

# SCHOOL OF HEALTH PROFESSIONS

ACADEMIC YEAR  
2024/25  
ANNUAL REPORT





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# A MESSAGE FROM THE DEAN

Dear Colleagues, Supporters, Friends, and Alumni,

I'm proud to share the annual report for the Stony Brook School of Health Professions, highlighting a year of growth, innovation, and community impact. Our commitment to student success, interprofessional education, research, and service continues to shape our identity and drive our mission forward.

This year, we hosted a dynamic range of events—from networking and interprofessional workshops to student-led wellness initiatives—that fostered professional development and strengthened our community. Our faculty and students also advanced impactful research, from clinical outcomes to collaborative studies addressing pressing health challenges.

Equally important is our deep engagement with the community. Through service-learning, volunteerism, and partnerships, we've worked to

reduce health disparities and promote well-being across diverse populations.

I'm deeply grateful to our faculty, staff, students, alumni, and partners for their dedication and passion. Together, we've achieved meaningful milestones and are well-positioned to lead in healthcare education, research, and service. With your continued support, I'm confident we'll keep driving positive change in the health of individuals and communities.

Thank you for being part of our journey.

Sincerely,



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





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

It is an honor and privilege to continue to serve as the School of Health Professions' Assistant Dean of Diversity, Equity, Inclusion, and Belonging (DEIB). Throughout the 2024-25 academic year, the DEIB 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.

Goals achieved this academic year included:

- Representation of faculty and staff across eight clinical programs and the dean's office within DEIB Office
- Hosting 2<sup>nd</sup> Annual Diversity Day with over 700 participants
- Continued diversity themed monthly celebrations on Friday updates and SHP website
- Updated microaggressions workshops to include standardized actors/patients with over 330 student participants

- Grant funding secured totaling \$39,520
- Increased presence on Stony Brook's west campus to create pipelines via events such as Black Men in White Coats Youth Summit and Black History Month

This upcoming academic year, the DEIB Office will host its 3rd annual Diversity Day, continued expansion of microaggressions workshop, our new DEIB Champion Award, and collaboration with the school's alumni development committee to hold a diversity themed virtual panel event. 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 Associate Professor  
Physical Therapy Program  
Assistant Dean for Diversity, Equity, Inclusion, and Belonging  
School of Health Professions



## BY THE NUMBERS



### SPRING 2025 ENROLLMENT

UGRAD: 558  
GRAD: 592  
**Total: 1,150**



### UNDERGRADUATE STATISTICS

First Generation: 239 (40%)  
Pell Grant Recipients: 291 (48%)



### DONORS

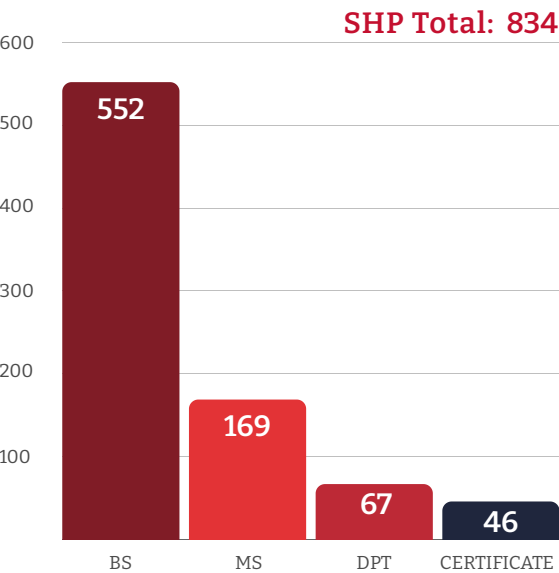
Number of Donors: 574  
**Total Gift FY: \$263,177**



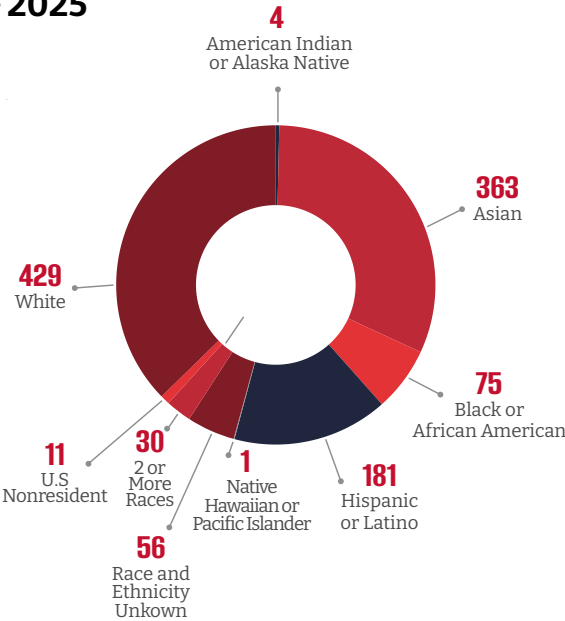
### DISTRIBUTION OF ALUMNI

New York State: 78.6%  
Out of State: 21.4%  
**Total Alumni: 17,875**

### DEGREE AND CERTIFICATION COMPLETIONS 2024-25



### BY RACE/ETHNICITY SPRING 2025



### FACULTY + STAFF DATA:



**55**  
Full-Time Clinical Faculty



**2**  
Part-Time Clinical Faculty



**1**  
Tenure-Track Faculty



**5**  
Tenure Faculty



**28**  
Staff



# WELLNESS WEDNESDAY

## A CELEBRATION OF COMMUNITY, CONNECTION, AND CARE

At the School of Health Professions, wellness isn't just a concept; it's a way of life. This year's Wellness Wednesday event, held simultaneously at both our Stony Brook and Southampton campuses, was a vibrant celebration of holistic health, student initiative, and campus-wide collaboration.

Led by the passionate students of the Dean's Advisory Committee this April, Wellness Wednesday brought together a dynamic mix of interactive activities, educational resources, and joyful moments designed to support the well-being of our entire SHP community. From the moment the event began, it was clear that this was more than just a break from the books; it was a meaningful opportunity to recharge, reconnect, and reflect.

## A DAY OF DISCOVERY

The campuses buzzed with energy as students explored interactive tables hosted by SHP programs and campus partners. East and West Side Dining offered a hands-on "make your own trail mix" station, promoting healthy snacking with a creative twist. Campus Recreation added a playful touch with games like Jenga and cornhole, while wellness walks and guided meditation sessions offered moments of calm and mindfulness.

Students also had the chance to engage in a variety of wellness-focused activities, including:

- Teddy Bear Kindness
- Myofascial Release
- Blood Pressure Screenings
- Tick-Borne Illness Education
- Speech Bubble Affirmations
- DIY Sugar Scrub Station
- Stretching and Toning Sessions

And of course, no Wellness Wednesday would be complete without the beloved pet therapy dogs from Stony Brook's PALS program. Their presence brought smiles, comfort, and a much-needed dose of puppy love to students navigating the demands of their academic schedules.





STUDENT-LED, COMMUNITY-SUPPORTED

The success of Wellness Wednesday is a testament to the dedication and creativity of our students. “I am so proud of our students in the Dean’s Advisory Committee,” said Teresa Blaskopf, director of admissions and retention, and one of the event coordinators. “The initiative the students take every year to put this event on is so wonderful. The smiles on everyone’s faces are so wonderful to see. It’s nice to see our students educate others about the importance of wellness.”

Margaret Sheryll, director of Southampton operations, who also coordinated the event, emphasized the broader impact. “Wellness Wednesday is a wonderful opportunity for our Southampton students, staff, and campus partners to come together and spend a few hours focused on holistic wellness strategies. This initiative goes beyond physical wellness to also include financial, environmental, and cultural well-being. In addition, participants gain access to valuable resources that can support their overall wellness now and in the future.”



A LASTING IMPACT

Students from across programs shared how much they appreciated the variety of activities and the presence of so many campus partners. Many noted how the event struck a perfect balance between fun and informative, and several first-time participants expressed excitement about bringing even more interactive ideas to future events.

Wellness Wednesday is more than just a day;

it’s a reflection of our community’s commitment to supporting one another in every aspect of life. With the continued support of the Dean’s Office, SHP faculty and staff, and our incredible university partners, this event continues to grow and inspire.

Thank you to everyone who made Wellness Wednesday a resounding success. Here’s to many more moments of wellness, connection, and joy!



# UNLOCKING COLLABORATION

## Interprofessional Education Day Builds Teamwork Across Disciplines

On Friday, March 28, the School of Health Professions hosted its annual Interprofessional Education (IPE) Day, an immersive and interactive experience that brought together more than 280 students from across the health professions. Set against the engaging backdrop of an Escape Room-style challenge, this year's event was designed to deepen students' understanding of teamwork through hands-on problem-solving and collaborative learning.

