

SCHOOL OF HEALTH PROFESSIONS

Annual Report

Academic Year 2025/2026



Stony Brook
School of Health Professions

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A MESSAGE FROM THE DEAN

Dear Colleagues, Supporters, Friends, and Alumni,

It is a privilege to share the latest annual report for the Stony Brook School of Health Professions—a reflection of a remarkable year defined by growth, innovation, and shared purpose. Our core commitment remains steadfast: to champion student success, advance interprofessional education, and push the boundaries of healthcare research and service.

In an era of rapidly expanding technology across all fields of practice, we remain grounded in a fundamental principle: at the School of Health Professions, human connection is at the heart of what we do. While we actively embrace technological advancements to enhance learning, research, and clinical care, we view these tools not as substitutes, but as powerful adjuncts that strengthen, rather than replace, the personal, compassionate interactions essential to healthcare.

Over the past year, our school has served as a vibrant hub for professional development and community building. From networking events and collaborative workshops to student-led wellness initiatives, we have focused on nurturing the holistic growth of our future healthcare leaders. Simultaneously, our faculty and students have driven critical research, tackling everything from clinical outcomes to urgent, real-world health challenges.

Our impact, however, extends far beyond the classroom and the lab. Through dedicated service-learning and strategic partnerships, we continue to confront health disparities and promote well-being across diverse populations, demonstrating that healthcare is most powerful when community-centered.

None of this would be possible without the passion of our faculty, staff, students, alumni, and partners. Thank you for your unwavering dedication. Together, we have achieved extraordinary milestones, and we are uniquely positioned to lead the future of healthcare education. With your continued support, I am confident we will keep driving meaningful, positive change.

Thank you for being an essential part of our journey.

Sincerely,



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



BY THE NUMBERS



FALL 2026
ENROLLMENT
UGRAD: 557
GRAD: 560
Total: 1,117



UNDERGRADUATE
STATISTICS
First Generation: 281(50%)
Pell Grant Recipients: 285(51%)

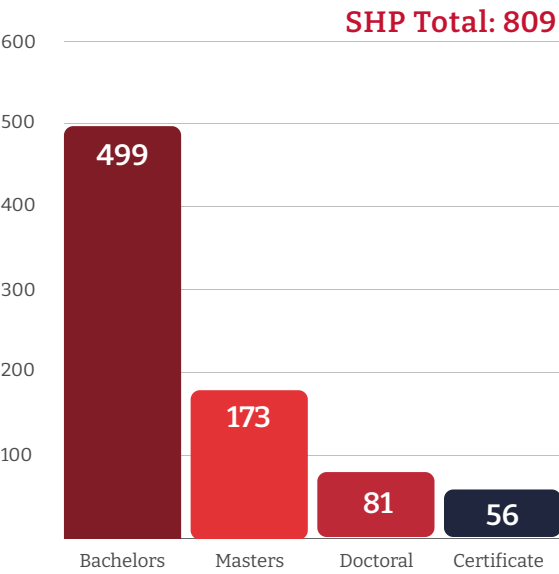


DONORS
Number
of Donors: 607
Total Gift FY: \$106,979.60

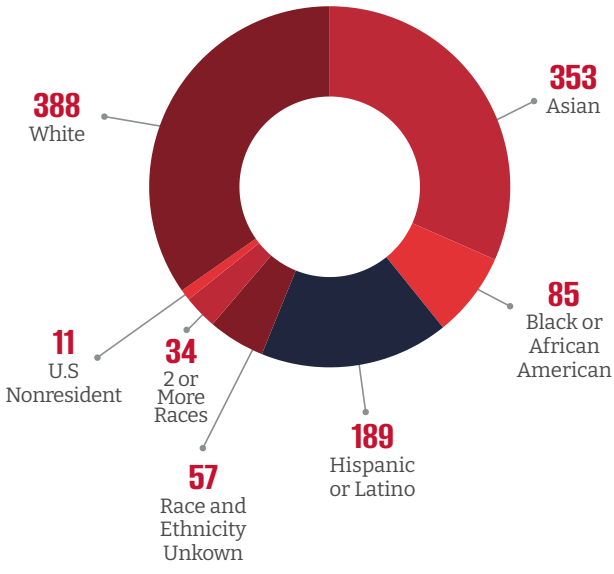


DISTRIBUTION
OF ALUMNI
New York State: 79.5%
Out of State: 20.5%
Total Alumni: 19,437

DEGREE AND CERTIFICATION COMPLETIONS 2025-26



BY RACE/ETHNICITY FALL 2026



FACULTY + STAFF DATA:



EMPOWERING CHANGE THROUGH THE 2025/26 DEIB CHAMPION AWARD

At the School of Health Professions, the commitment to diversity, equity, inclusion, and belonging (DEIB) is a shared mission driven by our entire community. The 2025/26 DEIB Champion Awards, sponsored by the SHP Office of Diversity, Equity, Inclusion, and Belonging, honor those who are passionate about creating a positive impact and fostering a sense of community for all. These awards were established to recognize and honor individuals who go above and beyond their typical academic or professional expectations to ensure every member of our community feels valued and respected.

To be recognized as a DEIB Champion, all nominees, whether students, faculty, or staff, are evaluated against a comprehensive rubric that measures their contributions to an inclusive environment. These leaders demonstrate:

- **Consistent Commitment:** Engaging in volunteering and service that exceeds standard expectations for their role as a student, faculty, or staff member.
- **Proactive Networking:** Building meaningful interactions and communication with diverse communities beyond their daily job or academic responsibilities.

- **Advocacy and Leadership:** Leading others by action while advocating for systemic change within learning and work spaces.
- **Promoting Inter-group Relations:** Actively fostering positive communication and cooperation among persons of different races, ages, ethnic origins, genders, sexual orientations, religious backgrounds, and physical or mental abilities.
- **Cultural Awareness:** Utilizing active listening, empathy, and open-mindedness to value and respect diverse viewpoints and cultures.

The recognition of these champions is a highlight of our school meetings, where the SHP community gathers to celebrate their dedication. These recipients are the architects of a more equitable future in health professions. By participating in initiatives that promote mutual respect and diversity awareness, they set a standard of excellence for their peers and the broader healthcare community.

CONGRATULATIONS TO THE FOLLOWING AWARD RECIPIENTS:



Teresa Blaskopf, MA
Dean of Admissions and Retention
Dean's Office



Lisa M Johnson, MS, RRT- NPS
Clinical Associate Professor and Chair
Department of Respiratory Care



Stephen Sebor, LCSW
Director
Center for Public Health Education



Molly Boyd, '26
Physical Therapy



Osasikianua Amene '26
Health Science



Jasmine Irani '26
Occupational Therapy



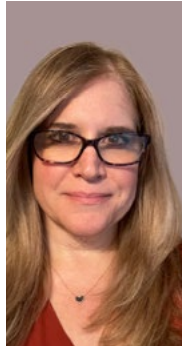
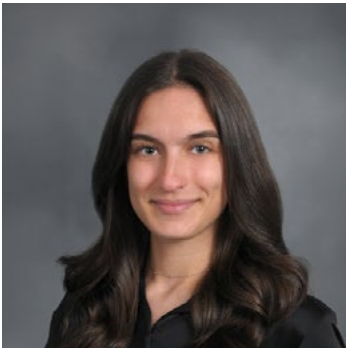
Diamon Roebuck '26
Health Science

NEW FACULTY AND STAFF

This year, we welcomed exceptional educators and staff members whose diverse talents and shared dedication are already transforming our campus.

From classroom innovation to student support, they bring a vibrant new energy to every corner of our community.

TAKE A CLOSER LOOK



EXCELLENCE IN ACTION: EMS PROGRAMS

The Emergency Medical Services (EMS) programs at the School of Health Professions are driven by a clear and powerful mission: to provide an exceptional educational experience that transforms motivated students into exemplary EMTs, paramedics, and leaders in the profession. This mission ensures that every graduate demonstrates a profound ability to comprehend, apply, and evaluate clinical information while maintaining technical proficiency in all necessary skills. By fostering personal behaviors consistent with the highest professional expectations, the program prepares its students to meet the rigorous demands of healthcare employers across the United States.

