenty-eight peers were certified and graduated, and over 250 have been certified through the program since its inception.

This year alone, the center boasts many accomplishments. As part of its grant funded programs through the New York State Department of Health (NYSDOH), it conducted 113 webinar training sessions to 1,868 participants. As part of its grant funded programs through the Northeast/Caribbean AIDS Education and Training Center Program, the center conducted 85 training activities to 1,137 clinicians and allied health professionals throughout New York. Additionally, the total number of participants trained by the center increased by 38.9% from last year. Future initiatives include expanding the reach of its Peer Certification Academic Center by providing certification to criminal justice peers, expanding outreach into Queens County as part of the Ending the HIV Epidemic Initiative, and providing



peer-led training on the impact of stigma on HIV care.

At its core, the center is successful because of the hard work and dedication of its team members. Senior Education Specialist, Debra Brown, has been working with the center for over 20 years, and has been an advocate in the field of HIV for more than 30 years. Director, Stephen Sebor, has been with the center for eight years, and has worked in the field of HIV for more than 25 years. The center's newest team members include Program Coordinator, Olapeju Osunkayode, with a background in HIV/AIDS, family life and adolescent reproductive health education, and Peer Certification Academic Center Program Assistant, Dawn Trotter.

In December, Debra Brown was presented with the Distinguished Provider Award at the World AIDS Day Celebration sponsored by the Nassau-Suffolk HIV Health Services Planning Council at the United Way of Long Island for her outstanding care and support. For over 30 years, she has worked in the HIV/AIDS field in various positions, including educating and training health professionals, supervising HIV/AIDS case management and independent living housing programs, and working for the NYSDOH's AIDS Epidemiology Unit. She has co-authored a research study examining the relationship between AIDS knowledge and risk factors for incarcerated women, which was published in the Journal of Sociology and Social Research.



SELECT FACULTY PRESENTATIONS, PUBLICATIONS, FUNDING, AND AWARDS

Peer-Reviewed Presentations

Ahamad, A. (2023, June)

Understanding the role of lipid metabolism in the aging brain [Poster presentation]. American Society of Neuropathology Annual Meeting, San Diego, CA, USA.

Casanova, R., & Coffin, D. (2024)

The use of emergency response simulations in OT education [Poster presentation]. AOTA Inspire Conference, Orlando, FL, USA.

Brooks, K. **Chang, E.**, Lamanna, L., Stefanowski, K., & **Fabus, R.** (2023, November) *The SLP Graduate Student Interprofessional Experience: Rounding with Neurology and Other Healthcare Professionals* [Poster presentation]. ASHA Convention, Boston, MA, USA.

Coffin, D., McConlogue Ferro, A., Thomson, K., & Chang, E. (2023, October)

An IPE approach to rare pediatric disorders: The development and evaluation of a student collaborative [Invited presentation]. Annual Conference of Association of Schools Advancing Health Professions, Fort Lauderdale, FL.

Dimopoulos, M., Zelizer, D., & Skubish, S. (2023, October 19)

A sustainable model to advance radiation science education: A university and health system collaboration [Presentation]. 2023 ASAHP Annual Conference, Moving Forward – Emerging Practices and Lasting Changes in Higher Education and Health Professions, Fort Lauderdale Beach, FL, USA.

Grimaldi, A., & Viboud, G. (2023, October 18-20) *Perceived Value of Graduate Education in Medical Laboratory Science* [Poster presentation]. ASCP 2023 Annual Meeting, Long Beach, CA, USA.

Guglielmo, J., King, E. & Bradley-Guidry, C. (2023, October 17)

Development of a Resource Center to Support a Spectrum of Learners in Health Professions Courses [Oral presentation]. ASAHP 2023 Annual Meeting, Fort Lauderdale, FL, USA.

Schneider, U., & **Kling, J.** (2024, May)

Help Yourself: The Frontier of Open Source for Speech-Language Pathologists [Oral session]. Annual Conference World Congress on Stuttering and Cluttering, Austin: TX, USA.

Komnik, L. (2024, April 19)

The Future of Athletic Training [Conference presentation]. Sports Medicine Update, Stony Brook, NY, USA.

Krisch, N. (2024, May 14).

Utilization of a Think Aloud activity to explore faculty perceptions about health literacy practices in physical therapist professional education curricula [Poster presentation]. IHA's Annual Health Literacy Conference, Virtual.

Lajmi, R., Williams, H., & Muratori, L. (2023, August 17-19)

Interprofessional collaboration using a "consultative" project-based approach [Poster presentation]. 2023 ASAHP Conference, Fort Lauderdale, FL, USA.

Lee D.J., Voltmer C., & Van Wye R. (2024, February 16)

PT with a twist of Lyme: Differentiating the neuromuscular and cardiovascular cocktail from common imitators [Educational session]. Combined Sections Meeting of the American Physical Therapy Association, Boston, MA, USA.