Held in the Mart Auditorium and throughout the Health Sciences Center, IPE Day offered students an opportunity to practice essential skills in interprofessional collaboration. Participants worked in small, interdisciplinary teams to solve case-based puzzles and team-building activities. Each successful solution unlocked the next clue, encouraging both strategic thinking and mutual support, a perfect embodiment of the day's focus on the Teams and Teamwork core competency from the Interprofessional Education Collaborative (IPEC).

**// This event isn't just fun and interactive—it's a powerful learning tool. It brings the idea of teamwork to life in a way that challenges students to consider their roles, adapt to the needs of their team, and ultimately prepare for the real-world dynamics of clinical care. //**

-Kathleen McGoldrick, Director of Interprofessional Education

The day's activities centered around several key principles of team development and collaborative practice, including:

- Applying shared leadership and recognizing the strengths and unique contributions of each team member;
- Practicing team-based reasoning and decision-making in dynamic and time-sensitive scenarios;
- Facilitating coordination and communication to achieve a common goal;
- Reflecting on team and individual performance to enhance future collaboration;
- Managing conflict through effective communication and respect for diverse perspectives.

In each station, students were challenged to consider not just the clinical facts of a case, but also the systems-level factors, such as organizational structure, access to information, and timing, that influence health outcomes. By simulating realistic interdisciplinary challenges, the event aimed to prepare students to lead and function effectively within healthcare teams where collaboration is key to delivering safe, high-quality care.

The teams included students from across all programs in the School of Health Professions. This diverse representation ensured that students engaged with different viewpoints, skills, and experiences, mirroring the complexity and richness of actual healthcare environments.

As the School of Health Professions continues to invest in interprofessional education, events like IPE Day play a vital role in preparing students for collaborative practice. The feedback from participants was overwhelmingly positive, with many citing improved communication skills, greater awareness of team dynamics, and a stronger appreciation for other professional roles. The day also underscores the school's commitment to developing health professionals who are not only clinically skilled, but also team-oriented, reflective, and ready to contribute meaningfully in a collaborative care environment.



# SPOTLIGHT ON DISCOVERY

## Research Day Showcases Innovation in Health Professions

The School of Health Professions proudly hosted its annual Research Day this April, a dynamic event that brought together faculty, students, and staff in a celebration of scholarly achievement and innovation. As a key initiative supporting the School's mission to advance meaningful research that benefits patients, clients, and the broader community, this year's Research Day highlighted the vibrancy and impact of our growing research enterprise.

Held on East Campus in the MART and Galleria, the event featured guest speakers and poster presentations, with interactive discussions that spanned a diverse array of topics in the health professions. From groundbreaking laboratory studies to community-based health initiatives, the presentations underscored our commitment to multidisciplinary research that translates into real-world improvements in healthcare delivery and outcomes.

“Our goal is to foster a research environment where education, clinical practice, and innovation intersect,” said Dr. Stacy Jaffee Gropack, Dean. “Research Day exemplifies how our faculty and students are tackling some of today’s most pressing health challenges through collaborative and impactful work.”

Faculty-led projects on display reflected the school's wide-ranging expertise in behavioral and community health, infectious diseases, disability studies, and rehabilitation. Students also played a central role in the day's events, with undergraduate and graduate students showcasing independent and mentored research, reflecting the school's commitment to developing the next generation of health researchers. The energy and engagement of our student presenters were a testament to the culture of inquiry and mentorship cultivated within the school.

As the School of Health Professions continues to expand its research portfolio, events like Research Day reaffirm our commitment to evidence-based practice and innovation. They remind us that the heart of our mission lies in improving the lives of those we serve—through science, collaboration, and a shared passion for health.



## SENIOR DAY SHINES BRIGHT FOR HEALTH SCIENCE GRADUATES

On May 2nd, the Department of Health Science rolled out the red carpet for its graduating seniors with a Senior Day celebration. This annual tradition, held near the end of the spring semester, brought together students, faculty, and staff for an afternoon of laughter, memories, and well-deserved recognition.

The event was all about celebrating the incredible journey of our 2025 graduates, honoring the hard work, dedication, and passion that led them to this milestone moment. With the support of Stony Brook's Alumni Association, Career Center, and Student Support Services, the day was filled with opportunities

to connect, reflect, and look ahead to the bright futures awaiting our students.

From snacks and raffles to photo ops and keepsakes, excitement radiated throughout the room. And of course, no Stony Brook celebration would be complete without a special appearance from Wolfie! He brought the energy, handed out graduation cords, and posed for photos with our soon-to-be graduates.

Senior Day 2025 was more than just a party; it was a tribute to the resilience, growth, and achievements of our health science graduates. Here's to their next chapter, and to the memories that will last a lifetime!



# CELEBRATING EXCELLENCE IN FACULTY SERVICE

## Jeannie Guglielmo Honored with SUNY Chancellor’s Award

The School of Health Professions proudly congratulates Jeannie Guglielmo, MS, MAT, MLS(ASCP) CM, clinical associate professor and chair of the Clinical Laboratory Sciences (CLS) Department, on receiving the prestigious SUNY Chancellor’s Award for Excellence in Faculty Service. This honor, one of the highest recognitions across the State University of New York system, highlights the exceptional dedication, expertise, and impact of SUNY faculty members, all qualities that Jeannie embodies in abundance.

A proud alumni of Stony Brook’s CLS Program, Jeannie graduated in 1994 before earning a master’s in forensic science from the University of New Haven in 1996. She went on to build a distinguished career as a forensic scientist, serving both the Florida Department

of Law Enforcement and the Suffolk County Crime Laboratory. After a decade processing crime scenes, she followed a new calling to education, earning an MAT in Biology from SUNY Stony Brook in 2007 and teaching biology and forensics in New York State schools.

Jeannie’s relationship with the CLS Department spans more than two decades. Since 2000, she has taught forensic science electives as an adjunct, and in 2011, she became a full-time clinical assistant professor. In 2016, she was named clinical associate professor, and after holding the positions of vice chair and interim chair, she was appointed chair of the CLS Department in 2021, leading the very program from which she launched her career.

Her service to the department and university community goes far beyond the classroom. Jeannie has served as an educational specialist and faculty member for outreach programs like HCARE and the HCOP Summer Academies. She also plays an integral role as an academic advisor, supporting students from the moment they arrive on campus to long after graduation.

Jeannie is a passionate advocate for student success. Her educational philosophy centers around meeting students where they are and guiding them through every stage of their academic journey. She fosters an inclusive and supportive learning environment, working tirelessly to create a culture rooted in steady progress, holistic growth, and transformative learning.

This award recognizes not only her profound commitment to education but also her leadership and vision, both of which have helped shape the future of the CLS Department.

Congratulations, Jeannie, on this well-deserved honor, and thank you for your outstanding service to students, colleagues, and the greater community.



# TRANSFORMATIVE CURRICULUM LEADERSHIP

## Dr. Susan Miale Receives Excellence In Educational Effectiveness Award

The School of Health Professions is thrilled to announce that Dr. Susan Miale, PT, DPT, EdD, clinical associate professor in the Department of Physical Therapy, has been awarded Stony Brook University’s Excellence in Educational Effectiveness (EEE) Award. Established in 2022, this prestigious honor recognizes individuals who masterfully utilize academic assessment to spark innovation and significantly enhance student success. Dr. Miale’s exceptional leadership in data-driven assessment and curricular innovation has set a new standard for excellence in the Doctor of Physical Therapy (DPT) program.

Nominated by her department chair, Dr. Miale was lauded for her pioneering vision in connecting teaching strategies directly to measurable outcomes. Her adoption of evidence-based instructional design, notably through simulation-based learning and the flipped classroom model, is revolutionizing how students learn and significantly enhancing their clinical readiness. This ensures that graduates are not only prepared but also poised to meet the dynamic demands of modern healthcare confidently.

Dr. Miale’s journey began with a Master of Physical Therapy from the University of Scranton in 2000. Her early career at NYU’s Rusk Institute of Rehabilitation Medicine quickly saw her recognized with two awards for excellence in pediatric care. In 2006, she joined Memorial Sloan-Kettering Cancer Center, where she became a pediatric specialist and spearheaded the creation of new pediatric programs, including an inventive screening tool for pediatric oncology patients.

After earning her Doctor of Physical Therapy from Rocky Mountain University in 2008, Dr. Miale joined Stony Brook University’s DPT faculty. By 2011, she had become a core faculty member, further solidifying her commitment to education with a Doctor of Education degree from the University of St. Augustine in 2019.

Her dedication to pediatric oncology rehabilitation is nationally recognized. She has shared her expertise through lectures nationwide, chaired the Pediatric Oncology Special Interest Group, and led crucial initiatives for the APTA’s EDGE Task Force, evaluating outcome measures in oncology and pediatrics.

In recent years, Dr. Miale has emerged as a national leader in simulation-based learning. As a founding member of both ACAPT’s Simulation in Physical Therapy Education Consortium and the APTA’s Simulation Networking Community, she is actively shaping the future of hands-on learning in physical therapy. Currently, she chairs the Simulation Networking Community, continually expanding collaborative efforts that promote impactful, evidence-informed teaching practices.