A Foundation of Technical Proficiency and Innovation

To achieve these high standards, the programs have recently undergone significant curriculum revisions for both EMT and Paramedic cohorts to refine their experiential learning models and improve overall outcomes. This academic rigor is supported by a significant investment in cutting-edge simulation technology. Recent acquisitions include:

- REALiTi - Plus (AHA) and eight Lifepak Defibrillator Screens to simulate real-world cardiac emergencies
- Advanced airway trainers and intraosseous trainers for critical skill mastery
- Multi-venous IV training arm kits to ensure students achieve high levels of technical competence

To further expand clinical training, the Paramedic program added nine new clinical and field rotation sites this year, including the Stony Brook University Hospital's operating room, which provides paramedics with vital experience in intubations.

Proven Outcomes and Real-World Impact

The effectiveness of this training is reflected in the stellar performance metrics of our EMS programs. The EMT program achieved a 100% pass rate on the NYS Practical Skills Exam (PSE) for both the Fall 2025 and Spring 2026 cohorts. The Paramedic program also maintains an elite status, reporting a 100% employment rate and a 100% credentialing exam pass rate for its most recent graduates.

Beyond statistics, the Paramedic program's impact on community safety is tangible. This year, two paramedic students were recognized with CPR save awards by the Suffolk County REMSCO for their immediate, life-saving actions. Furthermore, the program received Certificates of Merit and Achievement from the Suffolk County Clerk and Executive for its ongoing contributions to emergency medical services in the region. The program also successfully secured the \$10,000 Paramedic Valedictorian Award from Suffolk County EMS, highlighting the high value placed on its top graduates.

Service, Leadership, and the Path Ahead

Stony Brook EMS students are active leaders in campus and community wellness. They frequently lead bleeding control workshops for the university community and represent the school at high-visibility events such as Stony Brook's CommUniversity Day, the Women in STEM symposium, and the Black Men in White Coats Youth Summit.

Looking toward the 2026-2027 academic year, the program is poised for even greater growth. Key initiatives include developing a bachelor's degree program, hiring a director of clinical education, and creating a comprehensive strategic plan. These steps will ensure that our EMS programs continue to set the standard for emergency medical education while producing the next generation of healthcare leaders.



ADVANCING HEALTHCARE INNOVATION

Highlights from the School of Health Professions Research Day 2026

The School of Health Professions recently hosted its annual Research Day 2026, a vibrant showcase celebrating the dedication, curiosity, and scientific achievements of both faculty and students. The event served as a reminder of how academic inquiry directly shapes the future of clinical practice and community wellbeing.

From cutting-edge lab discoveries to crucial public policy evaluations, this year’s event highlighted a diverse array of insights aimed at solving real-world healthcare challenges.

Brain Health and Aging in WTC Responders

A major highlight of the day was an impactful keynote address delivered by Sean Clouston, PhD, from the Program in Public Health.

Dr. Clouston’s presentation shed light on his critical research regarding brain health and aging in World Trade Center (WTC) responders. His work underscores

the long-term neurological health trajectories of these historic individuals, offering the audience a profound look at how epidemiological research translates into specialized, compassionate care for aging responder populations.

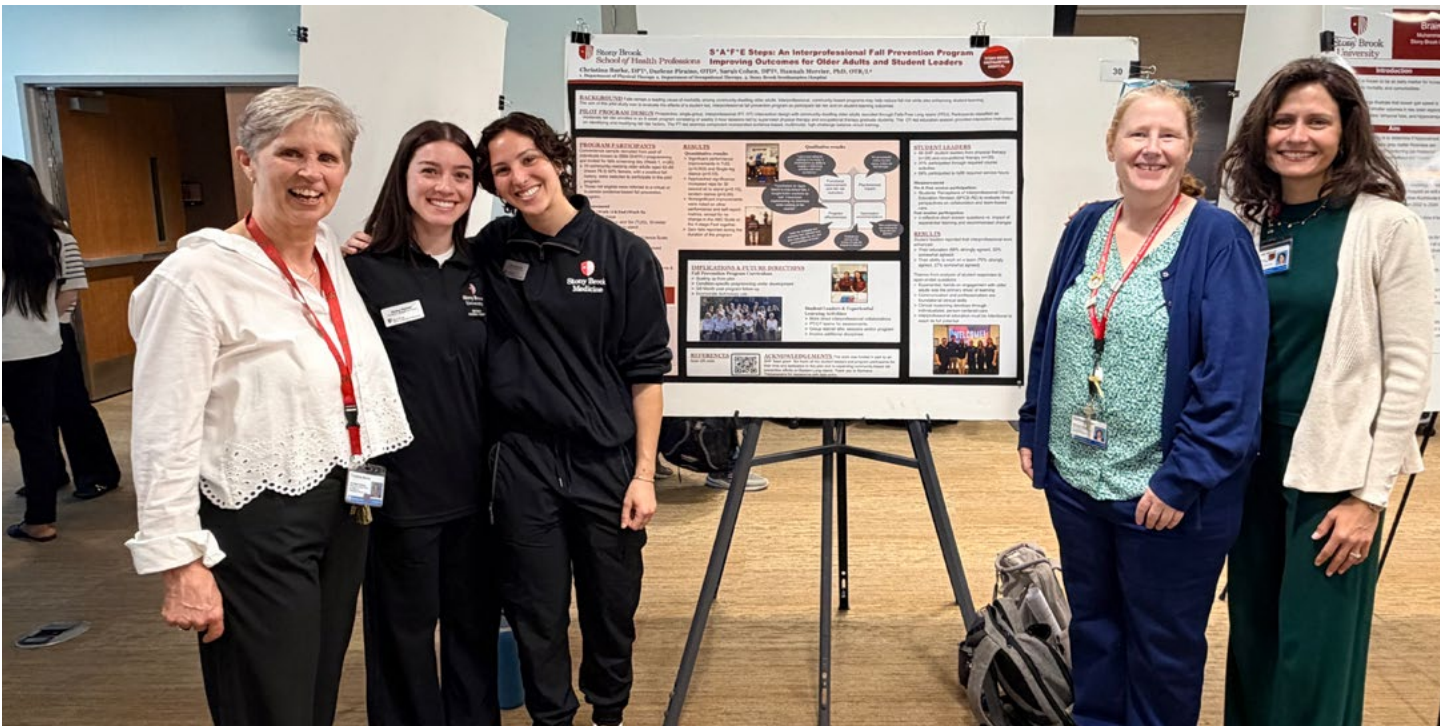
A Diverse Tapestry of Interprofessional Research

The main floor came alive during the poster sessions, featuring 38 distinct posters representing the combined efforts of the school’s faculty and student researchers.

The research reflected a vast and comprehensive spectrum of interests across our various programs. A defining characteristic of this year’s posters was the heavy emphasis on interprofessional collaborations, demonstrating how different disciplines within the school are working hand-in-hand to improve patient outcomes.

Stand-Out Student Platform Presentations

The competitive spirit and academic rigor of the student body were on full display during three exceptional student project platform presentations, selected for their outstanding merit and potential impact:



Speech-Language Pathology

- **Presenters:** Laura Falk, Gabrielle Freund, Samantha Giordano, Hailey Horowitz, Liz Janowitz, & Anthony Mapuyan
- **Project Title:** *Teacher Voice and Policy: Perceptions of Necessity, Effectiveness, and Barriers to School-Wide Vocal Health Initiatives*

Clinical Laboratory Sciences

- **Presenters:** Jessie Zhang
- **Project Title:** *Post-Transcriptional Regulation of PKD1 Expression in Autosomal Dominant Polycystic Kidney Disease*

Health Science

- **Presenters:** Brandon Chan
- **Project Title:** *Managing Chronic Disease in Skilled Nursing Facilities: A Quantitative Survey on How Staff Handle Patients with Hypertension and Diabetes*

MindArch Health

The Research Day also bridged the gap between academic theory and industry application. MindArch Health, a prominent Long Island health tech company, was on-site as a featured supporter.

