

TOURO LINKS

DIVISION OF GRADUATE STUDIES • SPRING/SUMMER 2013



Making the World a Better Place

About the Touro College and University System

Touro is a system of non-profit institutions of higher and professional education. Touro College was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American and global community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro College has branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Jerusalem, Moscow, Paris and Florida. New York Medical College, Touro University California and its Nevada branch campus, as well as Touro University Worldwide and its Touro College Los Angeles division are separately accredited institutions within the Touro College and University System. For further information on Touro College, please go to: <http://www.touro.edu/news/>.

A Note from the President



The achievements of Touro's outstanding graduate schools, highlighted in the current issue of Touro Links, reflect the college's mission of serving humanity, striving to make the world a better place for all people.

Our graduate students serve community needs by devising creative solutions. Krina Patel, a student at our Touro College of Pharmacy, proposed an innovative program for raising awareness of prescription drug abuse in Staten Island to Senator Charles Schumer and the program was born with his support. To address needs of the Harlem community, our Graduate School of Psychology launched an anti-bullying program at a middle school that provides counseling and presents educational events.

Serving humanity has no boundaries and some of our graduate students participate in summer internships in underdeveloped countries. At Touro College of Osteopathic Medicine (TouroCOM), Daniella Bannikov and three classmates traveled to Costa Rica where they met with a local doctor and helped perform routine health checks at community soup kitchens, churches and schools. Another TouroCOM student, Mike Erickson, assessed and treated patients in Nairobi under a doctor's supervision. He helped deliver babies, treated patients with machete lacerations, and identified parasites under microscopes.

Touro's commitment to making the world a better place is delivered through academic excellence. At the Graduate School of Jewish Studies, Dean Michael Shmidman was selected as one of only 25 distinguished scholars from around the world to receive a prestigious fellowship at the University of Pennsylvania to study 13th century Judaism.

Among our many outstanding graduate students, Passi-Rosen Bayewitz exemplifies serving humanity not only in her executive roles at Jewish philanthropic organizations, but in her master's thesis at the Graduate School of Jewish Studies. She researched the life stories of four remarkable Jewish women who coordinated critical relief efforts during the Holocaust.

The stories in Touro Links reflect our achievement, compassion and creative thinking. They describe Touro's dedicated community involvement and exemplary scholarship. They are stories that will continue to be told.

A handwritten signature in black ink, appearing to read "Alan Kadish". The signature is fluid and cursive.

Dr. Alan Kadish
President and CEO
Touro College and University System

A Message from the Vice President Division of Graduate Studies



The fourth issue of Touro Links not only describes the wide range of our innovative programs, but the distinctions attained by faculty and students. The passion for advanced study throughout our graduate schools, the lively exchange of ideas, and the dedication to serving the specialized needs of communities reflect Touro's spirit of innovation.

Essential components of Touro's mission include fostering intellectual inquiry and personal growth. Our graduate students pursue a high caliber of scholarship and I am proud of their accomplishments. Faculty members guide students in becoming dedicated professionals, scholars and researchers, and many attain leadership positions in their fields.

In preparing the next generation of leaders for the challenges of a new era, our students are encouraged to think creatively. This independent thinking is reflected throughout Touro Links, in our new programs and scholarly achievements. In the current issue, I invite you to learn about the exciting next chapter of our development.

A handwritten signature in cursive script that reads "Anthony J. Polemeni". The ink is dark and the signature is fluid and legible.

Dr. Anthony J. Polemeni
Vice President
Touro College, Division of Graduate Studies

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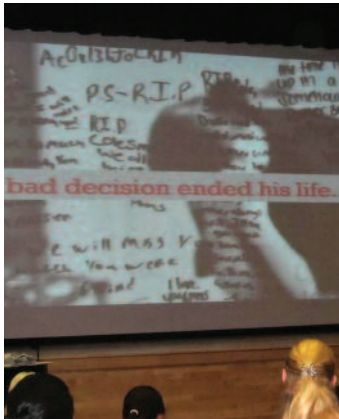
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Dean of Touro's Graduate School of Jewish Studies Receives Prestigious Fellowship

Michael Shmidman, Ph.D., dean of the Graduate School of Jewish Studies, has been appointed an Adjunct Fellow of the Herbert Katz Institute of Advanced Jewish Studies at the University of Pennsylvania for the spring semester 2013. Dr. Shmidman joins a group of approximately 25 other distinguished scholars who hail from renowned universities around the world.

The theme upon which the fellows will conduct their research is "Institutionalization, Innovation and Conflict in 13th Century Judaism: A Comparative View." At the close of the year, the fellows' research results will be presented at a two-day public colloquium. The University of Pennsylvania will publish selected work by the scholars as part of its "Jewish Culture and Contexts" series.

Both honored and excited, Dr. Shmidman, who has served as dean of the Graduate School of Jewish Studies since 1986, and was appointed Victor J. Selmanowitz Professor of Jewish History in 2003, said, "The Center is dedicated to post-doctoral research on Jewish civilization in all its historical and cultural manifestations, and indeed has become a model for institutions of its kind."

Alan Kadish, M.D., president and CEO of the Touro College and University System, praised Dr. Shmidman for his



"Dr. Shmidman joins a group of approximately 25 other distinguished scholars who hail from renowned universities around the world."

deep intellect, commitment to Judaic studies and for his numerous contributions to the growth and academic reputation of Touro College. "As founder and dean of the graduate school, Dr. Shmidman has created a highly-respected program that is widely recognized for its rigorous standards of scholarship and its successful alumni," Dr. Kadish said.

An ordained rabbi, Dr. Shmidman's primary areas of research are medieval Jewish history and Maimonidean studies. He often serves as a scholar-in-residence at synagogues and Jewish communal institutions. Among his many publications, he edited and contributed to a two-volume Festschrift—entitled Turim: Studies in Jewish History and Literature Presented to Dr. Bernard Lander—and co-authored a two-volume Hebrew textbook on Maimonides entitled Law and Philosophy: Perspectives on Maimonides' Teaching. He also established the Touro College Press (TCP) imprint and today serves as its editor. Most recently, TCP published "The Lander

Legacy: The Life Story of Rabbi Dr. Bernard Lander" (see story Page 9).

Despite his many accomplishments, Dr. Shmidman is humble about receiving this latest honor. Of the Fellowship, he says, "This is very distinguished company. It's nice to be invited." ■



Passi Rosen-Bayewitz is as fearless as the unsung Jewish heroines she investigated for her master's thesis.

ANYTHING **BUT** ORDINARY

Passi Rosen-Bayewitz '13 Graduate School of Jewish Studies

A Master of Arts in Jewish History candidate, Passi Rosen-Bayewitz embarked on a study of Jewish professional women who had made a difference during the interwar years and the Holocaust period, between 1918 and 1945. Rosen-Bayewitz calls her subjects “ordinary women who accomplished extraordinary things”—very much like Rosen-Bayewitz herself.

Before enrolling in Touro’s Graduate School of Jewish Studies, Rosen-Bayewitz had an illustrious career as an executive in several Jewish philanthropic organizations, most recently as an executive director of financial resources for the UJA–Federation of New York.

Her involvement with Jewish-related causes traces back to 1970, when, as a student activist, she traveled to Russia to meet with refuseniks, Soviet Jews who weren’t allowed to emigrate. An avid learner, Rosen-Bayewitz has completed no fewer than three master’s degrees: in Contemporary Jewish Studies from Brandeis University; in Social Research from Lehigh University; and in Nonprofit Management from New York University. Outside of her professional life, the Toronto native has five children and 13 grandchildren.

Even though she has done it all—executive, academic, mother, activist—it wasn’t until her current tenure at Touro that Rosen-Bayewitz uncovered an entirely new skill: she is a great detective.