At Stony Brook, Dr. Miale teaches foundational courses, including Foundations of Patient Care, Growth and Development across the Lifespan, and Cardiopulmonary Physical Therapy I and II. Her teaching philosophy goes beyond technical skills, fostering critical clinical reasoning and adaptability—qualities essential for navigating today’s intricate healthcare landscape.

The School of Health Professions proudly congratulates Dr. Miale on this truly well-deserved recognition. Her leadership, relentless innovation, and unwavering commitment to educational excellence continue to inspire both faculty and the next generation of physical therapists.





# CLIMBING FOR A CAUSE:

## RESPIRATORY CARE STUDENTS RISE TO THE CHALLENGE AT THE FIGHT FOR AIR CLIMB

On March 22, 2025, determined and compassionate respiratory care students Imani Gayle, Chelsea Asiedu, Kevin Lin, and Sophia Qu, took their commitment to community service to new heights—literally. Participating in the American Lung Association's Fight for Air Climb at One Penn Plaza in New York City, these students climbed an astounding 1,210 steps to raise awareness and funds for individuals battling lung disease.

Led by Lisa Johnson, chair of the Department of Respiratory Care, Team Ventilhatas demonstrated not only physical endurance but also a deep sense of empathy and purpose. Their efforts culminated in raising over \$1,700, all of which will go toward supporting the American Lung Association's mission to help people breathe easier and live longer, healthier lives. Their incredible dedication earned them the title of Top Fundraising Health and Fitness Team, a testament to their passion, teamwork, and commitment to making a difference.

The event was more than just a physical challenge; it was a powerful reminder of the strength of community and the impact of collective action. Each step climbed was a tribute to those who fight for every breath, and our students' dedication was a shining example of what it means to lead with heart.

We are incredibly proud of Team Ventilhatas for their hard work, resilience, and unwavering commitment to making a difference. Their climb was not just up a staircase; it was toward a future filled with hope, health, and compassion.





# MELISSA BLACKMORE '26: FROM CHAMPION CHEERLEADER TO FUTURE CLINICIAN

As a second-year graduate student in the Speech-Language Pathology (SLP) program, Melissa Blackmore exemplifies the spirit of leadership, service, and resilience that defines the School of Health Professions. With a remarkable blend of academic dedication and community engagement, Melissa has already made a significant impact on campus and beyond.

Melissa currently serves as the event coordinator on the SLP Student Board, where her initiative and leadership were instrumental in raising over \$5,000 for the department during Stony Brook's Giving Day. She led a student committee in organizing outreach efforts to local businesses, collaborating in-person and virtually to achieve and exceed fundraising goals. "We were successful because of our cooperation and teamwork," she reflects.

Before joining Stony Brook, Melissa earned her Bachelor of Science from the University of West Georgia in 2022. A decorated collegiate cheerleader, she won four consecutive national championship titles and represented Team U.S.A. in 2021 and 2022. Her journey was even featured in a FloSports documentary, Going for Gold. These experiences, she says, taught her discipline, resilience, and the power of teamwork—skills that now fuel her clinical and academic success.

Melissa chose Stony Brook for its student-centered mission and strong support network. "I was drawn to the program's dynamic learning environment, the close-knit setting, and the opportunity to work closely with dedicated faculty who truly invest in their students' success," she says.

Through her clinical placements, she has not only acquired new technical skills but also developed a confidence in herself that she didn't expect. She recalls one of her most rewarding clinical experiences at Stony Brook Southampton Hospital, where each day offered meaningful opportunities to apply her academic knowledge in real-world settings with diverse patient populations. "The setting initially surprised and challenged me, pushing me out of my comfort zone. However, it made me a more confident and adaptable clinician," she explains.

She is equally proud of the community outreach initiatives she's coordinated, including a prom dress donation drive in collaboration with Hampton Community Outreach. "Seeing the individuals wearing the dresses, radiating confidence and joy on their

special day, was a powerful reminder of how a small act of kindness can make a lasting impact in our community."

Looking ahead, Melissa hopes to work with a diverse range of populations in her SLP career, eventually specializing while maintaining a broad approach to patient care. She also continues to coach cheerleading in her spare time, using her platform to inspire the next generation of athletes to believe in themselves.

With an impressive foundation of leadership, clinical experience, and compassion, Melissa is well on her way to becoming a transformative force in the field of speech-language pathology.



# KEN DODGE '73: A PIONEER, A HEALER, A COMMUNITY PILLAR

In 1973, Ken Dodge stood among the first graduates of Stony Brook University's Physician Assistant program, a trailblazer in a profession still in its infancy. "In September 1971, 15 very nervous people walked into South Campus," he recalls. "Our medical director was supportive and beloved as he mentored us through those first months." Although leadership changed during the program's first year, the foundation was set for a group of determined students to make history.

Ken's path to becoming a PA began after serving as a senior corpsman with Mike Company, 3rd Battalion, 1st Marines, completing two tours. After his military service, he returned to civilian life, unaware that a new opportunity was on the horizon. "The PA program had not been formulated, and I went back into the workforce until my wife saw the article about the new program. I applied and was accepted."

The early days were challenging. "We were split up into groups, and it seems like we were thrown to the wolves. Nobody knew what a PA was, and there were mighty struggles across the different disciplines. We persevered and somehow survived." Of the original 15 students, 13 graduated—Ken's New York State license number? 000100. "I never met a PA with a lower number. Pretty cool!"

Ken began his career at a multi-disciplinary medical group in East Hampton, serving a largely working-class community. "Most people see East Hampton as an upper-class location, but the truth of the matter is that it was full of working-class people—fishermen, farmers, and landscapers, among others—wonderful people who saw that a PA could get them access to quality health care quickly."

Over the course of 43 years, Ken became a cornerstone of the East Hampton and Montauk communities. "House calls were routine and enjoyable," he says. From fish hooks to dislocated shoulders—often from surfers—he handled it all. Ken spent his final working years in a practice that echoed the early days of walk-in emergencies and close-knit care.

But Ken's contributions extended far beyond the clinic. He raised nine children and now enjoys the company of 14 grandchildren. "All pretty much grew up here and graduated from East Hampton," he shares with pride. He coached youth soccer for 23 years, served on the East Hampton UFSD board for nine years—six of which he was president—and dedicated 30 years to the East Hampton Village Ambulance, including five years as chief.

"As I reflect on my years of practice in this town, we have seen exponential growth, and with that growth has been a strain on health care. Physician assistants have been a part of this growth, and I think that we, as a part of this growth, have been exceptional partners."

Now retired, Ken finds joy in water—boating, fishing, clamming, and even dabbling in oyster farming. He cherishes time spent watching his grandchildren's sports and school plays. And though he's stepped away from practice, one sentiment remains clear: "I miss my patients."

From the Marines to the exam room, from the soccer field to the school board, Ken's life is a testament to service, resilience, and heart. His legacy continues to inspire the next generation of healthcare professionals at Stony Brook and beyond.





## DR. RASHEED DAVIS: A CHAMPION FOR HEALTH EQUITY, EDUCATION, AND PATIENT ADVOCACY

With nearly two decades of clinical experience spanning emergency medicine, urgent care, psychiatry, and forensic examination, Rasheed Davis, PhD, PA-C, clinical assistant professor in the Department of Physician Assistant Education, brings a deep well of expertise to her role at Stony Brook University. Since transitioning to academia in 2013, she has passionately shaped the next generation of healthcare providers, integrating real-world insights into her teaching while advancing research and advocacy in Black maternal health and perinatal depression.

Dr. Davis's journey as a physician assistant began with a commitment to delivering compassionate care in high-impact settings. Whether treating patients in the emergency department or serving as a sexual assault forensic examiner, she has witnessed firsthand the importance of trauma-informed care, equitable treatment, and holistic approaches to healing. "I became a PA because I wanted to advocate for patients in their most vulnerable moments," she shares. "What keeps me going is the privilege of standing beside them and making sure they receive the care they deserve."

Her wealth of experience informs her dynamic teaching style, where she constantly bridges theory with practice to prepare students for real-world challenges. From anatomy to women's health, she ensures her students understand the human side of medicine. "My students don't just learn textbook

medicine; they learn how to apply it in high-stakes scenarios," she explains. "I want them to leave my classroom with confidence, empathy, and the ability to advocate for their patients."

### Championing Diversity and Inclusive Learning

Promoting diversity and equity is central to Dr. Davis's work. In her classroom and clinical teaching, she fosters inclusive learning environments that reflect the diverse realities of healthcare. She ensures that course materials and discussions include perspectives from marginalized communities and that students recognize clinical presentations across all skin types, not just lighter tones. "Providing culturally sensitive care is not optional; it's essential," she states. "I encourage students to explore their own biases, ask questions, and remain open to learning from others' experiences. By modeling these values myself, I help students become more compassionate and culturally competent healthcare providers."