MindArch Health, which specializes in developing predictive technologies aimed at promoting mental health and systemic wellbeing, actively engaged with attendees during the poster sessions. They showcased their latest innovative projects, demonstrating how data-driven, proactive mental health tools are being built right here in the local community to prevent psychological crises before they start.

Looking Ahead

Research Day 2026 successfully demonstrated that the future of healthcare is collaborative, innovative, and deeply rooted in evidence-based practice. Congratulations to all of the organizers and presenters!

CAMP DREAM. SPEAK. LIVE. MAKES A POWERFUL IMPACT AT STONY BROOK SOUTHAMPTON

This past summer, the Stony Brook University Southampton campus was filled with a newfound energy as a group of children and teens who stutter spent a week embracing their voices, building confidence, and making sure they were heard.

Hosted by the Department of Speech-Language Pathology, *Camp Dream. Speak. Live.* made its highly anticipated New York State debut. Welcoming children ages 5 to 16 from across Long Island and beyond, the free, five-day program provided a confidence-building, community-centered experience that shifted the focus entirely away from speech fluency toward something

much more impactful: communication, connection, and self-expression.

A Strengths-Based Approach to Communication

Camp Dream. Speak. Live. is part of a renowned global initiative developed by the Arthur M. Blank Center for Stuttering Education and Research, founded by Courtney Byrd, a leader in stuttering research and clinical care. Grounded in decades of evidence, the program takes a strengths-based approach. Rather than focusing on eliminating or “fixing” a stutter, the camp affirms it as a natural, valid way of speaking.

The program operates under the CARE Model—Communication, Advocacy, Resiliency, and Education. Through this framework, campers engage in structured group activities, discussions, and real-world speaking opportunities. Daily themes kept the energy high, ranging from improv, to marine science exploration with the School of Marine and Atmospheric Sciences (SoMAS), to arts and crafts, a parade, and a celebratory talent show to round out the week. Campers even created banners detailing what they wish people knew about stuttering, fostering friendships that made it easier to speak up and speak out.

“Rather than focusing on fluency, we focus on communication, confidence, and connection,” explained Joy Kling, clinical assistant professor and *Camp Dream. Speak. Live.* program coordinator. “It’s about creating a space where stuttering is understood, accepted, and even celebrated.”

Real-World Training for Future Professionals

In addition to its profound impact on campers, the initiative served as an invaluable, hands-on clinical training opportunity for 32 graduate students in Stony Brook’s Master of Science Speech-Language Pathology program. Working under licensed supervision, the graduate students gained real-world experience delivering evidence-based care that prioritizes a patient’s identity, participation, and quality of life.

“Stuttering is considered a low-incidence area,” noted Kling. “Our graduate students learn about it in class, but



therapy in the real world can look very different. I truly believe this will be a meaningful and lasting experience for each of our students.”

The transformation in the campers was palpable to the staff and graduate students alike. “The change I’ve seen from when they came on the first day has been amazing,” said graduate student Maya Klatsky. “On the first day, some kids walked in with their heads down. Now, by the end of the week, they’re excited to speak at our open mic, raising their hands and proudly using the microphone. They came in unsure and left knowing their voice matters.”

In Their Own Words: Lives Transformed

For the campers, the message of CARE resonated deeply. Trey Hopkins, an eight-year-old from Springfield Gardens, Queens, shared, “It’s been great making friends and learning words like advocacy and resilience and what they mean, and what they mean to me.”

For many participants, the camp offered the powerful, first-time experience of meeting other young people who stutter. For ten-year-old Charlie Rosso of Riverhead, being surrounded by peers who understood him provided a crucial reprieve from the bullying and misunderstandings he often faces during the school year—such as when teachers or classmates impatiently try to finish his sentences. “It’s kind of really new for me, because I’ve never really been around people who stutter like me,” Charlie said. “I realized here that if kids make fun of me, it’s just their problem. I don’t care. It’s just how I am. We’re each our own person. Don’t let it hold you back... I’m going to finish that word, I’m going to finish that sentence, I’m going to finish that work.”

Charlie’s mother, Jamie Rosso—who is a speech-

language pathologist at the Riverhead Charter School and volunteered as a supervisor during the camp—witnessed a profound change in her son. “This is a week where kids don’t feel the need to hide their stuttering. You can see them start to relax, because so much energy usually goes into trying not to stutter. The pressure is not here,” Jamie said. “The biggest piece here is the confidence they’re promoting. What you have to say is important, and even if you struggle, say it anyway.” Department Chair Dr. Renee Fabus expressed hope that the bonds formed during the week would endure. “It’s amazing to see the campers grow more confident and comfortable as the week goes on. They’re building real friendships with other kids who understand them and maybe even friendships that will last a lifetime.”





CELEBRATING MEDICAL LABORATORY PROFESSIONALS WEEK

In April, our Clinical Laboratory Sciences (CLS) program celebrated Medical Laboratory Professionals Week, embracing this year's theme, "Lab Story: To Infinity and Beyond For Our Patients." The celebration highlighted the essential role laboratory professionals play in patient care while giving the community a hands-on look at the science behind diagnostics.

CLS students engaged visitors through interactive activities, including DNA extraction demonstrations

that allowed participants to create wearable DNA necklaces, a "Diagnose Mr. Potato Head" station that showcased the diagnostic process, and collaborative art and educational games designed to inspire future laboratory scientists. Through these creative experiences, students demonstrated that behind every laboratory result is a skilled professional committed to accurate diagnoses, quality care, and better patient outcomes.



HEALTHY PLANET, HEALTHY PEOPLE

On Friday, April 24th, our school hosted an educational table at Stony Brook University's Earthstock to engage students, faculty, and staff in a critical conversation: how the health of our planet directly shapes the future of clinical practice. We showcased how our diverse range of programs serve as a vital first line of defense against the health impacts of a changing climate.

A Comprehensive Educational Response

Whether preparing students in our certificate programs, undergraduate degrees, or advanced graduate studies, our curriculum emphasizes the "Clinical Connection" between environmental hazards and patient outcomes. We believe that every future healthcare professional must understand that the environment is in the air their patients breathe and the water they drink.

Protecting Our Health

Our students across all levels are learning to address climate-related health challenges through their specific disciplines:

- Emergency Response:** Our **EMT** and **Paramedic** students are trained as the very first responders to climate-related natural disasters and crises. Similarly, Physician Assistants are being equipped to diagnose illnesses linked to environmental factors, such as heat exhaustion, while educating patients on proactive prevention.

- Respiratory and Athletic Performance:** In our **Respiratory Care** program, students learn to advocate for clean air as they treat the rise in asthma and COPD caused by pollution. Meanwhile, **Athletic Training** students are taught to monitor warming conditions to protect athletes from the increasing risk of Exertional Heat Stroke.
- Rehabilitation and Communication:** **Physical and Occupational Therapy** students focus on helping vulnerable populations, such as older adults, adapt to mobility limitations caused by extreme heat and urban heat islands. Our **Speech-Language Pathology** program also prepares clinicians to adapt strategies for those whose communication disorders are worsened by environmental toxins.
- Diagnostics, Data, and Sustainability:** Students in **Clinical Laboratory Sciences** are now identifying environmental toxins like microplastics in human tissue samples. In **Radiologic Technology** and **Radiation Therapy**, the focus has shifted toward digital systems and precision mindsets that reduce chemical and resource waste. Finally, **Applied Health Informatics and Health Science** professionals use data to track pollution spikes and design protective programs that promote sustainability across the entire healthcare system.

By integrating these environmental perspectives into our programs, we ensure that our graduates are not just clinicians, but guardians of both human and environmental health.