Her sleuthing began last year, sparked by her thesis. With access to the archives at the American Jewish Joint Distribution Committee (JDC), which are located in midtown, Rosen-Bayewitz looked specifically for stories of women who had traveled overseas for relief work. Poring over documents, she would see a name and wonder, “What else did she do?” Before long, she had woven together the contributions of four unsung Jewish heroines.

Through cables and other missives, Rosen-Bayewitz learned the story of Harriet Lowenstein, an educator who attended law school in her late twenties. Born in 1876, Lowenstein was the first female certified public accountant in New York, earning a perfect score on her examination. Eventually, she became the first comptroller of the JDC, a post she held for more than 30 years (incidentally, it was Lowenstein who gave the fledgling organization its name in 1914). After World War I, Lowenstein, who was based out of Paris, became the point person to coordinate critical relief efforts for people victimized by the pogroms and starvation that had devastated Eastern Europe.

Another heroine, Hetty Goldman, who was the granddaughter of the founder of Goldman Sachs, served the JDC by traveling to the Balkans and Eastern Europe after World War I, from 1918 to 1920. Goldman, a

“Even though she has done it all—executive, academic, mother, activist—it wasn’t until her current tenure at Touro that Rosen-Bayewitz uncovered an entirely new skill: she is a great detective.”

“She was arrested by the KGB during her 1970 trip to Russia, an experience that was pivotal.”

prominent archaeologist and the first woman to direct an excavation on mainland Greece, organized refugees, including those who had left Germany.



Ms. Rosen-Bayewitz conducted her research at the American Jewish Joint Distribution Committee

Amelia Greenwald had an equally fascinating life. After having grown up out west, Greenwald ran away from home at the age of 25 to become a nurse. From a military family, Greenwald worked in the United States Army during World War I. Known for her professionalism and skill, Greenwald was approached to establish a nursing school in Warsaw at a

time when Jewish women were barred from nursing schools. Because of her efforts, the school in Warsaw received awards from the International Exhibition of Hygiene and Sanitation in Warsaw and the International Convention of Nurses in Geneva.

Rosen-Bayewitz’s final exemplar is Laura Margolis, a social worker for the JDC, who traveled all over the world, from Havana to Shanghai, coordinating efforts to help Jewish refugees that no other country wanted to take in. She was the JDC’s first female overseas representative and, after World War II, JDC’s first female country director.

Now, Rosen-Bayewitz is putting the finishing touches on her thesis and marveling at how much these women were able to accomplish (despite the noble achievements of these heroines, newspaper clippings often referred to these women, respectively, as “the

girl”). Rosen-Bayewitz says, “These were some very fearless, courageous women.”

Rosen-Bayewitz is equally courageous. She was arrested by the KGB during her 1970 trip to Russia, an experience that was pivotal. “I became totally impassioned. It changed my life,” she explains.

The granddaughter of Holocaust victims, Rosen-Bayewitz had personal reasons for exploring the interwar period further, saying her research shed light on her own family’s history. Her father was born in Poland and left at the age of 20 in 1930. His parents and sister were murdered in the Holocaust, and his brother survived after suffering in labor and concentration camps. Rosen-Bayewitz’s research put her own legacy in a larger context. “I’m just in awe of how many people risked their lives to make a difference,” she says.

In learning these histories, Rosen-Bayewitz feels more compelled than ever to act. She says, “Terrible things happen all the time. If something affects you on a personal level, what are you going to do about it?”

After she graduates from Touro, Rosen-Bayewitz, who stepped down from her position at the UJA–Federation when she enrolled at Touro, is contemplating another degree, a Doctor of Letters in Interdisciplinary Studies from Drew University’s Caspersen School of Graduate Studies. This degree would combine her interests in history, gender studies, conflict, and the non-profit world.

For now, as she wraps up her time at Touro, a place she praises for its supportive environment, Rosen-Bayewitz is enjoying the fruits of her investigative labors. She says, “This was a really exciting project, a gift I gave to myself.” ■

The Lander Legacy

The Life Story of Rabbi Dr. Bernard Lander Touro College Press

In January, 2013, Touro College Press released “The Lander Legacy: The Life Story of Rabbi Dr. Bernard Lander,” a comprehensive, thoughtful biography of Touro’s founder and first president. Authored by Peter Weisz, “The Lander Legacy” chronicles Dr. Lander’s illustrious career as an exemplary educator, social scientist and Jewish community leader. In addition to serving as a consultant to three United States presidents, Dr. Lander, an ordained rabbi, was also the associate director of former New York City Mayor Fiorello LaGuardia’s Committee on Unity, a precursor to the city’s Commission on Human Rights.

Dr. Michael Shmidman, dean of the Graduate School of Jewish Studies and editor of Touro College Press, says of the recently released book, “This volume is not only the fascinating saga of the extraordinary accomplishments of a brilliant and talented visionary. It is also a valuable lesson concerning the value of perseverance; a tale of a man who dreamed an impossible dream and who, despite obstacle after obstacle, continually redoubled his efforts until the dream was transformed into the reality known today as the Touro College and University System.”

From The Lander Legacy:

“From his earliest days, Lander was not one to think small. He did not view Touro as the culmination of his vision. Quite the contrary. He regarded the school as a template, a prototype to be replicated on campuses across America. Lander’s grand vision involved taking the fight against assimilation to the frontlines—into the nation’s heartland where Jewish life was being decimated by the forces at work on most college campuses. And this vision did not stop at the water’s edge. Lander dreamed of building a multi-national university system that would certainly involve a major presence in Israel. He saw the Israel experience as an integral component of an American Jewish college student’s proper education.” ■

Copies of “The Lander Legacy” are available to Touro students and alumni for \$10 to cover shipping costs. Please contact Elisheva Stadler at elisheva.stadler@touro.edu for more information.





Q&A with Sabra Brock

Interim Dean of Touro's Graduate School of Business

Located at 65 Broadway in the heart of the financial district and in the Canyon of Heroes—the section of Broadway in Lower Manhattan famous for ticker tape parades and Yankees' victory laps—the Graduate School of Business (GSB) is producing its own brand of superstar: *the practice-ready employee*.

.....

Since July 2012, Dr. Sabra Brock, interim dean, and her team have been hard at work strategizing ways to increase enrollment and diversity; strengthening the customized approach to learning; and keeping pace with the ever-changing market so that students enter the workforce prepared and confident.

Dr. Brock, who hails from a family of educators, takes the helm with a wealth of hands-on experience. Beginning on Madison Avenue, her impressive career includes a post as vice president at Citibank and working on five continents—including a four-year stint in Hong Kong—all before becoming a professor five years ago.

Since hosting a series of Open Houses in the second half of 2012, there's been an increase in GSB applicants and palpable enthusiasm from the entire school, from the administrators to the faculty and from current students to prospective students. Recently, Touro Links sat down with Dr. Brock to talk about the new direction of the GSB.

Let's start with the basics. What do you offer, in terms of degrees?

We have four master's programs, including the Master of Business Administration; the Master of Science in International Business Finance; the Master of Science in Human Resource Management; and the Master of Science in Accounting. We also offer an Advanced Certificate in Human Resource Management.

What sets the Touro GSB apart from other schools?

Students benefit from a more tailored approach to learning. The average class size is 10 to 12 students, so there's an opportunity to build strong, supportive relationships with faculty members. Also, this is a diverse learning environment, with students coming from a range of cultural, ethnic and professional backgrounds.

We have an international focus as well, offering our MBA degree at Touro's campuses in Berlin and Paris. This fall, I brought over Administrative Director Harriet Fenner, who was previously at Touro College Berlin. Every year, business becomes more and more global, so getting an international perspective is a really important part of the MBA.