Dr. Davis is deeply committed to mentoring students from underrepresented backgrounds in healthcare, offering guidance rooted in confidence and advocacy. "You belong here," she affirms. "Your voice and perspective are deeply needed. Don't shrink... lead. Representation doesn't just matter—it saves lives."

### Groundbreaking Research in Maternal Health

Beyond the classroom, Dr. Davis is an advocate for health equity, particularly in maternal healthcare. Inspired by both personal and professional experiences, her research delves into racial disparities in perinatal depression screenings and Black maternal health outcomes. "Despite education and access, Black women continue to experience disproportionately poor pregnancy outcomes," she explains. "Through my research, I aim to equip providers with better tools for culturally competent care."

Her future aspirations include expanding her research and developing a national training model for healthcare providers focused on perinatal mental health, equity, and cultural competency. She also plans to explore climate change's growing impact on public health, particularly maternal health outcomes. "As our climate shifts, new environmental stressors are emerging, disproportionately affecting vulnerable populations. I want to help shape preventative strategies through education, advocacy, and policy."

### Advocacy and Community Leadership

Dr. Davis's dedication extends beyond academia into community leadership, particularly in her role with the National Coalition of 100 Black Women. As a board member and health committee chair, she organizes initiatives addressing mental health disparities, cancer prevention, and childhood obesity.

Her Fun Fins Swim Program, designed to promote water safety in underserved communities, reflects her commitment to public health beyond the clinical setting.





## JOY KLING: CHAMPIONING VOICES, CHANGING LIVES

With over two decades of experience in speech-language pathology, Clinical Assistant Professor Joy Kling brings not only deep clinical expertise but also a profound sense of purpose to her work. Specializing in stuttering across the lifespan, Joy has served in diverse roles, including managing the CPSE Stuttering Clinic in Port Jefferson, running a private practice in Miller Place, and mentoring fellow clinicians. Her holistic, team-based approach to therapy reflects a core belief: that communication is not just about fluency but about identity, confidence, and connection.

Joy's journey into the field began with a deeply personal experience, watching her grandmother relearn how to speak after a partial glossectomy. That moment sparked a lifelong passion for helping others find and reclaim their voices. Her interest in stuttering was sparked in college, where she was mentored by a specialist in stuttering and witnessed the emotional depth and human connection involved in fluency therapy.

Throughout her career, Joy has worked across a wide range of clinical settings, each one shaping her perspective and enriching her teaching.

**// Each setting has taught me something unique. It's helped me prepare students for real-world challenges and rewards of clinical practice, with a strong appreciation for how service delivery differs across settings and populations. //**

At Stony Brook University, Joy is a faculty member in the graduate speech-language pathology program, where she brings her clinical experiences into the classroom to inspire and empower the next generation of speech-language pathologists. "What I love most is watching students discover what excites them, what

drives them," she says. "They're not just learning a skill—they're learning how to change lives."

Her teaching infuses real-world stories, such as the young boy who proudly educated his classmates about stuttering each year or the moments she has had to advocate fiercely for her clients in school settings. These stories bring science to life and underscore the importance of compassion, advocacy, and respect in clinical work.

Joy's commitment extends far beyond the classroom. Her involvement with the National Stuttering Association (NSA) is one of the most joyful aspects of her work. Whether she's organizing support groups or handing out "stutter bug" stickers during pizza outings, she creates spaces where children can embrace their voices with pride and playfulness. "When we create safe, supportive spaces together," she says, "stuttering doesn't have to be feared. It can be embraced with joy and confidence."

Serving clients on the East End of Long Island holds special meaning for Joy, who values the deep trust and connection within the community. "It's not just about providing therapy," she explains. "It's about showing up for people and helping them feel seen, heard, and supported close to home."

Her philosophy of treating the "whole person" is evident in every aspect of her work. She collaborates with families, educators, and other professionals to ensure care is coordinated and meaningful. "It's not about fluency," she emphasizes. "It's about building confidence, fostering meaningful participation, and helping people reach goals that matter to them."

Joy is also passionate about dispelling myths surrounding stuttering, like the misconception that nervousness causes it or that it can be "fixed" by simply slowing down. She teaches her students to replace these myths with empathy and understanding and to see stuttering as a natural variation in communication that deserves respect and support.

In every role she plays—clinician, educator, mentor, advocate—Joy is a powerful force for change. Her work reminds us that communication is not just a skill but a human right. And through her unwavering dedication, she continues to help others find their voice and use it with pride.



# ENERGIZING THE TEAM WITH BALANCE AND HEART: MEET ALEXIS FORDE

In just one year, Alexis Forde has become a vibrant source of energy and support in the Department of Physical Therapy. With a Bachelor of Arts in Journalism and Sport Studies from Ithaca College and early career experience in sports publishing, Alexis brought with her a sharp eye for detail and a calm, can-do attitude that quickly made her an essential part of the team.

Drawn to the staff assistant role by the opportunity to support both faculty and students, Alexis has embraced her position with enthusiasm and grace. Whether she's helping a student navigate their academic journey or assisting faculty with their day-to-day needs, Alexis approaches every task with a spirit of collaboration and a genuine desire to help.

"I'm happy to get to be a part of a student's journey to becoming a physical therapist. I hope to grow in this role by continuing to be of assistance

to the faculty and students and aiding in the overall productivity of the program."

Her favorite moment so far? Graduation Day—a celebration of hard work, perseverance, and the joy of seeing students reach their goals. "It was nice to see the students celebrate all of the hard work and effort that it took to get them to that point."

Outside of work, Alexis recharges through yoga, especially hot yoga, which she also teaches. It's no surprise that her presence in the department mirrors the qualities of her practice—centered, uplifting, and full of positive energy. She's also an avid runner and once completed the Long Island Marathon, proving she's got both stamina and spirit.

In her first year, Alexis has already become a go-to teammate, a steady presence, and a bright light in the department. We're excited to see how she continues to grow and grateful for the energy and heart she brings to everything she does.





# SPOTLIGHT ON STONY BROOK UNIVERSITY'S ATHLETIC TRAINING PROGRAM

At Stony Brook University, the Athletic Training Program isn't just an academic path, it's a launchpad to a fulfilling healthcare career where the precision of science, the thrill of sports, and the dedication to service intersect.

## Long Island's Premier Destination for Athletic Training

Accredited by the Commission on Accreditation of Athletic Training Education, the Athletic Training program is a full-time, two-year graduate program culminating in a Master of Science in Athletic Training. It meticulously prepares students not only to sit for the Board of Certification (BOC) exam but also to excel in this rapidly expanding field.





## Cultivating Future Leaders Through Hands-On Experience

Our mission is clear: to equip students with an extensive and comprehensive educational foundation, both didactic and clinical, thereby forging a robust foundation for a successful career in athletic training. This mission isn't just words; it comes alive through a curriculum that seamlessly blends academic rigor with invaluable real-world applications. As Xristos Gaglias, chair of the Department of Athletic Training, explains, "Our curriculum is intentionally designed to bridge the gap between theory and real-world application. From day one, students engage in hands-on learning, simulation labs, and early clinical placements that complement their classroom instruction. We emphasize evidence-based practice, critical thinking, and interprofessional collaboration while integrating emerging technologies and innovative teaching methods. It's not just about learning athletic training; it's about shaping the future of it."

Students don't just learn theory; they gain hands-on clinical experience with NCAA Division I athletes, local high school teams, and a diverse array of healthcare environments. This immersive training is powered by cutting-edge facilities and guided by renowned faculty whose expertise spans injury prevention, rehabilitation, and peak sports performance. Gaglias further elaborates on this advantage, stating, "Our students train in some of the most diverse clinical settings in the region, from Division I athletics to orthopedic clinics and

professional sports. They're mentored by experienced faculty who are clinicians, researchers, and leaders in the field. With access to state-of-the-art simulation labs and cutting-edge technology, our students graduate not only competent but confident and career-ready."

### The Athletic Training program ensures graduates:

- Integrate evidence-based practice into every clinical decision.
- Develop strategies to prevent injury and enhance overall health and quality of life.
- Demonstrate the ability to evaluate, diagnose, and manage a wide range of injuries and conditions.
- Design and implement therapeutic interventions, including manual therapy, therapeutic exercise, and crucial psychosocial support.
- Apply best practices in healthcare administration and uphold the highest standards of the NATA Code of Ethics.
- Successfully pass the BOC exam on the first attempt and confidently transition into professional practice.
- Advocate for the profession by delivering quality care and educating others about the vital role of athletic trainers.



**Our program prepares students for this expanding landscape by emphasizing adaptability, interprofessional collaboration, and advanced clinical reasoning. We're not just preparing athletic trainers; we're developing versatile healthcare leaders.**

### A Profession on the Forefront of Healthcare

The demand for athletic trainers is on an upward trajectory, projected to grow by 14% by 2032. This surge is due to an increase in awareness of sports-related injuries, the critical long-term effects of concussions, and the active lifestyles of an aging population. Some states now require athletic trainers in public secondary schools, recognizing

their indispensable role as first responders in the event of injuries.