A DAY OF FUN AND LEARNING

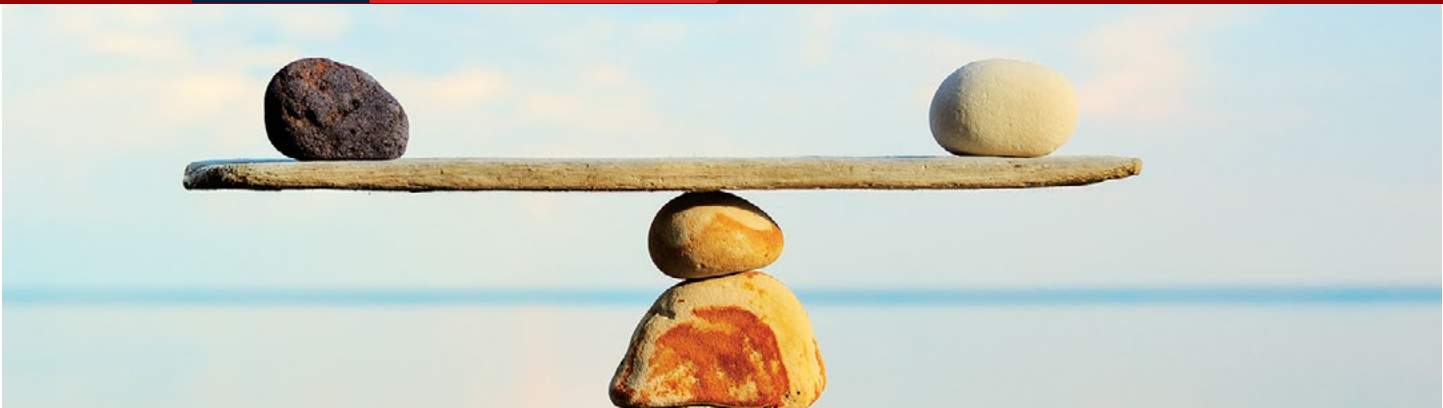
Bring a Child to Work Day Connects Family with Health Education

The School of Health Professions was filled with an extra dose of energy and creativity this February as we hosted our annual “Bring a Child to Work Day.” It was a wonderful opportunity to welcome the next generation into our space, giving our community a unique chance to blend family life with our passion for healthcare education.

Our hallways were buzzing as the children took over, but the day was about more than just fun—it was a chance to showcase what we do. We integrated our academic disciplines into the lineup, allowing our young guests to learn about the health professions firsthand.

The day was packed with hands-on activities designed to spark creativity, teamwork, and learning. Activities like custom bracelet making, mastering complex puzzles, play-dough sculpting, coloring stations, and high-energy games of Bingo weren’t just games—they were creative, engaging ways to introduce the children to the foundational concepts of Occupational Therapy (OT) and fine motor development!

This memorable day perfectly reflected our school’s commitment to community, family culture, and education, giving the kids a firsthand glimpse into the vibrant environment where their parents work every day. A massive thank you to the dedicated faculty and staff who stepped up to plan, coordinate, and share their expertise to make this February event a standout success and a truly memorable experience for the next generation of healthcare champions!



SUPPORTING THE PARKINSON’S COMMUNITY THROUGH PARTNERSHIP AND SERVICE

From community education programs to hands-on student learning opportunities, the partnership between Stony Brook Southampton Hospital’s Center for Parkinson’s Disease and the School of Health Professions continues to make a meaningful impact across Long Island’s East End.

Last fall, our physical therapy students supported two community events hosted by Stony Brook Southampton Hospital. During the Care Partner Symposium on November 8th, students assisted throughout the day with event setup, organization, and attendee support, helping create a welcoming environment for caregivers seeking information, resources, and connection. Students also lent a hand at the December 3rd lecture and book signing featuring neurologist and author Dr. Ray Dorsey, which was open to members of the community.

While these events offered visible opportunities for student engagement, they represent just one part of a longstanding collaboration focused on supporting individuals living with Parkinson’s disease and those who care for them.

Each fall, physical therapy students volunteer with Rock Steady Boxing classes in Hampton Bays and Sag Harbor as part of their neurology coursework. Through these sessions, students gain valuable experience working directly with individuals living with Parkinson’s disease while helping participants improve strength, balance, and mobility.

Students have also played an important role in developing educational resources and community programs. During the COVID-19 pandemic, physical therapy and occupational therapy students helped adapt the “A Matter of Balance” program to address the unique needs of individuals with Parkinson’s disease. They also collaborated with faculty to create a student-led falls preven-

tion workshop and regularly participate in community outreach programs by conducting balance screenings and educational presentations throughout the region.

Building on this commitment to falls prevention, the School of Health Professions officially launched the Falls Prevention Clinic at Stony Brook Southampton in September. Led by physical therapy and occupational therapy faculty Christina Burke, Darlene Piraino, and Hannah Mercier, the free clinic provides older adults with individualized assessments, education, and strategies to reduce fall risk and maintain independence. The clinic also gives PT and OT students invaluable hands-on clinical experience while serving the local community, reinforcing the program’s commitment to wellness, prevention, and interprofessional care.

Today, that work continues. Two student teams are currently partnering with the Center for Parkinson’s Disease on new initiatives, including a falls prevention workshop and a caregiver-focused educational program, Caring in Motion, designed to provide practical skills and support for care partners.

“The partnership between the Center for Parkinson’s Disease and the School of Health Professions reflects our shared commitment to serving the East End community,” said Sarah Cohen PT, DPT, administrator for the Center for Parkinson’s Disease. “Together, we’re able to connect students with meaningful learning experiences while expanding access to education, support, and resources for individuals and families affected by Parkinson’s disease.”

By bringing students, faculty, and community members together, these collaborative efforts continue to strengthen support for people living with Parkinson’s disease while preparing future healthcare professionals to meet the needs of the communities they serve.

SCHOOL OF HEALTH PROFESSIONS SHINES AT COMMUNIVERSITY DAY

On September 27, 2025, Stony Brook University opened its doors to the local community for its annual CommUniversity Day. This free open house welcomed over 3,300 visitors, including local families, residents, and students, to explore the university's groundbreaking research, community alliances, and healthcare initiatives. Featuring more than 100 exhibits, performances, and demonstrations, the campus was organized into themed neighborhoods spanning science, technology, safety, the arts, and health.

The School of Health Professions took center stage in the bustling Health neighborhood, offering attendees an interactive, hands-on look at the vital world of healthcare education and patient care.

Hands-On Health: Our Programs in Action

Faculty and students from across our diverse programs stepped out from behind the desks and labs to engage directly with the public. Through interactive tables, visitors of all ages got a taste of what our future healthcare professionals do every day.



- **Clinical Laboratory Sciences:** Visitors stepped into the role of a scientist, learning the precision required in diagnostics by practicing how to use professional pipettes.
- **Physical Therapy:** The PT team focused on mobility and wellness, evaluating attendees' balance and educating them on fall risks and prevention.
- **Occupational Therapy:** Students and faculty demonstrated a range of innovative adaptive devices, illustrating how OT empowers individuals to maintain independence in daily tasks.
- **Speech-Language Pathology:** VOur SLP team engaged with families and residents, providing valuable education on speech and language disorders and communication support.
- **Radiologic Technology:** Through engaging live demonstrations, the team demystified medical imaging and gave community members a look behind the screen.
- **Respiratory Care:** This table addressed crucial public health topics, raising awareness about asthma management and educating the public on the modern dangers and health effects of vaping.
- **EMS Programs:** Attendees got an up-close look at high-stakes emergency medicine, learning the critical techniques behind emergency airway management.
- **Physician Assistant:** Promoting preventative wellness, the PA program provided complimentary blood pressure screenings and vital cardiovascular health education.
- **Applied Health Informatics:** Bridging medicine and technology, this exhibit showcased how data and digital tools are leveraged to solve complex, real-world healthcare challenges.



CommUniversity Day allowed our students to transition from the classroom to the community, showcasing not just what they learn, but how much they care. By making healthcare concepts accessible and fun, our school demonstrated its

ongoing commitment to public health and community education. Through education, interactive screening, and a passion for service, we proudly demonstrated how our programs are shaping the future of healthcare—one visitor at a time.