We're also willing to work with students' particular needs. For example, a current student recently had to return to Romania to run his father's business, a company

that employs 280 people. We've been able to provide him with distance learning. He can also supplement his education with classroom time on the Berlin campus.

Describe the GSB's student body.

This past fall's class was predominantly female, with a significant percentage of minority students. Students have backgrounds in fashion, human resources, hospitals, law enforcement, start-ups, city administration and the arts. The students really inspire one another.

In your own academic work, you've explored the issue of gender equality. How does that come into play at the GSB?

The MBA degree program has fewer female students enrolled than our other degree programs, which is part of an overall trend. There is a stereotypical assumption that there are more opportunities for women in fields like human resources or accounting than in leadership roles at companies and not-for-profits that typically require the MBA as a path to the boardroom. Currently, half of our 18 faculty members are women. My goal for the next year is to have our faculty better reflect the diversity of our student body, in terms of race and ethnicity.

You currently teach a course called Change Management. What do you enjoy about being in the classroom?

I can actually see the learning that takes place in those 'Ah-ha!' moments. There's electricity, and I can feel the current going back and forth between us.



“Every year, business becomes more and more global, so getting an international perspective is a really important part of the MBA.”

– Dr. Sabra Brock

What else is in development?

Currently, we're working with Touro Law Center on a dual degree program, which is scheduled to begin this fall. Also, since we're in this prime location, we're building relationships with local companies, for internships and also to find out what their needs are so that our graduates are more attractive to potential employers.

What are your hopes for the school?

Our students and graduates are using skills acquired at the Graduate School of Business at organizations such as Morgan Stanley Smith Barney, Peat Marwick, and the City of New York. I'd like for students and graduates to continue to be successful in securing good positions. Ideally, as current students are acquiring knowledge, they will be open to what can happen next. I'd like for every student to return and say, "I really made the right choice. This school put me on a new and better pathway." ■

For more information, please visit:
<http://www.touro.edu/gsb/>

Funding Research

Office of Sponsored Programs

Two years ago, Alan Kadish, M.D., president and CEO of Touro College, took a critical step in moving the institution one step closer to university status: in 2010, he established, along with LaMar Miller, Ph.D., dean of Touro's Graduate School of Education, the Office of Sponsored Programs (OSP).

OSP's mission is to help advance research and other sponsored activities (such as demonstration, training, and public service projects) across Touro College, as well as collaboratively across the Touro College and University System. For OSP's first two years, Arnold Spinner, Ph.D., associate dean and professor at the Graduate School of Education, served as its part-time interim director, working with Dr. Miller in his role as OSP administrator for the president.

Since its inception, OSP has been providing support services to faculty and staff as they consider, seek and administer sponsored funding projects. This past fall, under Dr. Miller's leadership, Touro hired its first full-time director of OSP, Glenn Davis, who comes to Touro with more than 30 years of experience in pre- and post-award sponsored program administration, including at Columbia University, Princeton University and Children's Hospital of Philadelphia. Prior to becoming the director of OSP, Davis worked closely with Drs. Miller and Spinner as a consultant.

Davis' appointment marked a new chapter in establishing a "research enterprise" at Touro, a vision that can be traced back to founding President Dr. Bernard Lander. Dr. Miller had approached Dr. Lander about the importance of having an office of sponsored programs, particularly in terms of gaining federal funding. Under Dr.

Kadish's leadership, Touro, historically an instruction-oriented school, has continued to make strides toward formalizing a research agenda for the College.

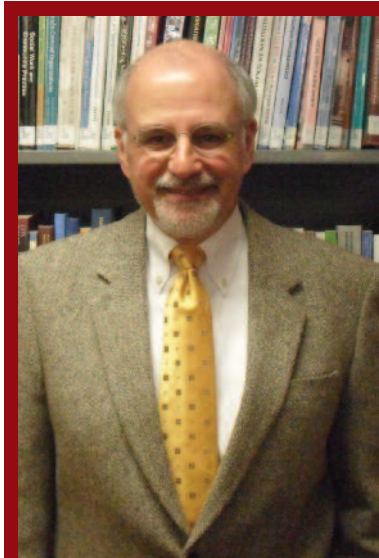
Dr. Miller and Davis are both enthusiastic about Touro entering this new phase of its existence. Davis says, "This is a very formative stage for Touro, as we seek to move the institution forward with support for vital and high-quality research endeavors."

Research can inform classroom instruction—and vice versa. Davis recalls a professor once saying to him, "I'm always amazed at the questions my students ask that I never thought of myself." Davis says, "One of the great pleasures of working with faculty is watching the pedagogical dynamic. If you have passion for teaching, it plays out in many ways, including a passion to do research."

To help foster a research climate at Touro, OSP partners closely with faculty members as they prepare applications for grants, offering guidance on sponsor and institutional guidelines, including such important matters as budget details and regulatory compliance issues. OSP also negotiates awards and provides non-financial advice to principal investigators of awards, complementing the financial administrative services supplied by the Office of the Controller.

Another key function is to oversee an internal, peer-reviewed faculty research fund, which provides small grants for the modest "seed" development of research ideas that ideally will help leverage additional funding from outside sources over time. Among the

tools offered to faculty is access to InfoEd, a website that lists more than 35,000 funding opportunities. Under Spinner's earlier guidance, OSP offered workshops on research



"One of the great pleasures of working with faculty is watching the pedagogical dynamic. If you have passion for teaching, it plays out in many ways, including a passion to do research."

*– Glenn Davis,
Director, Office of
Sponsored Programs*

Graduate School of Education Celebrates 20Years



methodologies, statistics, and proposal writing, and now is exploring additional offerings.

The first funding stream handled by OSP was renewed support from the U.S. Department of Education, for Touro's Equity Assistance Center (EAC) Region II. Founded by Dr. Miller, the EAC assists states, school districts and public schools in New York, New Jersey, Puerto Rico and the Virgin Islands in working to achieve equal opportunity for all students regardless of race, sex or national origin. Touro since has received other awards: from Pfizer to the Touro College of Pharmacy, for pharmacy education and outreach to increase pneumococcal vaccinations in Central and East Harlem; from the National Institutes of Health to the Touro College of Osteopathic Medicine, in support of library resources; and, from the National Science Foundation to the Undergraduate Division for a second-phase psychology laboratory development project.

These activities are all part of an integrated effort to provide additional depth and synergy to Touro's academic and research endeavors, which will in turn increase the College's myriad contributions and enhance its standing and prestige. "Having faculty recognized as productive researchers by their peers in other research organizations and contributing to their fields is of great benefit to Touro," said Dr. Miller.

Davis concludes, "Touro is a very dynamic, innovative organization that has grown from a small cohort of students more than 40 years ago, to a network of 32 schools in three states and Europe. As President Kadish has often said, research is the process that will drive Touro's future academic endeavors." ■

This year, Touro's Graduate School of Education (GSE) celebrates 20 years of furthering its mission to prepare a diverse group of highly qualified and innovative teachers, administrators and educational leaders.

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Established in 1993, the GSE offers cutting-edge instruction on best practices in pedagogy, as well as research and curricular development. LaMar Miller, Ph.D., dean of Touro's Graduate School of Education says, "Touro has consistently improved the quality and competencies of its graduate students over the last 20 years, and significantly increased the numbers of students who make up the New York City teaching force."

Vice President of Touro's Division of Graduate Studies Anthony Polemeni, who served as dean of the GSE from 2001 to 2007, echoes Dr. Miller's sentiments. "Today, in spite of a struggling economy, the Graduate School of Education has one of the largest student enrollments in New York State. Approximately 17,000 graduates from our teacher education programs are teaching in New York City schools," he says.