Martino, S.A., Czujko, P-N.M., Morelli, P., Milazzo, M., **Cuff, S., Warren, K.A., Rozensky, R.E., Endee, L.M.** (2023, October)

Creating an interprofessional service-learning experience for health sciences students to address a complex medical issue [Poster presentation]. 2023 ASAHP Annual Conference, Moving Forward – Emerging Practices and Lasting Changes in Higher Education and Health Professions, Fort Lauderdale Beach, FL, USA.

Mercier, H.W., Conti, A., Larkin, R., Lee, E., & Acetta, A. (2024, March)

OT to prevent falls among older adults in the emergency department: Advocacy activities and optimizing our role [Poster presentation]. American Occupational Therapy Association (AOTA) INSPIRE Meeting, Orlando, FL, USA

Pierre-Glaude, J. & Earnest, M.

(2024, June-Accepted) *Managing the care of the adaptive athlete* [Platform presentation]. National Athletic Trainers' Association Annual Symposium, New Orleans, LA, USA.

Non Peer-Reviewed Presentations

Blatt, D. (2024, March)

Science and Leadership Symposium [Presentation]. Training program for WomenHeart: The National Coalition for Women Living with Heart Disease, Virtual.

Chang, E. & Kling, J. (2024)

Interplay of Speech, Language, and Social Pragmatic Development Through Physical Exploration [Invited training]. Suffolk County Department of Health Services, Division of Services for Children with Special Needs, Hauppauge, NY, USA.

Coffin, D. (2024)

My Advocacy: A son with Autism [Oral presentation]. SPEAK Talk, Port Washington, NY, USA.

Cuccia, A.D. (2024, April)

Advanced Multidrug Aerosol Delivery during Mechanical Ventilation in Adults [Presentation]. New York Downstate Association for Respiratory Therapists (NYDART) Annual Spring Symposium and Exhibition, Kingsborough Community College, Brooklyn, NY, USA.

Cuff, S., McGoldrick, K., Burke, C., Hutzler, A., Teng, Z., & Benincasa, E., (2024, April 24)

Parents' experiences of their child's participation in an adaptive soccer program [Poster]. School of Health Professions Research Day, Stony Brook University, Stony Brook, NY, USA. Community College, Brooklyn, NY, USA.

DeChello, K. (2024, February 15)

What is Occupational Therapy? [Lecture]. Introduction to Health Professions course, Stony Brook University, Stony Brook, NY, USA.

Fukuto, H. & Viboud, G. (2024, April 24)

IITG grant proposal: Empowering Undergraduate Biology Education Through Open Educational Resources for a Virtual Bioinformatics Lab [Oral presentation]. Stony Brook School of Health Professions 2024 Research Day, Stony Brook, NY, USA.

Kagan, K. (2023, October)

Rheumatology Translational Pillars Panel [Guest lecture]. Stony Brook School of Medicine, Stony Brook, NY, USA.

Timko-Swaim, L., Pandolfelli, G., Simons, G., & Benz-Scott, L. (2024, May 19) *PA faculty and students promoting access to blood pressure screenings and health education in public libraries as part of an interprofessional team* [Conference session]. American Academy of Physician Associates 2024 Annual Conference, Houston, TX, USA.

Komnik, L. (2023, August 21)

Clinicians as Patients: Concussions [Guest speaker] Mind, Brain, Behavior class, Neurobiology, Stony Brook University, Stony Brook, NY, USA.

Lajmi, R. & Williams, H. (2024, March 26 & April 2)

Unlocking the Mysteries of AI: From Theory to Practical Understanding. [Invited lecture]. Stony Brook School of Health Professions Spring 2024 Lecture Series, Stony Brook, NY, USA.

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 seminar, Madrid, Spain.

Rosa-Lugo, L.I., Brette Hamilton, M., D'Agostino Russo, K., & Hyter, Y. (2023, July 15)

Optimizing practice and building community in schools [Panel presentation]. ASHA Schools Connect Conference, Long Beach, CA, USA.

Timko-Swaim, L., Pandolfelli, G., **Simons, G.,** & Benz-Scott, L. (2024, April 24)

PA faculty and students promoting access to blood pressure screenings and health education in public libraries as part of an interprofessional team [Poster presentation]. Stony Brook School of Health Professions Annual Research Day, Stony Brook, NY, USA.

Whitton, J. (2023, September 27)

Healthcare in the Developing World [Presentation]. Annual Conference of the Michigan Society of Radiologic Technologists, Bay City, MI, USA.

Zelizer, D. (2024, February 27)

SBU OEE/CELT Assessment Panel [Virtual panel presentation]. Office of Educational Effectiveness and Center for Excellence in Learning and Teaching, Stony Brook University, Virtual.