THE CIRCLE OF CARE:

How the Health Science Department is Redefining Alumni Engagement

An education in health science doesn't end at graduation; it evolves into a lifelong network of mentorship, leadership, and support. This past year, the Health Science Department proved that distance is no match for dedication. Through a series of dynamic initiatives, the department successfully bridged the gap between classrooms and careers, transforming alumni achievements into fuel for the next generation of healthcare leaders.

From the lecture hall to the digital landscape, here is how our health science alumni made an undeniable impact this year.

Mentorship & Classroom Impact

The true measure of a department's legacy is the willingness of its graduates to reach back and lift up those following in their footsteps. This year, alumni engagement was deeply woven into the academic experience.

- **A Growing Network:** The Mentor/Mentee program saw phenomenal growth, pairing 42 alumni mentors with 45 eager student mentees. This structured framework allowed students to gain invaluable, real-world insights into the rapidly changing healthcare landscape.
- **Bringing the Field to the Classroom:** Real-world wisdom took center stage across both semesters. The department hosted four alumni guest lectures embedded directly into the fall and spring curricula, ensuring textbook theory was paired with frontline reality.
- **Panels of Perspective:** Career exploration got a massive boost through three specialized career and alumni panels. These events showcased 17 distinguished alumni who shared diverse career trajectories, demystifying post-grad life for current students.



Celebrating Achievement

A major priority this year was ensuring that alumni stories weren't just remembered, but actively celebrated across campus and digital platforms.

- **Words of Wisdom Wall:** Visitors to the Career Center drew inspiration from the Alumni Words of Wisdom Wall, which proudly features advice and insights from 29 standout alumni.
- **Digital Spotlights:** The department took to social media to amplify its graduates' successes, showcasing 21 exceptional alumni on LinkedIn to highlight their professional milestones and elevate the department's profile on a national stage.
- **Reconnecting Traditions:** Beyond professional networking, the department kept the community spirit alive with its alumni brunch—a festive gathering that allowed old friends to reconnect and new professional relationships to blossom.

Leadership, Vision, and Record-Breaking Philanthropy

Alumni engagement isn't just about looking back; it's about actively driving the department's future. Through leadership and unprecedented generosity, our graduates stepped up to ensure the department remains a hub of excellence.

Impact at a Glance

- 6 Alumni Advisory Board Meetings held this year.
- 10+ Active board members present at every single session.
- Record-Breaking fundraising totals achieved during Giving Day.

The Alumni Advisory Board remains a vital strategic compass for the department, meeting six times over the course of the year with at least 10 dedicated members present at each session. Their insights ensure the program stays aligned with industry demands.

This dedication culminated in a historic milestone during the university's annual Giving Day. Thanks to an overwhelming wave of alumni support, the Health Science Department secured its largest number of donations to date. These funds will directly enhance student research, offset student travel to research conferences, build the department's required textbook lending library, and support memorable senior year activities.

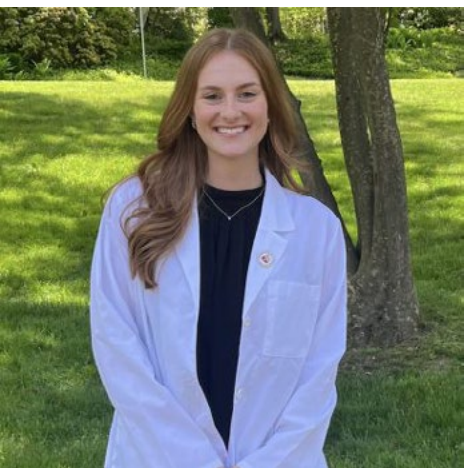
Looking Ahead

By fostering an environment where alumni are celebrated, heard, and actively involved, the Health Science Department has built more than just an alumni network; it has cultivated a self-sustaining ecosystem of success. As we look toward the coming year, these strong foundations guarantee that our health science students will always have a powerful community standing right behind them.

IN THE NEWS

Explore a collection of featured stories from the past year.

DISCOVER MORE



35 YEARS OF IMPACT AND INSPIRATION

For 35 years, Dr. Karen DeChello has made a lasting impact on the Stony Brook community, with her office walls adorned with notes and drawings from past patients serving as daily reminders of lives changed. Her path to occupational therapy began in high school while volunteering in Stony Brook's previously offered adapted aquatics program. "I was amazed at how working on the skills in the pool also increased their physical independence and emotional well-being outside of the pool," she reflects, noting the early experience that sparked her lifelong dedication to the profession.

Evolving with the Profession

Over the decades, occupational therapy has expanded into community programs, schools, industry, and home environments, shifting from a pure medical model to one that is client-centered and technology-driven. Adapting alongside these changes, Dr. DeChello pursued specialty certifications in expert witness testimony, life care planning, and aging in place. Her background spanning inpatient, outpatient, acute care, hand therapy, and work hardening enriches her teaching. As Dr. DeChello notes, "Students know when you are reading and teaching from a textbook. My experiences in diverse areas of practice enable me to bring real-life case examples into the classroom for students to problem-solve and develop clinical skills."

Advancing Innovation and Workplace Health

Dr. DeChello continues to push educational innovation as a co-investigator on a SUNY-funded project exploring AI-assisted motion capture technology. This technology gives students real-time, objective feedback on clinical skills for safe, affordable practice inside and outside the lab. Beyond classroom tech, her work evaluating faculty and staff workstations across the university highlights the crucial role of ergonomics and prevention. Simple environmental adjustments reduce physical stress, costs, and workplace injury before they occur.

Championing Accessibility and Universal Design

A central pillar of Dr. DeChello's work and teaching revolves around accessibility and Universal Design. Certified in aging in place, she emphasizes that creating accessible environments allows individuals to age safely and independently in their own homes, avoiding the costly transition to assisted living facilities. For Dr. DeChello, accessibility goes far beyond physical

retrofits—it preserves human dignity. "To me, this means that an individual can make their own choices and will be able to complete the tasks they want to do without always having to ask for assistance," she explains. Creating environments that support independence provides individuals with "a better feeling of self-worth and dignity and a sense of control over their life that they might not otherwise have had."

Empowering Tomorrow's Leaders

Mentoring research projects gives Dr. DeChello a chance to share her passion as students move from unsure to more confident, independent thinkers. Among her most meaningful success stories are former students who return to join the department as faculty colleagues. Looking ahead, Dr. DeChello encourages future therapists to balance emerging technology with compassionate care and step boldly into their role. Her guiding advice for new graduates is clear. "As an OT professional, you have as much value as every member on the healthcare team. Embrace your role and value yourself. If a person undervalues you, never let that person be yourself."



Karen DeChello
OTD, OTR/L, CEA, CAPS

JOURNEY TO EXCELLENCE WITH BARRY MICKLE '28

For Barry Mickle, a student in the Doctor of Physical Therapy (DPT) program, the path to a healthcare career was not just about academic interest; it was about a calling discovered through service. After earning his Bachelor of Science in Kinesiology from SUNY Brockport in 2021, Mickle found his trajectory permanently altered while working with a team of physical therapists dedicated to rehabilitating children with spinal cord injuries. Witnessing work that felt so profoundly rewarding made it impossible for him to imagine any other career path.

A Personal Connection to Stony Brook

Barry's path to Stony Brook began long before he stepped onto campus as a student. Shortly after graduating from his undergraduate program in 2021, he attended a virtual information session led by faculty member Dr. Paul-Neil Czujko. Feeling uncertain about his future, Barry stayed on the call after the presentation to speak candidly with Czujko, who listened and offered guidance.

What followed was a three-year period of deep self-reflection and exploration of different career paths. Despite trying other things, Barry found that his passion consistently led him back to physical therapy. When he finally felt ready to commit to his DPT, he reached out to Czujko to reconnect, fully expecting to be a forgotten name from a years-old Zoom call. To his surprise, he was met with immediate recognition; the professor remembered him and immediately began helping him navigate the steps to get his journey started. This experience of being seen and remembered after so much time was the moment Barry knew that the supportive culture in the School of Health Professions was exactly where he belonged.