In 2012, the GSE, which offers six master of science degrees and a number of certificate programs, ranked first in New York State for graduating minority students overall with master's degrees in education, as well as first for graduating Hispanic and African-American students and second for graduating Asian-American students.

Dr. Miller says, "As the school has become the leading producer of minority students, particularly those who are African- American and Hispanic, we have become leaders among colleges and universities that are addressing the improvement of achievement in public schools."

Last year the GSE's Lander Center for Educational Research received a \$1.9 million grant from the federal government to operate one of 10 "Equity Assistance Centers" in the United States to help public schools address issues of race, gender and national origin that impact on student achievement and opportunity. ■

The GSE is planning a 20th anniversary celebration for the fall, which will feature top educational leaders from across the country. For more information on how to get involved, please contact Dr. Eric Levine, Touro's vice president for institutional advancement, at eric.levine@touro.edu.

Can't We All Just Get Along?

The Graduate School of Psychology's Anti-Bullying Alliance

Three parents sit onstage at P.S. 149, a middle school in Harlem, underneath a spotlight. Paper musical notes hang in the background. The following quote is emblazoned on the far wall:

“It only takes one person to change your life...you.”

This message of empowerment is an apt one for the evening's program, providing essential tools on how parents can respond to the growing issue of bullying. Before a rapt audience of fellow parents, Rebecca, Ivan and Karol are discussing possible responses to a hypothetical scenario. What should be done when a girl is being consistently harassed because of her height?

“This story is so familiar,” Rebecca says. “I was called Olive Oyl growing up.” Ivan chimes in, “The girl who is doing the bullying is probably jealous of all the attention she's getting for being tall.”

After a moment, Karol says, “I would encourage her; tell her she's beautiful, work on her self-esteem and confidence.”

While the anecdote is fictional, bullying in schools, of course, is not, and since 2006, there's been a drastic uptick in cyber-bullying, thanks to the Facebook era. It is concern for their children's well-being that has brought parents of students attending P.S. 149 to the first parent workshop, which is part of the Graduate School of Psychology's anti-bullying alliance, launched in 2012.

Targeting 10 schools in five boroughs, the anti-bullying alliance operates under the

aegis of STOMP Out Bullying, the leading national anti-bullying and cyber-bullying organization for kids and teens. The anti-bullying alliance offers educational events, and students in the Graduate School of Psychology's School Counseling program will lead support groups for affected youth as part of their clinical internships.

The collaboration between Touro and STOMP Out Bullying is a powerful blend of media savvy; substantive, cutting-edge psychology; and quality preventative education. The alliance began in early 2012, when Jeffrey Gardere, Ph.D., a clinical psychologist and assistant professor at the Graduate School of Psychology, made the connection. Dr. Gardere is also course director and assistant professor of behavioral medicine at the Touro College of Osteopathic Medicine in Harlem. A well-known media figure, Dr. Gardere was already involved in the national efforts

of STOMP Out Bullying, serving on its advisory board. Yair Maman, Ph.D., chair of Programs in Counselor Education, and Dan Sharir, Ed.D., deputy chair of Programs in Counselor Education, lead the Touro contingent.

According to Dr. Gardere, schools that have anti-bullying programs can cut the problem in half by “being cognizant and addressing the issue.” Dr. Gardere is on hand as the evening's emcee. Joining him on a panel are Drs. Maman, Sharir and Ross



Jeffrey Gardere, Ph.D.



Ellis, the CEO of STOMP Out Bullying. Dr. Gardere sets the tone by offering a wider psychological perspective on those who bully. He asks, “If your child is a bully, does that make them a bad person?”

The parents respond in concert, “No!”

Dr. Gardere then proffers the top reason a child might be a bully: low self-esteem. “Bullying is about feeling fear and anger and having to take it out on someone else,” he explains.

Aggressive behavior, he adds, starts at home. “When kids bully,” he says, “it’s really a cry for help.”

Following Dr. Gardere, Ellis offers tips on how parents could speak with their children. For example, instead of saying, “Are you being bullied?” a more successful approach might be to say, “Do you know anyone who is being bullied? Do you see it?” Otherwise, she says, “Kids clam up.”

This is an issue Ross knows well. Under her leadership, STOMP Out Bullying established a successful HelpChat line for bullied youth in 2011 and raised the profile of this pressing issue by rallying corporate sponsors, as well as celebrity spokespeople, including Krysten Moore, a former Miss Teen New Jersey International and previously a bullying victim.

In addition to the consciousness-raising and school workshops, a team of researchers at the Graduate School of Psychology—led by Assistant Professor Leib Litman, Ph.D.,—recently surveyed more than 1,000 area parents online in a groundbreaking study. The study was the first of its kind to explore the link between bullying and intergenerational health. Parents were queried on their own histories

of having been bullied, whether physically or emotionally, and also on chronic health conditions currently experienced.

The researchers found that parents who were physically bullied were seven times as likely to have a chronic health condition, such as hypertension, eating disorders and anxiety and depression. Dr. Leitman says, “This has helped us identify individuals who could be at-risk for long-term health issues, and the empirical research has also reinforced the importance of the work we’re already doing.”

The program also aims to stop bullying before it starts. Earlier this year, the Touro team helped produce a video aimed at teaching young children how to be empathetic and also good friends, as a way to build character. Dr. Maman says, “Our students act as change agents.”

The program’s multi-faceted approach to addressing bullying is one of the few that involves all stakeholders: parents, teachers, students, school personnel and community leaders. Once the program has become more established in New York City, Dr. Maman says, the group hopes to export it across the country.

Closing out the parent workshop, Principal Barbara Darrigo impresses upon parents the seriousness of the issue. “I want to tell you how proud I am of you for coming and for having the hard discussions with your children.” As parents nod, she adds, “I know it’s scary, but we have to do it. How else can we help our children, our school and our community grow?” ■

Aggressive behavior, Dr. Gardere adds, starts at home. “When kids bully,” he says, “it’s really a cry for help.”

A Tale of Two Volunteers

TouroCOM Students Work Abroad

Each year, increasing numbers of medical students at the Touro College of Osteopathic Medicine (TouroCOM) in Harlem are choosing to spend their breaks volunteering in health clinics across the globe.

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These hands-on learning experiences are fast becoming an integral part of their education. Dr. Jerry Cammarata, TouroCOM's dean of student affairs, says, "It is important to expose student doctors to the global crisis in health care delivery, so they may see themselves as the responsible change agents."

Further, these summer partnerships with third world countries help serve the budding doctors' capacities, no matter where they eventually choose to practice. "They sharpen student doctors' sensitivity to the multicultural health care delivery in our country as well," he says.

Daniella Bannikov

Last summer, Daniella Bannikov, a second-year student in TouroCOM's Doctor of Osteopathic Medicine program, learned the difference that two weeks can make.

For the first leg of her trip to Costa Rica, the Canadian native and three of her classmates met with a local doctor and helped perform routine health checks in the community at soup kitchens, churches and schools. The patients Bannikov and her colleagues met with—for blood pressure checks and heart, lung and abdominal exams—wouldn't otherwise have had regular access to this kind of basic care. Bannikov says, "Working with these families really reminded me what practicing medicine is about. It's not about the money, but about the difference you can make in a person's life."

The second week, Bannikov flew solo, working in a home for HIV/AIDS patients, another population that didn't have regular access to general practitioners. Given the limited resources, Bannikov quickly realized the necessity of wearing many hats.