FOR A COMPLETE LIST OF ALL FACULTY PRESENTATIONS, PUBLICATIONS, FUNDING, AND AWARDS

[CLICK HERE](#)

Peer-Reviewed Publications

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, 36(4), 154-161.*

Umar, R., Mohamed, R., McDonagh, D., & **Dimopoulos, M.** (2024) Demonstrating the hallmarks of gynecologic malignancies by translating radiation therapy theory to clinical practice: A student and mentor perspective. *Journal of Allied Health, 53(1) e37-41.*

Fukuto, H., & Viboud, G. (2024) Development of an open access, virtual bioinformatics lab for students in medical laboratory sciences. *American Journal of Clinical Pathology, 161(5), 443-450, <https://doi.org/10.1093/ajcp/aqad166>*

Lee D.J., Litwin, B., Fernandez, A.F., & Gailey, R.A. (2023) The experience of self-managing from the perspective of persons with lower limb loss, prosthetists, and physical therapists. *Disabil Rehab, 45(20):3284-3292.*

Maloney, L.M., Hoffman, J., Peralta, E., **Princi, R.,** Thode, H. C., Tomlin, M., DiDonato, C., LaBarbera, A., Lambert, E., King, J., Johnson, D. G., Edouard, S., & Williams, S. (2024) Supporting emergency medical services clinicians through acute and sustained crises with informal peer support and intentional acts of kindness: The emergency medical services code lavender program. *Air Medical Journal <https://doi.org/10.1016/j.amj.2024.02.003>*

Castelletti, C., Dolz Del Castellar, B., Miret, M., **Mercier, H.,** & Lara, E. (2024) Loneliness and Subjective Wellbeing During the Covid-19 Pandemic: A Systematic Review. *The Journal of Psychology, 1-25.* Advance online publication. <https://doi-org.proxy.library.stonybrook.edu/10.1080/00223980.2024.2319172>

Miale, S., Folger, A., & **Krisch, N.** (2023) Progressive heart failure/COPD in the acute care setting. *American Council of Academic Physical Therapy (ACAPT) Simulation Scenario Library, 2023,* acapt.org, provided with permission from the author.

Williams, H., Steinberg, S., Leon, K., Vingum, R., Hu, M., Berzin, R., Hagg, H., & Hanaway, P. (2023) Predictive Criterion Validity of the Parsley Symptom Index Against the Patient-Reported Outcomes Measurement Information System-10 in a Chronic Disease Cohort: Retrospective Cohort Study. *JMIR formative research, 8, e53316. <https://doi.org/10.2196/53316>*

Funding

Dale Coffin
Funder: Masters Recruitment Enhancement Fund (SBU Graduate School)
Project: Expanding Diversity within the SBU OT Program
Role: Principal Investigator
Amount: \$4,300 (2024)

Maria Dimopoulos
Funder: American Society of Radiologic Technologists Foundation – International Collaborative Research Grant
Project: Developing an Optimal Advanced Practice Radiation Therapist Preparation Model for the US and Canada
Role: Principal Investigator
Amount: \$50,000 (2024 – 2026)

Sharon Martino, Wei Yin, Adam Gonzalez, **Kelly Warren, Kristin Thomson, Afrinash Ahamad**
Funder: Stony Brook University Office of the Vice President for Research Seed Grant
Project: Effects of activity tracking and virtual reality mindfulness on stress and cardiometabolic health of college students.
Roles: Sharon Martino: Principal Investigator; Kelly Warren, Kristin Thomson, Afrinash Ahamad: Co-Investigators
Amount: \$30,000 (January 2024 - January 2025)

Russell E. Rozensky, Christine DeLorenzo, **Lisa M. Endee**
Funder: Stony Brook University Office of Vice President for Research
Project: Stony Brook University Evaluation of Sleep, Depression, Fatigue Among Stony Brook Students
Roles: Russell E. Rozensky: Principal Investigator; Christine DeLorenzo, Lisa M. Endee: Co-PIs
Amount: \$60,000 (August 2022 – December 2023, with extension to June 2024)

Lynn Timko-Swaim, Mandeep Patel, Sofia Reyes, Lani Blanco, Lisa Strano-Paul, Wei Hsin Lu, Lisa Benz-Scott
Funder: American Medical Association
Project: Stony Brook PA Education Program for Students in the Health Professions
Role: Principal Investigator
Amount: \$20,000 (July 31, 2023 – August 31, 2024)

Awards

Debra A. Brown, JD
Distinguished Provider Award, World AIDS Day

Maria Dimopoulos, PhD, MBA, RT(T)
Elected as ASRT Radiation Therapy Chair and Chapter Delegate

Susan Miale, PT, DPT, EdD
Certificate of Commendation for dedication and outstanding service to ACAPT, 2023

Gloria Viboud, PhD, SM(ASCP)MB
SBU Assessment Recognition, May 2024

Rosalia Casanova, OTD, OTR/L
Madrina Award SBU Hispanic Heritage Month

Jeannie Guglielmo, MS, MAT, MLS(ASCP)CM
CELT Excellence in Teaching Assessment Award, Fall 2023

Linda Rosa-Lugo, EdD, CCC-SLP
Distinguished Fellow of the National Academies of Practice (NAP) in Speech-Language Pathology, Class of 2024

Dale Coffin, Ed.D, OTR/L
AOTA Diverse Leader's Fellowship, April 2024

Rajiv Lajmi, MBA, MS, PMP
Stony Brook University Career Center Faculty Partner of the Year, March 2024

FOR A COMPLETE LIST OF ALL FACULTY PRESENTATIONS, PUBLICATIONS, FUNDING, AND AWARDS

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