Excellence in the Classroom and Beyond

Now serving as president of the main campus cohort for the DPT Class of 2028, Mickle has been immersed in the program's rigors. He reflects on the

first year, starting with a grueling Gross Anatomy course and moving into foundational sciences like Neuroscience and Kinesiology, with immense pride in his peers. Mickle notes that his classmates did more than just excel academically; they grew into a supportive community that lifted each other up during overwhelming workloads.

The faculty has also played a pivotal role in his development. He points to professors like Dr. Kristen Lubliner as inspirations for treating patients as whole people rather than just a collection of symptoms. As Mickle explains, "I will always carry the reminder that behind every diagnosis is an individual who deserves to be seen, heard, and cared for holistically".

Leading Through Action

Barry's dedication to his classmates and the profession is further evidenced by his proactive leadership outside of the classroom. According to Dr. Lubliner, Barry is



highly active in organizing events that foster community and support student initiatives. He organized a fundraiser at Pickleball Heaven in Medford to support upcoming service and school-based activities for his fellow students.

His commitment also extends to professional growth. Barry is an active member of the American Physical Therapy Association (APTA) and frequently attends educational events for special interest groups. He consistently seeks to bring these learning opportunities back to his peers, such as when he organized an educational event that invited SOAR, an all-terrain adaptive wheelchair program, to present to students and staff on volunteer opportunities and programs for patients with different abilities. Through these efforts, Barry demonstrates a deep passion and dedication to both his studies and the broader physical therapy program.

Service as "Food for the Soul"

Mickle's commitment to others extends into the community through his volunteer work with Just for Kicks, an organization that teaches soccer to children with autism and developmental disabilities. For Mickle,

these Friday afternoons are a highlight of his week, offering a chance to practice communication, patience, and adaptability in a clinical context.

"Volunteering truly is food for the soul," Mickle says, noting how rewarding it is to see parents watch their children engage and play. His dedication to the profession was recently recognized when he was invited to be a speaker at the School of Health Professions' Outstanding Alumni Awards.

Looking Forward

As he balances his studies and leadership roles with grounding hobbies like gardening with his mother, Mickle remains focused on his ultimate goal: working within a hospital system to gain experience across various specialties.

In everything he does, Mickle is guided by an African proverb that emphasizes the power of community: "If you want to go fast, go alone. If you want to go far, go together". Through his leadership and clinical dedication, Barry Mickle is helping the Stony Brook community go very far indeed.

A STORY OF RESILIENCE, LIFELONG LEARNING, AND COMMUNITY CONNECTION

If you have stepped into our dean's office, you have likely crossed paths with Malmi Kiriwandalage. As a staff assistant, Malmi brings a unique blend of organizational expertise, creative energy, and a deeply inspiring personal journey to our campus community every day.

Originally seeking the role to gain higher education administrative experience before pursuing her doctoral studies, Malmi quickly found her perfect fit. Bringing a rich background in event coordination, project management, and software integration, she bridged the gap into the healthcare education space seamlessly. Today, she is an indispensable part of our team.

Driving Connection and Collaboration

In her role, Malmi is passionate about taking complex, high-impact projects from initial concepts to successful realities to support the school's faculty, staff, and students.

During her time with us, she has spearheaded several key initiatives:

- **The 'Skill Share' Program:** Malmi designed and managed this professional development initiative to bring faculty and staff together through collaborative, group-learning activities.
- **Fostering Respect in Healthcare:** She provided vital administrative oversight for this initiative, coordinating cross-departmental workshops spanning SHP, Stony Brook Medicine, the School of Dental Medicine, and the School of Nursing.
- **Interprofessional Education (IPE):** She channeled her creative side to design engaging games for the IPE event, bringing collaborative learning to life.

"The most rewarding aspect of my role is knowing that my work directly supports our faculty and students," Malmi shares. "Receiving constructive feedback from leadership has also been incredibly valuable in helping me grow as a higher education professional."

A True Renaissance Woman

Beyond her administrative excellence, Malmi possesses a dizzying array of talents and intellectual pursuits that span the sciences, arts, and humanities.



- **The Scientist:** She recently received her Master of Science in Geological Sciences, with plans to pursue a Ph.D. in Astrobiology to study how life exists in the universe (a childhood dream inspired by the stars).

- **The Polyglot:** Malmi has been exposed to six languages. She is fluent in English, Hindi, Urdu, and her native Sinhala, holds intermediate proficiency in Korean, and is literate in Sinhala, English, Tamil, and Hindi.

- **The Artist:** Professionally, she is a dancer specializing in Sri Lankan Traditional and Bollywood dance. She is also an avid poet, using writing as a therapeutic medium to let her thoughts and emotions flow.

- **The Researcher:** Driven by a passion for fact-checking and deep historical inquiry, she spends her spare time researching mythology, ancient history, religious studies, and the occult sciences.

A Power of Perseverance

Behind Malmi's warm smile and drive is a story of profound resilience. At just sixteen years old, she immigrated to the United States with nothing but a suitcase, a dream, and a fierce determination to seek the education her parents never had the chance

to receive. Back home in Sri Lanka, her family had survived a devastating 30-year civil war.

While her father was already in the U.S. having sought political asylum, the move meant leaving her mother and two brothers behind. What followed was a grueling, emotional 14-year battle with the immigration system to bring them to safety. After more than a decade of separation, Malmi and her family were finally reunited in May 2025.

"Enduring those trials allowed me to grow into the resilient woman I am today," says Malmi. "Life is full of tests, but each one is an opportunity to learn. I firmly believe that everything happens for a reason, and the hardships I endured alone were necessary to shape me into someone who stands strong and steady. Even if I had the chance to travel back in time, I wouldn't change a single thing."

Whether she is dancing with her colleagues at the annual holiday party, celebrating our students at graduation, or organizing major campus workshops, Malmi's presence enriches the School of Health Professions.

As for the rest of her incredible story? Malmi says you will just have to wait a few years for the release of her upcoming autobiography, appropriately titled *Perseverance*.





HOW A THREE-TIME ALUMNA TRANSFORMED HER PASSION FOR COMMUNITY INTO PEDIATRIC CRITICAL CARE

For some, a career path is a straight line. For Krina Desai, DPT, PCS, PA-C, it has been an evolving journey of curiosity, compassion, and a refusal to see boundaries. A proud three-time graduate of Stony Brook University, her educational foundation spans a bachelor's degree in Biochemistry and Women's Studies in 2011, a Doctor of Physical Therapy (DPT) in 2015, and most recently, a master's degree from the Physician Assistant program in 2025.

Today, she balances the high stakes of the Pediatric Intensive Care Unit at Bellevue Hospital with the creative challenge of aerial silks classes. Her journey is a testament to the idea that the unexpected turns in life often lead us exactly where we are meant to be.

Rooted in Empathy: From Personal Motivation to Physical Therapy

Her entry into healthcare was deeply personal. Growing up, Dr. Desai watched her mother work seven days a week to support their family—a grueling schedule that eventually took a toll in the form of chronic back

pain and sciatica. "Seeing her struggle inspired me to pursue a career where I could learn how to treat pain and hopefully help people like her," she shares.

This desire led her to the School of Health Professions (SHP) for her DPT education, drawn by the department's stellar reputation and passionate faculty. As an undergraduate, she had already fallen in love with the therapeutic power of movement while volunteering for three semesters with Stony Brook's Adaptive Aquatics program. "As a swimmer myself, I have always believed that everyone should have the opportunity to play, move, and enjoy the water. Seeing the smiles on the faces of both the children and adults in the program was unforgettable. The water gave them a sense of freedom that they couldn't experience on land."

Discovering a Calling in Pediatrics

While she gained the skills to help manage pain, Dr. Desai's career took a beautiful, unexpected turn during her graduate studies. She discovered her true passion

lay not in general adult rehabilitation, but in working with children with disabilities and complex medical needs.

This passion was ignited and nurtured by Dr. Agnes McConlogue Ferro. First inspiring her in a Pediatric Physical Therapy course, Dr. McConlogue Ferro became a lifelong mentor. She later invited Dr. Desai back as a teaching assistant, sparking a love for mentoring the next generation of therapists.