While athletic trainers have long been integral to secondary schools, colleges, and professional sports, their roles are rapidly expanding into emergent settings such as:

- Performing Arts
- Hospitals and Clinics
- Occupational Health
- Public Safety and Military
- Physician Offices

This evolution highlights the increasing recognition of athletic trainers as essential healthcare professionals across a wide range of industries. As Gaglias emphasizes, "Athletic trainers are increasingly recognized as essential healthcare providers in settings far beyond athletics, from physician practices to performing arts and the industrial setting."



[CLICK HERE TO LEARN MORE](#)



# APPLIED HEALTH INFORMATICS: ADVANCING AI IN HEALTHCARE

The healthcare industry is rapidly evolving, largely due to the advancements in artificial intelligence (AI). Since the emergence of OpenAI’s ChatGPT in 2022, generative AI has become a monumental force, fundamentally reshaping numerous sectors and unlocking unprecedented innovation.

## AI’s Impact On Clinical Practice

AI’s ability to quickly analyze vast amounts of data, identify patterns, and provide insights is revolutionizing clinical decision-making:

- **Enhanced Diagnostics:** AI-powered imaging systems are achieving diagnostic accuracy for conditions such as cancer, neurological disorders, and retinal diseases that rivals or even surpasses that of human experts. For example, deep learning models are highly proficient in detecting breast cancer from mammograms, and Google’s DeepMind can diagnose over 50 eye diseases with expert-level precision.
- **Precision Medicine:** AI helps tailor treatment strategies to individual patients based on their unique genetic makeup, lifestyle, and medical history, leading to improved outcomes. IBM’s Watson for Oncology, for instance, assists oncologists by recommending cancer treatments after analyzing medical literature and patient records.
- **Operational Efficiency:** AI streamlines processes and reduces manual tasks. AI-driven tools can extract and verify patient information from documents, gathering patient histories directly into EHR systems and minimizing errors and administrative workload. Yosi Health’s patient engagement platform, for example, has been shown to reduce patient no-show rates by 45%. Stony Brook’s AHI students recently worked with Yosi Health on several product enhancement projects, as well as developing a machine learning algorithm to gain a deeper understanding of the factors influencing their clients’ patient no-show rates.

## Stony Brook’s Applied Health Informatics Program: Bridging the Gap

Beyond diagnostics and personalized medicine, AI is proving invaluable for optimizing clinical workflows. At Stony Brook’s School of Health Professions, the Applied Health Informatics (AHI) program is preparing the next generation of healthcare leaders to leverage these advancements through robust industry collaborations. For instance, our AHI students recently partnered with AvoMD, a Brooklyn-based startup specializing in AI-driven clinical decision-support systems. One student team even won AvoMD’s hackathon for creating a general discharge checklist, demonstrating our program’s commitment to equipping students with skills that deliver tangible value in digital health.

## Cultivating Health Informatics Leaders at Stony Brook

The Stony Brook AHI program equips students to bridge the critical gap between healthcare and technology by:

- **Exposure to Cutting-Edge Technologies:** Students gain hands-on experience with the latest health tech through coursework and industry collaborations.
- **Technical Proficiency and Innovation:** Our curriculum fosters robust technical skills and a forward-thinking, innovative mindset.
- **High-Impact Project Opportunities:** We prioritize project-based learning that generates tangible value for healthcare stakeholders.

AI is undeniably transforming healthcare, enhancing diagnostic accuracy and personalizing treatments in ways previously unimaginable. While ethical implications, data privacy, and regulatory frameworks are important considerations, the profound benefits—including improved patient outcomes and cost efficiencies—make AI integration essential.

Our AHI students are poised to leverage the benefits of AI, navigate its complexities, and drive substantial positive change within the healthcare sector.

# ADVANCING REHABILITATION THROUGH INNOVATION AND INCLUSION

Dr. Hannah Mercier, a dedicated occupational therapist and rehabilitation scientist in the Department of Occupational Therapy, has built a career at the intersection of neurological rehabilitation, technology, and community engagement. Her journey began in an unconventional setting—a summer program at Shake-A-Leg in Newport, Rhode Island—where she greatly appreciated the opportunity to live and learn alongside individuals with disabilities. “The human connections in this unconventional setting were probably what hooked me,” she recalls. “Learning a vast deal from them, including perspectives that faculty without lived disability experience can only do their best to share.”

Her clinical experiences, including work with multi-trauma survivors of the Libyan civil war, deepened her appreciation for the personal and environmental factors that shape recovery. “Progress often depended on personal beliefs and the psychosocial context rather than on physical capacity alone,” she explains. Today, her research spans neurological rehabilitation and mobile health technologies, with a focus on enabling meaningful participation.

A significant theme in her work is promoting community mobility and social engagement after disability. “The disability community faces multifaceted barriers... including physical inaccessibility, social stigma, and inadequate policy enforcement,” she notes. Her research identifies the support needed during transitions after a major injury, aiming to dismantle these barriers through coordinated, community-informed strategies.

Dr. Mercier is also a long-time collaborator with Empower Spinal Cord Injury, Inc., where she has helped shape program evaluation, research efforts, and outreach. “Empower SCI’s approach—rooted in community-based, peer-driven, and offering wraparound support—presents a powerful contrast to the traditional medical model,” she says. Her efforts have led to impactful initiatives, including assistive technology showcases and a community-based wheelchair clean-up and tune-up event hosted by the occupational therapy department.

Interdisciplinary collaboration is a central aspect of her work. “Because our care is often interprofessional, research teams that mirror this are crucial,” she emphasizes. Dr. Mercier has partnered with experts in exercise physiology, computer science, biomedical

engineering, psychiatry, and social welfare to develop innovative interventions. “Much of my research seeks to empower those with disabilities to guide research directives,” she adds, highlighting her commitment to community-engaged research.

In the classroom, Dr. Mercier integrates her research into teaching across disciplines. “I treasure making research accessible,” she says. One of her favorite courses, the Service Learning Capstone Project, allows students to apply their clinical skills in real-world settings. “It’s really gratifying to equip students to take on a consultant role... and build on the capacity of an organization to positively impact their community.”

For students and early-career professionals, her advice is clear: “Pursue your passion projects! Write out your idea, get mentorship and collaborators, and stay connected to the School of Health Professions and universities that have resources to support you.”

Looking ahead, she is excited about several projects, including a pilot interprofessional falls clinic, a community-based study on intimate partner violence in women with spinal cord injury, and mobile interventions for driving rehabilitation. These initiatives reflect her broader mission: “to extend the reach and equity of rehabilitation services, social support structures, and assistive technologies.”

What drives her each day? “Inquiry! Learning! Creating meaningful change.”





# CENTER FOR COMMUNITY ENGAGEMENT

*Inclusion Done Right! Conference, October 2024 L-R: Avery Roberts; Aileen Barry, Jillian Mercado; Agnes McConlogue Ferro; Alexa Rodriguez; Kay Gayner. Photo credit Jackie Mihaley*

The Center for Community Engagement (CCE) at Stony Brook University is a vibrant hub where the university’s heart meets the needs of Long Island. The CCE dedicates its efforts to taking groundbreaking research, and the passion of our students and faculty, and bringing it directly to the communities right in our backyard.

## Where It All Began: A Visionary Spark

The CCE’s story begins with Dr. Carlos Vidal. Decades ago, long before “community engagement” became an institutional priority, Dr. Vidal was working tirelessly with underserved populations on Long Island. He recognized the transformative power of collaboration between academia and the public, and he believed deeply in its potential. In 2014, his vision formally became the Center for Community Engagement. Since then, leaders like Dr. Brooke Ellison, Dr. Stacy Jaffee Gropack, and Jessica Rotolo, have built upon his incredible legacy, guiding the CCE to become what it is today: a force for positive change dedicated to creating a more inclusive, equitable, and diverse society rooted in civic responsibility and shared purpose.

## Impact in Action: Bridging Gaps, Building Futures

While Stony Brook University reaches globally, the CCE reminds us that some of our most crucial contributions happen right here on Long Island, hand-in-hand with the people who call it home. The CCE, housed within the School of Health Professions, embodies a university-wide commitment to leverage academic expertise not only to understand disparities but also to address them together actively.

One shining example of the CCE’s mission in action is the Inclusion Done Right! Conference. This first-of-its-kind event, developed in collaboration with community partners and sourced by their input, bridges Stony Brook University with local organizations to champion inclusive recreation and leisure opportunities for children with disabilities. Designed for everyone, from university faculty to families, it truly shows what inclusive practice looks like when it’s “done right.”

The conference features insights from national and international experts and Stony Brook faculty, along with a student and practitioner poster session highlighting innovative research. It’s more than just sharing knowledge; it’s about making sure that best practices are accessible and actionable, grounded in the real needs of our community.

The CCE also leads the Long Island Digital Inclusion Coalition. In today’s world, digital access isn’t a luxury—it’s a human right, a truth made undeniably clear during the pandemic. The CCE is at the forefront of this effort, mapping digital access gaps across Long Island to ensure no community gets left behind in our increasingly connected world.