Here, Bannikov performed full exams on these patients and spent time organizing their pharmacy and medical supplies. She also worked with a bed-ridden patient who had had polio as a child and was now infected with HIV. Rolling up her sleeves, Bannikov began tending to this patient's physical rehabilitation, applying what she had been taught at TouroCOM's Physical Diagnosis Department and the Osteopathic Manipulative Medicine



Daniella Bannikov, a student at TouroCOM, volunteering on a medical mission in Costa Rica.

Department. "Within a week, she was able to eat and drink on her own," Bannikov says.

Time and resources permitting, Bannikov says she would definitely volunteer again. As she prepares for her third year, though, her energy is devoted to studying for her medical boards as well as getting ready for rotations. Still, even if she can't travel abroad, Bannikov plans to volunteer locally. She's involved in the school's Community Service Student Subcommittee and Student Government Association. Part of what drew her to TouroCOM, in fact, was its location. She says, "I liked the idea of studying in Harlem and being able to get involved in a large urban community." Her forays into civic engagement have been enriching. She says, "I am having a great experience here."

Mike Erickson

Last June, Mike Erickson, a second-year student in TouroCOM's Doctor of Osteopathic Medicine program, chose an unusual way to celebrate his twenty-seventh birthday: he began working at a health clinic in Nairobi's second largest slum. In the more than three weeks that followed, Erickson saw a range of issues at the six-bed clinic, including malaria, typhoid, tuberculosis and HIV. He helped deliver babies, treat machete lacerations and identify parasites under microscopes. Erickson says, "It was like the Kenyan version of 'House,'" referring to the popular television medical drama.

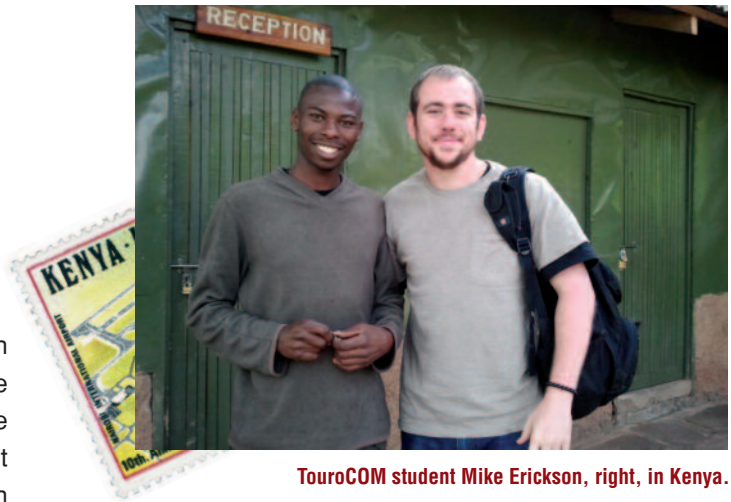
Originally from Arizona, Erickson had been working in his home state at the medical examiner's office in Maricopa County prior to enrolling at TouroCOM. After three years of doing everything from corneal recovery work to assisting with investigations, Erickson started researching DO programs. Though he was hesitant to leave Arizona—and his elderly grandmother who had raised him—he finally decided to make

"Overseas work confirmed my feelings about humanity. As different as we are, we're the same. We all need affection, communication and to be needed."

the leap when, despite her own ailing health, she said, "Go ahead, and live your life."

"That was uncharacteristic of her, to let go," Erickson recalls. Taking her words as a signal, he dropped everything to move east, with only his clothes, laptop and guitar, enrolling at TouroCOM to earn a Master of Science in Interdisciplinary Studies in Biological and Physical Sciences.

Now in his second year of the DO program and president of TouroCOM's student government, Erickson is passionate about his chosen field and his TouroCOM education. He says, "Osteopathic manipulation focuses on the mind-body-



TouroCOM student Mike Erickson, right, in Kenya.

spirit, helping the body to do what it does best: heal itself. TouroCOM, with its community focus, has been a great fit for my interests."

With this same positive attitude, Erickson went to work at the Kenyan clinic—named "WEMA," the Kiswahili word for "good"—as ready to learn as he was to help. Ever since Erickson was young, he had felt a connection to Africa—the culture, the history, the music—and so being in Nairobi fulfilled a life-long dream. At the clinic, he was impressed by the stamina of the staff and the patients. Run by two doctors and four nurses, the clinic served patients who paid out of pocket—or, if they couldn't afford services, they would leave collateral, such as cell phones or food.

Under the supervision of the head physician, a Kenyan-born doctor, Erickson assessed and treated patients. He recalls giving an injection of quinine to a seven-year-old boy, to treat resistant malaria. "He took it like a champ."

During his stint at WEMA, Erickson kept a journal so that he could remember every part of the life-changing experience. He wanted a record of everything he learned. Early on, the lab technician at WEMA said to him, "Mike, if you want to be a great doctor, you should be able to head out to the desert, taking regagents (drops), and treat or diagnose just about anything with a microscope and your mind."

By the time Erickson returned home, his belief in the power of human connection had deepened. "Overseas work confirmed my feelings about humanity. As different as we are, we're the same. We all need affection, communication and to be needed," he says.

Though Erickson was there ostensibly as a helper, he is keenly aware of all that he received, reflecting: "The people at the clinic helped me experience true strength and understand that we can trust in humanity to do the right thing." ■

Listening with His **WHOLE** Being

Bobby Staley MSW '08

Bobby Staley has a reputation for tackling the toughest social work cases. The dedicated mental health clinician has worked with challenging populations, including HIV patients, the formerly incarcerated, and now the severely mentally ill.

Recently, Staley met with a client who had cut his hand with a knife, damaging the tendons so badly that surgery was required. After missing a couple of important appointments, the patient said, “Don’t worry about it. Let them cut my hand off.”

Instead of resignation, Staley heard frustration, sensing that the client hadn’t actually meant what he said. Rather than allowing the client to give up, Staley was patient and persistent, finally convincing the patient to get the help he needed. Of his approach, Staley says, “You don’t just listen verbatim. You listen with your whole being.”

On any given day, that’s exactly what Staley does in the South Bronx, as assistant director of The Bridge, Inc.’s Assertive Community Treatment (ACT) team, a modality that provides therapy, medical and support services to the severely mentally ill. He helps clients fulfill basic tasks, such as finding housing, going to work, visiting the doctor, doing their laundry and even visiting social clubs.

The Bridge, Inc.’s ACT client population benefits from the organization’s team approach, where a host of professionals—a case manager, a psychiatrist, two nurse

practitioners, three social workers and two housing specialists—develop treatment plans for the 68 individuals they serve. As a social worker, Staley takes a hands-on approach to monitoring their progress. “If buying a sandwich for someone means that they’ll stay at their medical appointment, that’s what we’ll do,” says Staley. “We look after the little things.”

But, as Staley knows, for this particular population, even the so-called “little things” can feel like Herculean tasks. “This job gives me an opportunity to better understand what it’s like to have a severe mental illness,” he says. “To use a military metaphor, our team is like the ‘special forces of working with the mentally ill’.”

If anyone is equipped for the ‘special forces,’ it’s Staley. Steven Huberman, Ph.D. and founding dean of Touro’s Graduate School of Social Work (GSSW) was Staley’s advisor when he was pursuing his graduate degree in social work. Dean Huberman says of his former student, “Bobby always would take on the most challenging responsibilities in the most quiet, humble ways. He has consistently self-selected the most difficult populations to work with.”



Rory Gilbert, senior vice president of case management and community services at The Bridge, Inc., echoes this sentiment. “Bobby’s experience, overall demeanor and clinical skills make him an invaluable leader. He has a stature that allows him to go out and deal with a lot of things other people can’t deal with.”

Gilbert cites a recent example when Staley, who is tall and sturdy, went to check on a client living in ACT’s housing program who had violated the program guidelines. Gilbert says, “There was someone hiding in the closet who wasn’t supposed to be there. There was concern that drug dealers were possibly in the apartment. Bobby went in and got everyone out, preventing drama and further excitement.”