Witnessing Growth Through the DREAM Program

One of her fondest Stony Brook memories is volunteering in 2014 with the DREAM program, a week-long summer dance camp for children with disabilities co-founded by Dr. McConlogue Ferro.

The true magic of the program came full circle just last year. Returning to volunteer after passing her PA board exams, Dr. Desai witnessed a stunning transformation where former participants were now serving as group leaders and mentoring others, serving as a powerful reminder that when children are given encouragement and support, they will continually exceed expectations.

Embracing the Unexpected: Pivoting to the PA Profession

As her clinical curiosity grew, so did her desire to affect patient outcomes on a broader medical scale. Wanting to contribute beyond rehabilitation alone, she made the bold choice to return to our school for a second graduate degree, graduating from the Physician Assistant program in 2025.

Transitioning careers was challenging, but returning to Stony Brook was an easy choice. "The exceptional education, mentorship, and support I received during the DPT program gave me the confidence to build a successful career," she says. "I knew there was no other place I wanted to pursue my next career in healthcare."

Now five months into her role as a Pediatric Critical Care Physician Assistant at Bellevue Hospital, she cares for critically ill children during their most vulnerable moments.

Lessons for the Next Generation

Though her day-to-day responsibilities have shifted from physical rehabilitation to critical care medicine, the core values she absorbed at SHP remain identical. When asked what advice she would offer to current SHP

students, Dr. Desai emphasizes the value of an open mind:

"Your career may not always follow the path you originally envisioned, and that's okay. Be curious, stay open to new experiences, and don't be afraid to step outside your comfort zone."

Whether she is mastering a complex clinical case in the PICU, learning the intricate art of embroidery, or suspended in the air practicing aerial silks, Dr. Desai exemplifies the spirit of our school: a lifelong learner who turns every unexpected turn into an opportunity to serve.



// Your career may not always follow the path you originally envisioned, and that's okay. Be curious, stay open to new experiences, and don't be afraid to step outside your comfort zone. //



SPEECH-LANGUAGE PATHOLOGY STUDENT, KRYSTINA DI CHIARA '27, SHARES HER JOURNEY OF STEWARDSHIP, CLINICAL EXCELLENCE, AND COMMUNITY IMPACT

For Krystina Di Chiara, pursuing a Master of Science in Speech-Language Pathology through the School of Health Professions represents the perfect blend of her core passions: education and medicine. A proud Stony Brook alumna, Krystina earned her bachelor's degree in psychology with a minor in linguistics in 2025, graduating summa cum laude. Her exceptional academic record and extensive campus involvement earned her prestigious honors, including the Ward Melville Valedictorian Award and the Provost Award for Academic Excellence. Driven by a commitment to lifelong learning, she chose to stay at Stony Brook for her graduate degree, inspired by her rewarding undergraduate experience, the program's rigorous academics, expansive clinical opportunities, and deeply supportive faculty.

During her graduate studies, Krystina has developed a person-centered approach to healthcare, recognizing that individualized assessment and strong rapport

are essential to helping every client succeed. She puts this philosophy into practice during her summer externship at the Northport VA Medical Center, an experience that bridges her interests in neurogenic disorders, cognitive communication, and augmentative and alternative communication. At the VA, Krystina delivers daily cognitive-linguistic therapy targeting functional communication, memory, and word-finding skills for veterans, while also conducting bedside swallow evaluations and assisting in modified barium swallow studies.

Krystina's impact reaches far beyond the clinic into campus leadership, advocacy, and mentorship. As President of Stony Brook's chapter of the National Student Speech-Language Hearing Association (NSSLHA) for the 2025–2026 academic year—following a rich history of undergraduate involvement as NSSLHA Treasurer, Senior Peer Career Coach, orientation leader, and Project Sunshine volunteer—

she worked continuously to give back. In her graduate program, she serves on the admissions committee, helps coordinate peer mentorship through the SLPeers program, and even represented the student perspective alongside the dean during a strategic planning workshop to help shape the future vision of healthcare education.

For Krystina, the heart of her work is passing forward the support she has received. “I am most proud of my ability to evoke generativity through stewardship and recruitment,” she reflects. “I am dedicated to the field of speech-language pathology; passing forward knowledge and opportunities excites me”.

Reflecting on her journey, Krystina speaks warmly of the academic community and lifelong relationships she has built along the way. “Stony Brook University has provided me with wonderful opportunities to learn alongside an adept group of emerging clinicians,” she shares. “I am forever grateful for the amazing people and faculty who continue to support my studies, including my best friends who I met through this institution. Choosing Stony Brook was the best decision for me!” Her advice to fellow students is equally inspiring: treasure every moment and opportunity, get involved on campus, build meaningful connections, and create lasting memories throughout the journey.

Looking ahead to her graduation in 2027, Krystina envisions a multifaceted career where she can impact lives across diverse settings. She aspires to work as a school-based speech-language pathologist, treat adult clients in outpatient healthcare settings, and eventually teach graduate courses as an adjunct professor to guide the next generation of clinicians. When she isn't studying or in clinic, Krystina recharges through creative pursuits like writing poetry that explores themes of meaning, identity, and love. She also crafts and makes homemade gifts for friends and family; her signature touch is adding a teddy bear personalized to their interests.

// I am most proud of my ability to evoke generativity through stewardship and recruitment. I am dedicated to the field of speech-language pathology; passing forward knowledge and opportunities excites me. //





SHAPING THE FUTURE OF EMERGENCY MEDICINE

Bringing Two Decades of Paramedicine and Nursing Experience to the Next Generation

What began in 2004 on a friendly dare from an old friend—a challenge that he couldn’t handle the job—has evolved into a distinguished, two-decade career across emergency medical services and nursing for James Deutch. Over the past twenty years, James has witnessed a profound transformation in prehospital care, as emergency medical services (EMS) expanded from simple hospital transport into a dynamic, treatment-focused healthcare delivery system.

Today, James brings a unique dual perspective to his role as an educator, drawing on his experiences as both a paramedic and a registered nurse. His prehospital background keeps him connected to the rapid advances in emergency care, while his nursing experience illuminates how field treatments affect long-term hospital outcomes. By helping students understand how early field presentations flag critical hospital protocols for conditions like sepsis, stroke, and cardiac care, James teaches them how field care directly reduces door-to-treatment times. Central to his approach is fostering interprofessional collaboration, ensuring students learn to work seamlessly alongside other healthcare disciplines with the patient placed firmly at the center of care.

For anyone considering entering the field, James sees

EMS as an invaluable springboard for lifelong learning and professional growth. He emphasizes that prehospital care exposes providers to a wide array of disciplines, from trauma and acute medical care to healthcare informatics and research, allowing them to discover their passions and shape their future educational paths. Within his own classroom, James approaches teaching through a philosophy of mentorship and real-world preparation. “I like to see myself more as a mentor than a teacher or professor,” James explains. “The students coming out of the courses will be colleagues and partners. I want them to be able to reach out to me after graduation with updates on their careers and hear about the positive impacts they have made years after graduation.” That dedication to workforce readiness is integrated into every aspect of the EMT and Paramedic curricula, where students carry daily responsibility for medications and equipment while responding to dispatches via radio.

What continues to inspire James after more than 20 years in emergency healthcare is both a drive to keep the programs on the cutting edge and a deeply personal standard of excellence. “I want to know that in the event I may need help, the providers I will see will mimic the care I provide,” James reflects. As the profession constantly evolves, his goal is to ensure his students leave with a deep understanding of where healthcare is headed so they can remain leaders in the field long after graduation.

Seeing his former students advance their education remains among his proudest achievements as an instructor. Looking forward, James continues to support program expansion with long-term goals of establishing a bachelor’s-level degree for paramedics. Ultimately, his mission is centered on empowering the next generation of healthcare leaders. “I want my students to be the future of EMS,” James shares. “I want to see them becoming educators in their communities and receiving awards for the care they provide... to see them making an impact in the community and be able to say ‘they were my students years ago’”.

“The students coming out of the courses will be colleagues and partners. I want them to be able to reach out to me after graduation with updates on their careers and hear about the positive impacts they have made years after graduation.”