Beyond digital equity, the CCE brings healthcare directly to neighborhoods through community health fairs. These fairs connect health professionals, faculty, and students with residents, offering screenings, education, and vital connections to care. It’s a powerful example of healthcare equity in action, rooted in partnership and prevention. Center members also serve as advocates for the mission, with faculty from various disciplines helping to spread the word through channels such as WUSB radio’s Health Matters and Stony Brook Medicine’s Health Yeah podcast.

As Dr. Agnes McConlogue Ferro, the current director of the center, notes, “Through co-constructed initiatives, CCE members strive to strengthen our society with a focus on youth, individuals with disabilities, and underserved communities.”

These initiatives showcase the CCE’s commitment to empowering students, scholars, and community members. They’re about creating transformative collaborations that enhance health equity, inclusion, and quality of life, bringing together diverse voices to build new knowledge and make an impact that

reaches far beyond campus. Whether collaborating with campus colleagues, working together on Stony Brook Medicine initiatives, or supporting our local and regional partners, the CCE strives to create meaningful health-focused alliances to provide access to education and care.

## More Than Just Projects: A Transformed Experience

Every project and every collaboration is a step toward a more equitable and connected society. But it’s more than that. The CCE doesn’t just uplift communities; it enriches the academic experience for our students and faculty. It creates opportunities for real-world learning, the development of ethical leaders, and a lasting impact that extends far beyond campus borders. Students work alongside community advocates and researchers alongside residents, building new knowledge and creating change together.

Looking ahead, the CCE continues to be a catalyst for impact, embodying the very best of what Stony Brook stands for: excellence, equity, and the incredible power of working together. It’s a story of collaboration, compassion, and a commitment to building a better future for everyone on Long Island and beyond.



# IN THE NEWS



For Ambreen Sajid and her daughter, Nawal Choudhry, enrolling in Stony Brook University’s Health Science program presented an unexpected opportunity: the chance to graduate side-by-side. This year, they achieved just that, celebrating their hard-earned bachelor’s degrees together.



Many Suffolk County adults depend on mobility devices, but frequent malfunctions often lead to costly repairs and periods without crucial support. To address this, our occupational therapy students recently organized a “Wheelchair Clean-Up and Tune-Up” event, empowering users with maintenance skills and fostering community connections.



Stony Brook’s “STEM + Art = STEAM” project recently showcased the powerful intersection of art and science, highlighting innovative solutions to physical trauma. This collaborative exhibition notably featured the ingenuity of occupational therapy students who partnered with biomedical engineering students to create impactful, real-world solutions.



The new year brought an unexpected and urgent opportunity for Joseph Whitton, a clinical assistant professor and program director of Radiologic Technology / MRI for Stony Brook University: a two-week notice to join a RAD-AID International mission to Cape Verde, Africa. Without hesitation, Whitton answered the call, ready to bring vital medical imaging expertise to an underserved community.



In March, we celebrated the remarkable contributions of graduates who are making significant impacts in their fields. The 2025 Outstanding Alumni Awards highlighted successful career paths and the positive influence these graduates have had.



The second annual Inclusion Done Right! (IDR!) Conference gathered diverse individuals passionate about promoting inclusion and accessibility. This collaborative event highlighted innovative solutions and fostered dialogue to build a more inclusive community.



Addressing the underrepresentation of Black men in medicine, the Renaissance School of Medicine at Stony Brook University hosted its second annual Black Men in White Coats Youth Summit. This impactful event, supported by the School of Health Professions and other key partners, aimed to inspire over 600 students towards diverse healthcare careers through hands-on experiences and invaluable mentorship.



Spinal cord injuries profoundly impact lives, presenting immense challenges. In July 2024, Stony Brook University hosted a Technology Innovations Expo that provided invaluable hands-on training for its occupational therapy and physical therapy students, equipping them to better address the needs of individuals with spinal cord injuries.

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# SELECT FACULTY PRESENTATIONS, PUBLICATIONS, AWARDS AND FUNDING

## Peer Reviewed Presentations

Moyer, H., **Burke, C.**, Paul, A., Sanchex Junkin, A., Kriekels, W., & Trojanowski, S. (2025, February). *Lights, Camera, Knowledge to Action! a National Survey of the ANPT Balance Diagnoses Framework* [Platform presentation]. APTA Combined Sections Meeting, Houston, TX, USA.

**Casanova, R.**, Fried, K., Magliulo, N., Vobis, S., **Mercier, H.**, & **Coffin, D.** (2025, April 4). *Steering toward independence: A need for driving rehabilitation in academia* [Poster session]. American Occupational Therapy Association Inspire Annual Conference, Philadelphia , PA, USA.

Easterling, C., Duong, T., Crager, K., **Czujko, P.**, Movinsky, C., & Rutland, M. (2025, March). *Osteophyte Formation Within a Cadaveric Vertebral Column: An Anatomical Case Study* [Poster presentation]. American Association for Anatomy Annual Meeting, Portland, OR, USA.

Horn, L., Abbruzzese, L., **Fabus, R.**, Fagan, D., Miller, K., Goel, P., Pfeifle, A., Quiben, M., Simon, P., Strange, V., Taylor, K., Thomas, E., & Wagner, T. (2025, March). *Interprofessional Advocacy 101* [Oral presentation]. National Academies of Practice Annual Forum, Washington DC, USA.

**Fukuto, H. S.** & **Viboud, G.** (2025, May) *Empowering undergraduate biology education through open educational resources: A hands-on bioinformatics module* [Conference presentation]. Conference on Instruction & Technology (CIT) 2025, Oneonta, NY, USA.

**Getty, S. M.** (2025, April). *Addressing the mental health of OT students: An overview of current needs and innovative approaches* [Oral presentation]. American Occupational Therapy Association's Inspire Conference, Philadelphia, PA, USA.

**Kagan, K.**, Krawczyk, K., Imperio, C., Rotondo, A., & Antoine, L. (2024, October). *Does Cohort Size and Institution Type Matter? Examining Sense of Belonging in First-Year DPT Programs* [Poster presentation]. ACAPT Educational Leadership Conference, Oakland, CA, USA.

**Kling, J. M.**, Bravo, S., & **Sheryll, M.** (2025, March). *The Be Well Initiative: Cultivating balance, wellness, and resilience strategies for speech-language pathology graduate students* [Poster presentation]. New York State Speech-Language Hearing Association, White Plains, NY, USA.

**Komnik, L.**, & **Pierre-Glaude, J.** (2024, October 18). *Are We Asking the Right Questions about Cultural Competence?* [Conference presentation]. ASAHP Annual Conference, Fort Lauderdale, FL, USA.

**Martino, S. A.**, **Warren, K. A.**, Koos, J., Darling, D., & Rubenstein, W. (2025, March). *Partnering with Libraries to Alleviate Student Stress through Virtual Reality* [Poster presentation]. Stony Brook Medicine Women in Medicine and Science, Stony Brook, NY, USA.

**McConlogue Ferro, A.** (2024, November). *Ten Years of Livin' the DREAM! A Retrospective of an Inclusive Dance Program* [Poster presentation]. Academy of Pediatric Physical Therapy Annual Conference, Providence, RI, USA.

**Miale, S.** & **Krisch, N.** (2024, October). *Improved Clinical Decision-Making after a Series of Large-Group Classroom-Based Simulations* [Poster presentation]. ACAPT Education Leadership Conference, Oakland, CA, USA.

**Muratori, L.**, Fritz, N., Cruickshank, T., et al. (Sept 2024). *Generating Resources to Optimize Wellness in HD - The GROW Workshop* [Education session]. EHDN & Enroll-HD 2024, Strasbourg, France.

Saab, A., **Pierre-Glaude, J. K.**, & **Lamberg, E. M.** (2025, February). *Physical therapists championing inclusion through adaptive sport* [Poster presentation]. 2025 APTA Combined Sections Meeting, Houston, TX, USA.

**Piraino, D.** & Carlson, A.N. (2025, April 3). *The lived experience of providing informal care to adults of the opposite gender at end-of-life* [Poster presentation]. AOTA Annual Conference, Philadelphia, PA. USA.

**Prochilo, I.** (2025, April). *A 1-Day In-Person Workshop to Assess Novice OTs' Perceived Level of Preparedness in Supervising Level II Fieldwork Students* [Poster Presentation]. AOTA Inspire 2025 Convention, Philadelphia, PA, USA.

Allas, G., Cacace, A., Nieves, S., Smithers, G. & **Weldeslassie, G.**, (2025, March 5). *The Impact of the Care Recipient Illnesses, Caregiver-Care-Recipient Relationship, and the Caregiver Burden* [Poster presentation]. Stony Brook Medicine Women in Medicine and Science, Stony Brook, NY, USA.

**Whitton, J.** (2024, October 9). *IPE Imaging Workshop* [Oral presentation]. ASAHP Annual Conference, Atlanta, GA, USA.