Complimenting his negotiation skills, Gilbert says Staley also has a way of “meeting the clients where they are. He can use the language of the client to get his point across and create very savvy contracts around client behavior and functioning.”

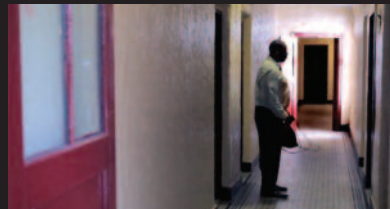
A New York City native, Staley has been with ACT for two years, but has been doing social work his whole life. “Social work is innate,” he says. In the 1970s, when he was a teenager, Staley helped his father, who worked in high schools as an anti-poverty advocate, working on afterschool programs and basketball tournaments.

His first formal foray into the human services field was in 1992, working as a substance abuse counselor at the Faith Mission, a sobering station in Jamaica, Queens. From there, he went to another agency, where he honed his case development skills and eventually transitioned to working with the HIV population. He then went on to work in scatter-site housing programs, eventually becoming a director at the Fortune Society, an organization that serves the formerly incarcerated. While at the Fortune Society, Staley decided he wanted to get his master’s degree in social work, which seemed like a natural next step.

He looks back on his Touro days fondly. “I can’t imagine that there’s another program as intimate or nurturing,” he says, citing the diversity of the student population as a particularly big draw. “Having to learn about different cultures increased our cultural competency skills and made that experience magnificent.”

“He has the stature that allows him to go out and deal with a lot of things other people can’t deal with.”

– Rory Gilbert of The Bridge, Inc.



Photography: Fly on the Wall Productions

Bobby Staley at work.

In 2008, Staley's commitment and hard work had earned him the respect of the GSSW community. His teachers and fellow students, recognizing him as "one of the stars," elected him valedictorian of the GSSW's first graduating class.

"Bobby exemplifies the best of our school.

He makes a difference every day in his career and was always held in such high regard at Touro. He is the essence of Touro," Dean Huberman says.

For Staley's part, he says, "Touro was more than just a school. For a lot of us, it provided a real sense of comfort."

When Staley began his career with the substance abuse population, the issue hit close to home: in his personal life, he'd had a problem and sought treatment. Who better to

help others than someone who has been through a similar situation? Yet while his own experience certainly has provided him with compassion and know-how, Staley also believes that no one size fits all—an open-minded, curious approach that makes him especially sensitive. Says Staley, "It's always good to leave room for what you don't know."

With ACT, Staley is learning more about the medical model of treating mental illness and, in particular, psychotropic medications.

Daily medication monitoring is an important part of the treatment plans his team devises. For Staley, it's one more lens through which he can look deeply into any given situation. "It's really rewarding," he says.

When Staley isn't venturing out to a doctor's appointment, sitting with a client in

the local laundromat or convening the ACT team for daily strategy sessions, he works nights as a therapist in Manhattan, at The Bridge Inc.'s new community-based mental health outpatient program.

Looking forward, Staley would like to have his own private practice one day. He's now in the process of acquiring the appropriate credentials. When he speaks about the best part of his job with ACT—assisting

people in finding their own way, and sharing in their journeys—Staley could easily be talking about his own life: "Not necessarily knowing what the end results will be is an incredibly rewarding experience."

For now, ACT is grateful to have him. Says Gilbert, "He is the quintessential clinician. He makes strides in this work every day and has contributed so much to our community. We love and appreciate him tremendously." ■

"Bobby exemplifies the best of our school. He makes a difference every day in his career and was always held in such high regard at Touro. He is the essence of Touro," Dean Huberman says.

Empowering Girls, One Step at a Time: Be One, Teach One

at Touro College of
Osteopathic Medicine
(TouroCOM)

On a recent Sunday, juniors and seniors from Harlem area schools gathered in the cafeteria at the Touro College of Osteopathic Medicine (TouroCOM) to learn about “healthy sweets,” or alternatives to cakes, cookies and other calorie and sugar-laden treats—only they didn’t have faith that the pumpkin puree they were scheduled to make could possibly be a decent substitute.

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High school students attending nutrition workshop at TouroCOM.

This nutrition workshop was part of Be One, Teach One (BOTO), a mentoring program run by TouroCOM students for local high school girls, designed to empower them with wellness information and self-esteem-building tools. Initiated, created and implemented in 2007 by Siatta Dunbar, DO and Risa Siegel, DO, members of TouroCOM’s inaugural class, BOTO provides a monthly interactive forum for TouroCOM students to disseminate knowledge on topics such as mental health and career paths, and to set an example of community service for local high school students.

Dr. Dunbar, who is now doing her residency in family medicine at Aurora St. Lukes Medical Center in Milwaukee, says, “We set out to create something that would give the girls an opportunity to realize their own potential and in the end they taught me more about being resilient and overcoming odds.”

Run under the auspices of the American Medical Women’s Association (AMWA), an organization dedicated to the empowerment of women in medicine, BOTO attracts an enthusiastic group of high school students, some of whom bring their siblings and

“Not only does BOTO offer solid information, but the TouroCOM volunteers are also aiming for a ripple effect, where a wellness idea takes root for a participant, who then shares what she’s learned with her family and community.”

parents. Barbara Capozzi, DO, clinical systems director at TouroCOM and the faculty advisor to BOTO, says, “How overwhelmingly powerful it is to be with the girls in the room when the monthly meetings take place—the environment is respectful, supportive, safe and fun.”

The president of Touro’s AMWA chapter, Samantha Mucha, who is in her second year of TouroCOM’s Doctor of Osteopathic

This year, in addition to nutrition, the BOTO program includes monthly meetings on cultivating beauty from the inside out; first aid and safety tips for traveling and camping; basic anatomy information; and fitness routines. For each program, BOTO volunteers collaborate with others within TouroCOM to tap expertise for the programs. For the nutrition segment, Dr. Capozzi gave a lecture on proper eating and the food groups. Student volunteers from TouroCOM’s Physical Medicine and Rehabilitation Club contributed to the exercise program.

Not only does BOTO offer solid information, but the TouroCOM volunteers are also aiming for a ripple effect, where a wellness idea takes root for a participant, who then shares what she’s learned with her family and community.

The camaraderie that develops in the meetings has spilled over into informal mentoring, too. Recently, a high school student approached Mucha for advice on going to medical school. Mucha spoke with her about everything from preparing for the SATs to possible undergraduate programs.

Dr. Capozzi says of the TouroCOM volunteers, “These students demonstrate a strong commitment to community service and to serving the underserved.”

As Dr. Dunbar puts it, “I hope that in the Harlem community, Be One, Teach One will represent a place where, to paraphrase [author] Stephen Covey, mentors will ‘communicate to the girls their worth and potential so clearly that they are inspired to see it in themselves.’” ■



Be One, Teach One
participants attending a
seminar on healthy eating
habits.

Medicine program, credits the program’s success with the fact that the girls feel a certain ownership over the activities. At the start of every school year, for example, the high school students are asked for their input about what kind of information would really improve their lives. “Their participation is key, and so they really want to be there,” Mucha says.

With BOTO, service happens quickly, and in lighthearted ways. On the day of the nutrition workshop, in the span of a few hours, many of the high school students had a change of heart about the pumpkin puree. Mucha recalls hearing more than once, “Actually, this is pretty good.”

Language of the Heart

Russian-Speaking Aphasia Group at the School of Health Sciences

Naum, a Russian-born engineer, once spoke nine languages, but now he has trouble eking out more than four words at a time.



Support group for Russian-speaking aphasia patients at the Touro College Speech and Hearing Center.