James C. Deutch
MSN, RN, NRP, CIC

CELEBRATING A CAREER OF CARING

As we celebrate another remarkable year, we also pause to recognize a truly extraordinary group of colleagues whose careers have helped shape our school in lasting ways. On behalf of our entire community, I extend my deepest gratitude to each of our retirees for their many years of dedicated service, unwavering commitment, and countless contributions. Through periods of growth, change, and achievement, you have been steadfast in your devotion to our mission, leaving an enduring mark on our classrooms, programs, offices, and the culture of our school.

While your accomplishments are many, perhaps your greatest legacy is reflected in the lives of the students you have mentored, inspired, and supported over the years. Generations of graduates have benefited from your expertise, compassion, encouragement, and belief in their potential. Your influence extends far beyond the work you performed each day—it lives on in the success of the students, colleagues, and communities you have touched. We thank you for the difference you have made, celebrate all that you have accomplished, and wish you every happiness and fulfillment in the exciting chapter ahead. Your legacy will remain an important part of our school's story for years to come.

Deborah Zelizer, PhD, LCSW
Clinical Associate Professor & Chair, Health Science

Dr. Deborah Zelizer retires after more than 35 years of transformative service to Stony Brook University. Her SBU journey began in 1989, volunteering and working on the medical center's first inpatient AIDS unit to provide critical psychosocial support during a time of intense global stigma. In 2001, she transitioned to academia, joining the newly created undergraduate Health Science program and stepping into the role of Department Chair in 2009.

Under her visionary leadership, she built the program into the third-largest major on campus, designing a rigorous, student-centered curriculum optimized for diverse learners. A dedicated advocate for educational assessment and student mentorship, Dr. Zelizer was recently honored with the prestigious 2026 SUNY Chancellor's Award for Excellence in Faculty Service. Stony Brook celebrates her profound legacy of compassion, leadership, and academic innovation.

Margaret Sheryll
Director of Southampton Operations

Since joining Stony Brook in 2005, Margaret has been a vital pillar of the School of Health Professions. After holding key roles in the Dean's Office and the Department of Physical Therapy, she transitioned to the Southampton campus to support its inaugural physical therapy cohort. Today, as Director of Operations, she manages the daily environment of what she affectionately calls "Paradise

University," finding her greatest joy in watching students grow from admission day to commencement.

Beyond her daily operations, Margaret is deeply committed to the Stony Brook community, most notably through her fulfilling work on the Veterans' Ceremony Committee—a rewarding initiative she is proud to champion alongside her daughter, Pamela Pfeil, associate director of military and veterans affairs.

Lisa Johnson, MS, RRT-NPS
Clinical Associate Professor & Chair, Respiratory Care

Lisa Johnson retires after more than four decades of service to the respiratory care field, including 27 years with the School of Health Professions. Joining us in 1999, Lisa advanced through the faculty ranks to Clinical Associate Professor and Department Chair. Throughout her distinguished tenure, she held vital leadership roles, including Director of Clinical Education, Vice Chair, and Interim Dean of the school.

A two-time recipient of the Faculty Honor Award, Lisa is highly regarded for her teaching expertise in neonatal and pediatric ventilation. Her impact extends globally; she led multiple clinical outreach missions to Kenya, training local healthcare professionals in lifesaving neonatal resuscitation. We celebrate Lisa's profound legacy of academic excellence, leadership, and global service. through her fulfilling work on the Veterans' Ceremony Committee—a rewarding initiative she is proud to champion alongside her daughter, Pamela Pfeil, associate director of military and veterans affairs.nals in lifesaving neonatal resuscitation. We celebrate Lisa's profound legacy of academic excellence, leadership, and global service.

Dawn Blatt, PT, DPT, MS
Clinical Associate Professor & Director of Clinical Education, Physical Therapy

Dr. Dawn Blatt retires after a distinguished career at Stony Brook University, where she has served as the Director of Clinical Education since joining the faculty in 1995. For over three decades, she has been the vital bridge between our physical therapy program and the healthcare community, guiding students through their clinical transitions.

A specialist in chronic pain management, Dr. Blatt's dedication to health and wellness extends far beyond the classroom. As a "WomenHeart Champion" and Northeast District Support Leader for the National Coalition for Women with Heart Disease, she has dedicated years to leading support networks and educating the public on cardiovascular health. We celebrate Dr. Blatt's enduring legacy of academic leadership, clinical excellence, and passionate community advocacy.



Deborah Zelizer, PhD, LCSW
Clinical Associate Professor & Chair, Health Science



Margaret Sheryll
Director of Southampton Operations



Lisa Johnson, MS, RRT-NPS
Clinical Associate Professor & Chair, Respiratory Care



Dawn Blatt, PT, DPT, MS
Clinical Associate Professor & Director of Clinical Education, Physical Therapy

IMPACT, INNOVATION, AND INSIGHT: FACULTY AND STAFF ACHIEVEMENTS

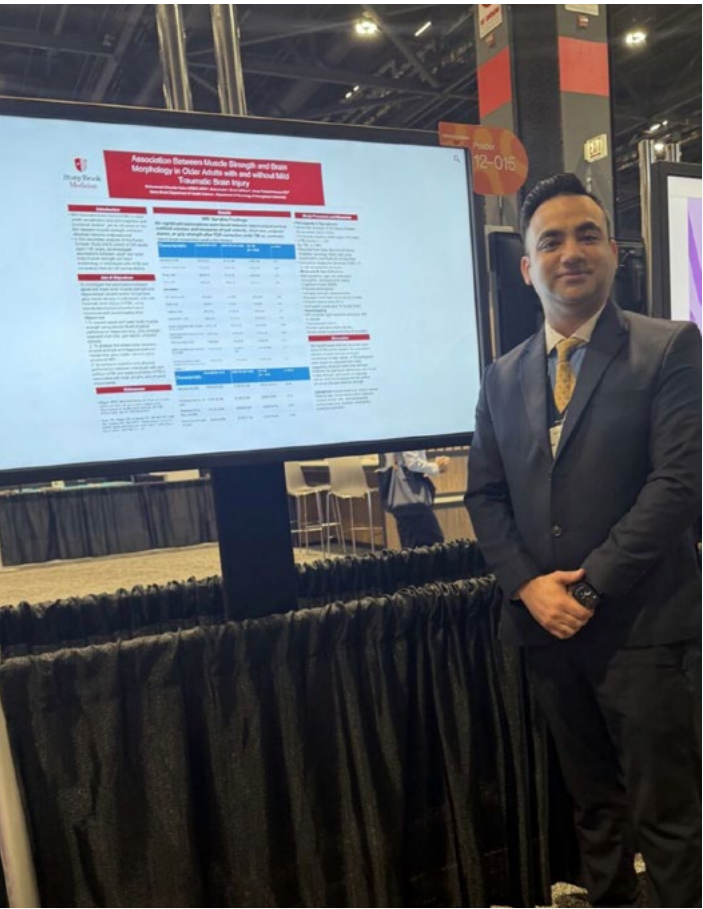
At the School of Health Professions, our faculty and staff continue to drive transformative impact across a wide spectrum of disciplines. From advancing client and patient care to pioneering innovative rehabilitation techniques and exploring advanced pedagogical practices, our educators and researchers are pushing the boundaries of healthcare delivery and education.

Over the past year, their commitment to excellence has yielded substantial scholarly publications, impactful presentations across the country, significant grant funding, and prestigious awards at the university,

regional, and national levels. We are proud to honor their remarkable contributions to clinical practice, education, and health outcomes.

Explore the complete, comprehensive listing of our faculty and staff's recent publications, presentations, grants, and awards.

VIEW THE FULL LIST





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- Clinical Laboratory Sciences
- EMT-Basic
- Health Science
- Medical Dosimetry
- Occupational Therapy
- Paramedic
- Phlebotomy
- Physical Therapy
- Physician Assistant
- Radiation Therapy
- Radiologic Technology
- Respiratory Care
- Speech-Language Pathology



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