## Non-Peer Reviewed Presentations

**Ahamad, A.**, Wang, X., & Ge, S. (2025, April 30). *Lipid Metabolism and Aging* [Poster presentation]. Stony Brook School of Health Professions Research Day, Stony Brook, NY, USA.

**Casanova, R.** (2025, February 10). *Introduction to driver rehabilitation* [Guest lecture]. Stony Brook University, Stony Brook, NY, USA.

**Coffin, D.** (2025, February 21). *Breaking barriers* [Oral presentation]. NYIT, Old Westbury, NY, USA.

**Cuccia, A.** (2024, October). *Breathing life into communication: The power of SLP and RCP collaboration.* [Guest speaker]. Stony Brook Speech-Language Pathology Program, Southampton, NY, USA.

**Cuff, S.** (2024, October 24). *Including diversity equity inclusion and social justice (DEISJ) into your curriculum* [Guest lecture]. Stony Brook School of Health Professions Lecture Series, Stony Brook, NY, USA.

**Davis, R.** (2025, April 30). *Utilizing the Health Belief Model to evaluate barriers to screening Black women for perinatal depression* [Poster presentation]. Stony Brook School of Health Professions Research Day, Stony Brook NY, USA.

**DeChello, K.** (2025, April 22). *Fall Prevention, Home Safety and CarFit* [Education session]. Jefferson's Ferry, Port Jefferson, NY, USA.

**Getty, S.** (2025, May 19). *Building Bridges* [Guest speaker]. Alpha Eta Ceremony, Stony Brook University, Stony Brook, NY, USA.

**Guglielmo, J.** (2024, September 5). *Forensic Science and Laboratory Medicine* [Oral presentation]. ASCP NextPo, Chicago, IL, USA.

**Komnik, L.** (2024). *Clinicians as patients: Concussions* [Guest lecture]. Mind, Brain, Behavior Class (Neurobiology), Stony Brook University, Stony Brook, NY, USA.

**Lajmi, R.** (2024, October 1-3). *The Next Iteration of Digital Health Teams and Leaders* [Invited panel member]. 9th Annual Becker's Health IT + Digital Health + RCM Meeting, Chicago, IL, USA.

**Martino, S. A.**, **Warren, K.**, **Koos**, Darling, D., & Rubenstein, W. (2025, April 30). *Partnering with libraries to alleviate student stress through immersive virtual reality* [Poster presentation]. Stony Brook School of Health Professions Research Day, Stony Brook, NY, USA.

**McConlogue Ferro, A.**, & Gayner, K. (June, 2024). *NDI DREAM Project* [Podcast]. Art Movez podcast, Brooklyn, NY, USA.

**McGoldrick, K.**, **Cuff, S.**, & **Zelizer, D.** (2025, April 30). *Deconstructing digital discourses: Critical disability studies analysis of social media posts by parents of autistic children* [Poster presentation]. Stony Brook School of Health Professions Research Day, Stony Brook NY, USA.

**Prochilo, I.** (2025, October 17 & 19). *Fieldwork II Supervision* [Educational presentation]. New York Therapy Placement Services, Port Jefferson, NY, USA.

**Viboud, G.**, & **Fukuto, H.** (2025, March 5). *Exploring viral genomes: Enhancing bioinformatics education with a virtual lab* [Poster presentation]. Stony Brook Medicine Women in Medicine and Science, Stony Brook, NY, USA.

**Williams, W.** (2024, October 1-3). *Best Ideas to Build a Data Science and Analytics Team* [Invited panel member]. 9th Annual Becker's Health IT + Digital Health + RCM Meeting, Chicago, IL, USA.

## Peer Reviewed Publications

**Ahamad, A.**, & Rhode, R. E. (2024). RNA viruses (pp. 120–133) and clinical protozoa (pp. 196–215). In C. M. Lilley, N. Seth, & A. Gupta (Eds.), *Ace the boards: A concise review of clinical microbiology (Ace My Path)* (e-book ed.). Ace My Path. <https://www.amazon.com/Ace-Boards-Concise-Clinical-Microbiology/dp/B0D6GG1W4S>

Jayakumaran, J., Smaldone, G. C., & **Cuccia, A. D.** (2024). External jet nebulization and measured ventilator performance. *Respiratory Care*, 69(7), 790–798. <https://doi.org/10.4187/respcare.11296>

Jayakumaran, J., Smaldone, G. C., & **Cuccia, A. D.** (2024). External jet nebulization and measured ventilator performance [Abstract]. *Critical Care Medicine*, 52(1), S653. DOI: 10.1097/01.ccm.0001003612.45208.a5

**Davis, R.** (2024). *Utilizing the Health Belief Model to evaluate barriers to screening Black women for perinatal depression* (Publication No. 31482340) [Doctoral dissertation, Walden University]. ProQuest Dissertations & Theses Global.

Nuruzzaman, F., Lu, W., **DeChello, K.**, Fineberg, I. C., **Kagan, K.**, & Fleit, H. B. (2024). Development and implementation of a multidisciplinary translational course using Rheumatoid Arthritis as a model for chronic illness during the medical student clerkship year. *Medical Science Educator* 35, 47-50. <https://doi.org/10.1007/s40670-024-02200-y>

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**Dimopoulos, M.** (2025). Chapter 14, Medical Imaging. In C. M. Washington & M. Trad, *Washington and Leaver's Principles and Practice of Radiation Therapy* (6th ed), Elsevier.

**Dimopoulos, M.,** & Skubish, S. (2025). Professional growth, partnership, and the power of advocacy. *Journal of Medical Imaging and Radiation Sciences*, 56 (5), 101976.

McDonagh, D., Starrs, C., Skubish, S., Dharmarajan, K., Kocyigit, H., Diniz, M, & **Dimopoulos, M.** (2025). Effect of APRT intervention on inpatient radiation therapy throughput. *Radiation Therapist*, 34 (1), 14-31.

Clarkson, M., & **Dimopoulos, M.** (2025). Incorporating the 4 pillars of advanced practice in the APRT role in the United States. *Radiation Therapist*, 34 (1), 80-87.

Skubish, S., **Dimopoulos, M.,** Starrs, C., & McDonagh, D. (2025). Open forum. An acknowledgement and reflection on the special APRT edition of radiation therapist. *Radiation Therapist*, 34 (1), 11-13.

Utter, C., Prando, M., Gupta, V., McDonagh, D., & **Dimopoulos, M.** (2025). Imaging, treatment, and promoting quality of life for patients with anal cancer. *Radiologic Technology*, 96 (4), 279-286.

Maroney, S., Skubish, S., Narayanan, S., Reyes. C., Tamas, P, & **Dimopoulos M.** (2024). Exploring the role of radiation therapists and best practices in brachytherapy. *Radiation Therapist*, 33 (2), 88-95.

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.

Gullhaug, A., Haakensen, V., Ruysscher, D., Simone II, C. Hotca-Cho, A., Chhabra, A., Hellebust, T., Paulsen, E., **Dimopoulos, M.,** & Johansen, S. (2024). Lung cancer reirradiation: Exploring modifications to utilization, treatment modalities and factors associated with outcomes. *Journal of Medical Imaging and Radiation Sciences*, 55 (2), 221-231.

**Dimopoulos, M., Whitton, J.,** & Olsen, V. (in press). Effect of an interprofessional imaging review workshop among radiation science students - A pilot study. *Journal of the American Society for Radiologic Technologists – Radiologic Technology*.

Casero, Z., Tran, T., Temple, C., McDonagh, D., **Dimopoulos, M.,** & Liu, J. (in press). Oral cavity cancer: Treatment delays, outcomes, and the role of the radiation therapist. *Journal of the American Society of Radiologic Technologists - Radiation Therapist*.

Donis, J., Corrigan, S., Starrs, C., McDonagh, D., & **Dimopoulos, M.** (in press). An overview for advanced stage hepatocellular carcinoma and a case study review: A student perspective. *Journal of the American Society of Radiologic Technologists – Radiation Therapist*.

Huang, C., Cepeda, A., McDonagh, D., **Dimopoulos, M.,** & Nehlsen, A. (in press). Exploring the treatment of glioblastoma through a radiation therapy case study. *Radiation Therapist*.

Ridley, S., Rhube, St. J., Reed, S., McDonagh, D., & **Dimopoulos, M.** (in press). Exploring the role of radiation therapy in the treatment of esophageal adenocarcinoma. *Journal of the American Society of Radiologic Technologists – Radiation Therapist*.

Miller, L. E., & Stevens, C. D., **Grimaldi, A.,** et al. (2026, expected). Chapter 13: Flow Cytometry and Laboratory Automation, Chapter 24: Laboratory Diagnosis of Human Retroviruses, *Clinical immunology and serology: A laboratory perspective* (6th ed.). **F.A. Davis Company.**

**Lee, D. J.,** Negley, K., & Ries, J. D. (2024). Early rehabilitation in lower extremity dysvascular amputation. In C. K. Chui, J. Jorge, R. Chen, & M. Lusardi (Eds.), *Orthotics and prosthetics in rehabilitation* (5th ed.). Elsevier.