Three and a half years ago, Naum had a stroke while driving his car, leaving him with aphasia, a frustrating language disorder, which is caused by an injury to the part of the brain that controls speech.

On a recent Thursday, at a support group for Russian-speaking aphasia patients run in Brooklyn at the Touro College Speech and Hearing Center, Naum's caretaker sat behind him. She was translating Naum's story to a young woman who had stopped by to observe the weekly group. Sitting in a small chair, Naum nodded and said, in English, "I know. It's good, it's good." But his frustration was apparent.

"Parle Italiano?" the woman asked. When Naum heard the romance language, he started shrieking, in English, "Yes, yes, take it, take it!" He was nearly jumping out of the chair as his colleagues turned to see what was happening. As it turns out, Naum had once lived in Italy, not far from the sea. Surprised by the force of his response, the woman hesitated, prompting Naum to gesture with his hands and shout, "More like this, more like this!" The more she spoke in Italian, the more he said, "I know this also!"

This spirited exchange exemplifies the basic philosophy of the aphasia group: when patients' emotions are stirred, their desire to communicate becomes stronger than their often severe limitations, which range from having difficulty remembering words or making sounds, to the total loss of language.

Usually the result of a stroke, aphasia can take different forms, depending on the degree of damage and the area of the brain affected. With expressive aphasia, patients know what they want to say, but have difficulty speaking or writing. With receptive aphasia, patients can hear others speak or they can see printed words, but cannot make sense of the language. With anomic aphasia, patients often can't retrieve words for objects, places or events. With global aphasia, the most devastating kind, patients lose all means of communication and are



unable to speak, understand speech, read or write.

“Often, people with aphasia will come in thinking life is over,” says Isabella Reichel, Ed.D., associate professor at the Graduate Program in Speech-Language Pathology, who has been leading the group for three years. “We try to find topics that are meaningful so that they forget about their inhibitions because they are so emotionally involved.”

Practicing with speech-language pathologists is critical to rehabilitation, since only a small percentage of patients recover without proper therapy. Established in 2009, Dr. Reichel’s group fulfills a particular niche as the only Russian-speaking aphasia group in the United States, and the only bilingual aphasia group in New York. Dr. Reichel explains that while there are individual practitioners who speak multiple languages,

those practitioners may not be easily accessible. Additionally, the benefit for patients to be in a group setting with other immigrants who speak their native language is paramount, especially for those already separated from their home countries and cultures and suffering from a condition that can be as isolating as aphasia is.

“This rehab through group treatment with bilingual speech pathologists is an area that no one else is addressing,” says Hindy Lubinsky, department chair and director of the Graduate Program in Speech-Language Pathology, which currently has an enrollment of approximately 100 students. “It’s a great way for us to give back to underserved populations and teach students important skills, as well as the value of community involvement, which is an integral part of Touro’s mission.”

Currently, three Russian-speaking students who are earning their Master of Science in Speech-Language Pathology are helping to run the group under the supervision of Dr. Reichel.

“Our group offers camaraderie and is upbeat and optimistic,” says Dr. Reichel, who is also from the former Soviet Union.

To encourage conversation, Dr. Reichel and the graduate students introduce songs, poetry and other aspects of Russian culture. Because Dr. Reichel, the students and patients have shared backgrounds, there’s an instant familiarity that sets this rehabilitation group apart. Alena Mahas, a

second-year student originally from Belarus, says, “Only six percent of speech language pathologists in New York are bilingual. This is a great opportunity to work with people who really need a therapist who speaks their language and understands their references.”

The tight-knit group responds to intellectual stimuli, partly because they are an educated lot. In addition to Naum, there is another engineer, Sasha, who often gets into heated political debates. Irina is an expert in Russian literature. Pre-aphasia, she had her own talk show. Now, even though her language skills are considerably diminished, she's been known to lecture to the group for 20 minutes at a time about Tolstoy's psychology. Larisa, an elderly woman who is now wheelchair-bound, was an infectious disease doctor.

Given the difficulties they face, the members are supportive of and generous with one another. For example, when Larisa first joined the group, she was disoriented and disruptive, calling out for her mother who had passed away, and occasionally even hitting her attendant. Instead of rejecting her behavior, the members displayed compassion and patience. Over time, Larisa began to calm down. Now she can put sentences together, ask questions and play “Jeopardy.” Israel, a fellow post-stroke patient, sometimes calls her his “girlfriend,” a playful gesture that makes Larisa's face light up.

It's clear how personally meaningful this work—building bridges between patients' intellectual activity and their ability to communicate—is to the students and to Dr. Reichel, whose specialty is not only aphasia,

but also stuttering and cluttering. She is a member of the Multicultural Task Force of the National Aphasia Association. As chair of the Committee of International Representatives of the International Cluttering Association, she travels the globe presenting research on emotional intelligence, stuttering, and cluttering—a speech disorder characterized by a fast speech rate, erratic rhythm and poor speech intelligibility. Yet no matter how busy she is, the aphasia group remains a priority. “I just love these people so much. They are amazing,” she says.

Rosalie Unterman, Ph.D., clinical director of the Center, says of the committed Dr. Reichel, “She has the ideas, skills and passion to help. She fits in here so well.”

When Naum got excited hearing the Italian language, Dr. Reichel (dubbed by Lubinsky as “a thinker with heart”) appeared as pleased as the rest of the group. The swell of positive feelings only enhanced the magnitude of what had just occurred. Since different languages map to slightly different areas of the brain, hearing Italian sparked new growth for Naum, a huge victory in an area where small steps take on extraordinary significance. Ever observant, Dr. Reichel smiled and said, “Look at that. He added the word ‘also.’”

As Naum smiled, too, his caretaker chimed in, “He's always asking me, ‘Is it Thursday yet?’” ■

“This rehabilitation through group treatment with bilingual speech pathologists is an area that no one else is addressing. It's a great way for us to give back to underserved populations.”

*– Hindy Lubinsky,
Department Chair and Director
of Touro's Graduate Program in
Speech Language Pathology*



A Side of “GameSalad”

Graduate School of Technology’s Winter Gaming Institute

This past winter, twenty participants gathered at Touro’s Graduate School of Technology (GST) to learn how to create full-featured, interactive games, with user-friendly GameSalad Creator software. The Winter Gaming Institute attracted teachers from New York City public schools, some of whom were GST alumni or current students.

The high-tech offering is a way for teachers to keep pace in an era where children are exposed to technology from an early age. Jay Lefkowitz, Technology Leadership Program coordinator says, “We hope to provide these teachers with the skills necessary to incorporate educational game design into their curriculum. These tools can be powerful motivators for their students while enhancing classroom instruction by integrating technology.”

Taught by Irina Berman, instructional technology specialist at GST, the Gaming Institute has become a semiannual event—with a similar one-day course taught in the summer.

It offers hands-on, practice-based training to build educational games for use in classrooms.

Targeting students ages eight to fourteen years old, GameSalad is an example of 21st century learning—participants are able to get step-by-step instruction and create

games on a variety of technological platforms, including iOS, Android™, Mac, Windows, and HTML 5. By the day’s end, participants leave with a better understanding of how they can use games to engage their students, using critical and creative thinking skills.

The popular course is a natural extension of the GST’s mission, as well as its master’s degree in instructional technology. Says

Lefkowitz, “We expect the graduates of our Instructional Technology Program to attain the expertise needed to integrate technology into the curriculum and to effectively employ the latest and best methods in their classroom activities.” ■

“These tools can be powerful motivators for students while enhancing classroom instruction by integrating technology.”