Wong, C. K., & **Lee, D. J.** (2024). Advanced rehabilitation for people with microprocessor knee prostheses. In C. K. Chui, J. Jorge, R. Chen, & M. Lusardi (Eds.), *Orthotics and prosthetics in rehabilitation* (5th ed.). Elsevier.

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**Warren, K., & Martino, S. A.** (2024). Longitudinal effects of graduate allied health education on physical and mental health. *International Journal of Exercise Science: Conference Proceedings*, 15(5), Article 21.

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## Awards

Afrinash Ahamad, MS, MLS(ASCP)CMSM

- Best Poster: Symposium in Neuroscience Alan Devries Center

Muhammad Sikandar Aslam, MBBS, MPH

- Stony Brook CELT Thank-a-Teacher Fall 2024

Christina Burke, PT, DPT, MS

- Long Island Business News Healthcare Heroes

Rosalia Casanova, OTD, OTR/L, DRP

- Stony Brook CELT Thank-a-Teacher Fall 2024

Dale Coffin, EdD, OTR/L

- New York State Occupational Therapy Association (NYSOTA) Recognition Award

Ann Cuccia, MPH, RT, FNAP, FAARC

- Fellow, National Academies of Practice, Respiratory Care
- Stony Brook CELT Thank-a-Teacher Spring 2025

Sharon Cuff, LMSW

- May 2025 Stony Brook Office of Military and Veteran's Services certificate and challenge medal
- Stony Brook Career Center Inaugural 2025 Faculty Favorites Wall

Maria Dimopoulos, PhD, MBA, RT(T)

- ARIA Top Ranked Inspire Research Abstract at RTi3 Innovate, Inquire, Inspire Conference

Renee Fabus, PhD, CCC-SLP, TSHH

- Fellow, National Academies of Practice, Speech-Language Pathology

Erik Flynn, MS

- Stony Brook CELT Thank-a-Teacher Fall 2024

Hana Fukuto, PhD, SMB(ASCP)CM

- Stony Brook CELT Thank-a-Teacher Fall 2024

Sean Getty, OTD, OTR/L

- Alpha Eta Speaker Award

Audrey Grimaldi, DHSc, MS, MT(ASCP)

- Stony Brook CELT 2024 Excellence In Teaching Award
- Alpha Eta Induction

Jeannie Guglielmo, MS, MAT, MLS(ASCP)CM

- SUNY Chancellor's Award for Excellence in Faculty Service, 2024-2025
- Stony Brook CELT Thank-a-Teacher Fall 2024 & Spring 2025

Joy Kling, MA, CCC-SLP, TSSLD

- SHP Dean's Research Award for 2025

Madison Kolnsberg, MS

- Stony Brook CELT Thank-a-Teacher Fall 2024

Nancy Krisch, PT, DPT, PhD

- Education Influencer Award, Physical Therapy Learning Initiative

Agnes McConlogue Ferro, PT, DPT, PhD

- Long Island Business News Healthcare Heroes

Kathleen McGoldrick, MLS

- Inaugural recipient of Stony Brook CELT Brooke Ellison Award for Accessible Teaching

Susan Miale, PT, DPT, EdD

- Stony Brook Excellence in Educational Effectiveness Award
- Education Influencer Award, Physical Therapy Learning Initiative

Linda Rosa-Lugo, EdD, CCC-SLP, BCS-CL

- President-Elect, ASHA, 2025

Gloria Viboud, PhD, SM(ASCP)MB

- Stony Brook CELT Thank-a-Teacher Fall 2024 & Spring 2025

Deborah Zelizer, PhD, LCSW

- Stony Brook CELT Thank-a-Teacher Fall 2024 & Spring 2025
- May 2025 Stony Brook Office of Military and Veteran's Services certificate and challenge medal
- Stony Brook Career Center Inaugural 2025 Faculty Favorites Wall

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Grants/Funding

**Maria Dimopoulos**  
Funder: Elekta Educational Product  
Project: Implementing Elekta's ProKnow Contouring Accuracy Program in Medical Dosimetry Education  
Role: Principal Investigator  
Amount: \$15,000  
2024 – 2025

**Hana Fukuto, Gloria Viboud**  
Funder: SUNY Office of the Provost and the Innovative Research Council, Innovative Instruction Technology (IITG)/ Open Educational Resource (OER) Impact Grant  
Project Title: Empowering Undergraduate Biology Education Through Open Educational Resources: A Hands-On Bioinformatics Module  
Roles: Gloria Viboud: Co-PI; Hana Fukuto: PI  
Amount: \$20,535  
June 30, 2024 – June 30, 2025

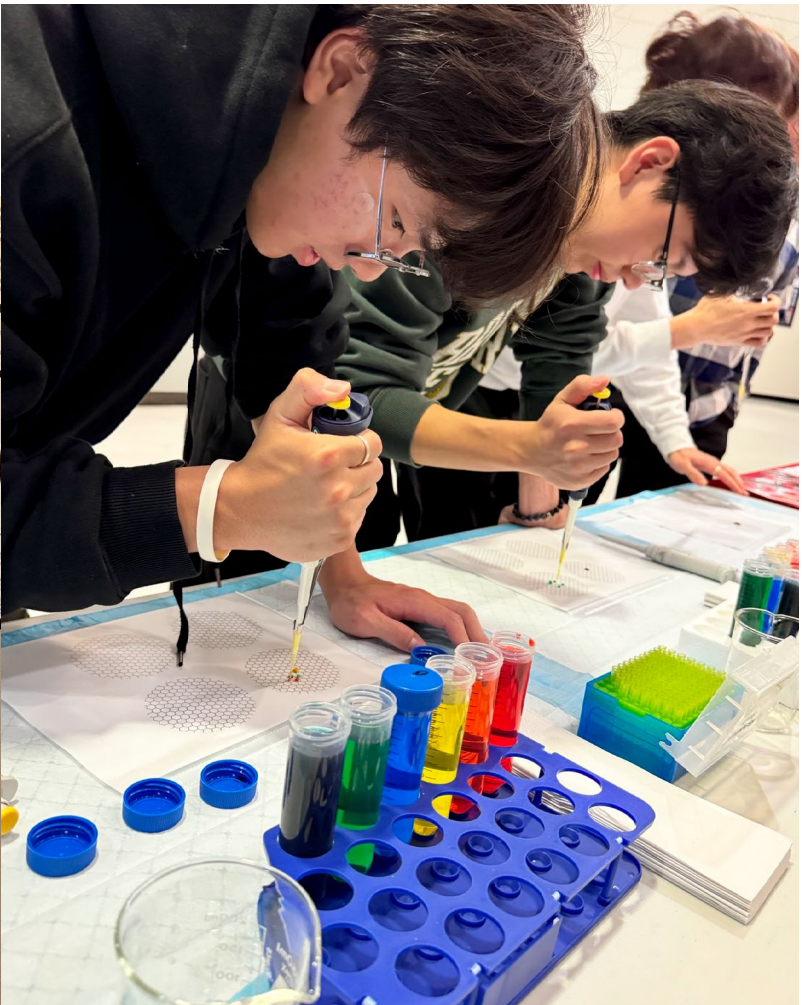
**Sharon Martino, Wei Rubenstein, Adam Gonzalez, and Kelly Warren**  
Funder: Stony Brook University, Office of the Vice President for Research  
Project: Effects of activity tracking and virtual reality mindfulness on stress and cardiometabolic health of college students  
Roles: Sharon Martino: PI; Kelly Warren: Collaborator  
Amount \$30,000  
September 2024 – April 2025

**Lisa Muratori, Gloria Viboud**  
Funder: St John's University  
Project: Parkinson Disease miRNA Biomarker Grant  
Roles: Lisa Muratori: PI; Gloria Viboud: Collaborator  
Amount: \$32,283  
Summer 2024

**James Pierre-Glaude, Stacy Jaffee Gropack**  
Funder: Stony Brook University Diversity Initiative Grant  
Project: Stepping in 4 respect - Health Science Schools  
Roles: Co-PIs  
Amount \$34,000  
August 2024 – August 2026

**Christine Delorenzo, Ramin V. Parsey, Lee M Ritterband, Russell Rozensky**  
Funder: National Institute of Mental Health  
Project: Mechanistic clinical trial evaluating the role of the metabotropic glutamate receptor subtype 5 (mGluR5) in the antidepressant mechanism of Cognitive Behavioral Therapy for Insomnia (CBT-I)  
Role: Co-Investigator  
Amount: \$3.9 million  
May 2025 – June 2030

**Zachary Morris, Ghenet Weldeslassie**  
Funder: NIDILRR  
Project: Barriers to Inclusion: Quantifying Disability-Related Out-of-Pocket Costs and Unmet Needs for People with Disabilities with a Focus on Underserved Communities  
Role: Consultant co-chair of Advisory Board recruitment  
Amount: \$600,000  
June 2022 – June 2025



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