— Jay Lefkowitz, Technology Leadership Program Coordinator

The Right Touch

The Touro-Harlem Medical Library Receives a Federal Grant to Improve its Resources

Gone are the days of paper files and other archaic means of keeping track of patient histories and visits. Reflecting the medical field's improvement via technological advances, students and faculty at Touro College of Osteopathic Medicine (TouroCOM) and Touro College of Pharmacy now have access to 15 iPads and accessories, thanks to a \$10,000 grant from the National Library of Medicine, the National Institutes of Health, and the Department of Health and Human Services.



Touro students with new iPads at Touro-Harlem Medical Library.

Received by the Touro-Harlem Medical Library, the grant will enhance student learning and community outreach through technology. The tablets will be used to educate students on how portable devices can provide better patient care during internships and practice experiences.

"We are extremely grateful for this grant, which will enable us to offer more

services to students, faculty and the community," says Shelly Warwick, Ph.D., director of the Touro-Harlem Medical Library, which opened in 2007 and supports the curriculum and research goals of Touro's medical and pharmacy schools. "The technology will help us attract more community members to our health information literacy activities and promote learning."

The library will create a configuration of apps for use with the iPads, allowing students to access library resources, health literacy tutorials and apps that support their studies. Students will have the option of testing apps before downloading them. Also, students will be trained to use the materials and present them in community settings, such as at health fairs, and at Touro's health clinic in Harlem, where patients will be able to watch educational videos and tutorials while visiting the clinic.

"With these new tablets, any room can be converted into a classroom for health information literacy, using downloaded files and tutorials," Dr. Warwick says. ■



Last August, John Palmer, Ph.D., was named director of community affairs at the Touro College of Osteopathic Medicine (TouroCOM), bringing with him more than 20 years of experience working in the health care field as a senior level executive for a variety of organizations serving Harlem and New York City at large. In his new position, Dr. Palmer is developing partnerships with key community stakeholders and promoting the achievements of faculty, staff and students as they help carry out the mission of TouroCOM, a hallmark of which is community engagement.

Prescription for Prevention

PDAPEP in Staten Island

Touro College of Pharmacy

Staten Island has been called “ground zero” for prescription drug abuse, with the worst rates of overdose and abuse in the five boroughs. A 2009 study from the New York Department of Mental Health and Hygiene found that every 13 days someone dies from a prescription drug overdose on Staten Island.

According to a 2008 survey from New York City’s Department of Health and Mental Hygiene, 11.2 percent of middle and high school students on Staten Island admitted to using prescription drugs for recreational use.

When Krina Patel, a third-year student at Touro College of Pharmacy who lives on Staten Island, first heard these statistics, she was shocked—and wanted to act. She says, “As a pharmacy student and future public health advocate, I realized the massive need to raise awareness of the prescription drug abuse problem on Staten Island and its adverse outcomes among teens.”

A native of India, Patel had previous experience working with high school students; in her days as an undergraduate at UCLA she mentored high school students from economically disadvantaged neighborhoods in science, biotechnology and health care. She says, “From that experience, I learned the elements of public health and educating others for a better community.”

To pursue her interest in pharmacy, public health and education, in 2010 Patel enrolled

at Touro College of Pharmacy, a school she was drawn to for its strong emphasis on community engagement. After her first year, Patel was assigned a public health practice experience in New York State Senator Charles Schumer’s office, in the summer of 2011. Armed with information about the prescription pill epidemic in Staten Island, Patel pitched a peer-to-peer education program to Schumer’s staff. Patel also had the support of Craig Kovera, Ph.D., associate professor in the Department of Pharmacy and Health Outcomes. He says, “Krina came to me and said, ‘I think we have an opportunity here.’”

Not only were the statistics alarming, but since New York State had discontinued its D.A.R.E. (Drug Abuse Resistance Education) program in 2009 there had been an uptick in prescription drug overdoses. An educational program was sorely needed.

At Patel’s prompting, Schumer’s office launched an initiative to address the prescription drug abuse epidemic on Staten Island through education and prevention. Internally, Touro refers to the program as the Prescription Drug Abuse Prevention and Education Program (PDAPEP). It was to be a collaborative effort, led by students from three of the city’s top pharmacy schools: Touro, St. John’s University and Long Island University. After Schumer’s office polled schools in Staten Island to gauge interest, each pharmacy school was assigned two high schools. Touro students were assigned





to work with Tottenville High School in Tottenville and Curtis High School in St. George, where Patel lives.

Launched last spring, the initiative is based on the idea that high school students will be more receptive to pharmacy students, many of whom were recently high school students themselves. Announcing the program, Schumer said, "When it comes to preventing prescription drug abuse among teenagers, education is absolutely essential."

After getting approval from the Department of Education, the Touro team consisting of Dr. Kovera and the Directors of Experiential Education Dr. Ronnie Moore and Dr. Dipan Ray, along with Ms. Patel, began meeting with school administrators at Tottenville and Curtis to determine what their particular needs were. Nationally, the main areas of prescription drug abuse are with opioids, tranquilizers and stimulants. With guidance from the faculty, the pharmacy student contingent then focused on ways to inform high school students about the dangers of "pill parties," where youth raid their parents' medicine cabinets and then make available painkillers and sedatives such as Vicodin and Xanax, respectively.

Meetings with the high school students take place at least once per semester, sometimes more frequently. Using videos of recovering addicts and informative lectures, the Touro students explain the signs, symptoms and consequences of drug abuse, as well as debunk prevalent myths, i.e., "Sharing prescription drugs is legal" and "Nothing bad will happen to me or my friends." PDAPEP has featured role-playing, giving students the opportunity to act out how they might respond to a peer offering them drugs for non-medical use in a social situation.

Though PDAPEP is still in its pilot phase, the results have been promising so far in terms of establishing solid relationships. In addition to the student presentations, the Touro group also meets with administrators, guidance counselors and faculty, as well as parents, to give them the tools to talk to their children about this serious issue. Most recently, the Touro group has joined with the Tackling Youth Substance Abuse (TYSA) initiative, a project of the Staten Island Foundation that partners with more than 100 individuals and 50 community, city, and state organizations to address youth substance abuse issues on Staten Island. Dr. Kovera says, "We recognize

High school students in Staten Island attending educational workshop on drug abuse.

that to really be effective, we have to address multiple audiences about this problem.”

The most important relationships, though, are the ones with students in high schools. Dr. Kovera says, “Ideally, students will begin to open up to us as well as to their teachers and guidance counselors.”

They are also seeking to recruit and train “ambassadors”—high school students who want to take leadership positions in combating this public health issue. Dr. Kovera says that as the program develops, the Touro team will begin to measure the ambassadors’ levels of self-efficacy and the inroads they make toward promoting the anti-drug abuse message with their peers.

For Dr. Kovera, the best outcome would be getting feedback from a student who was in peril. “If a student comes back and says, ‘You really helped me,’ I can’t think of a better result.”

Though Sandy affected program activity in Tottenville, which was turned into a shelter post-storm, the Touro volunteers are eager to

get back to work, and have been contacting the schools to arrange events. They’re also exploring ways to raise awareness by partnering with hospitals. Since the program is new, the Touro students are also creating a living archive, with detailed records conveying the exchanges between high school students and Touro students.

Now in its second year, the program has attracted great interest from Touro students, with approximately 55 students expressing interest for approximately 20 available volunteer spots. An added benefit is that the Touro students are role models for high school students who might be interested in pursuing careers in public health. Dr. Kovera says of the Touro volunteers, “These are motivated students who really want to participate in community interventions.”

As the program develops, Patel is thoughtful about the effect this work has on the students. “If, in every educational meeting, we have at least one student who decides to stop abusing prescription drugs, or realizes that ‘I can guide my friends who are abusing’ or at least retains the message that prescription drug abuse is harmful, that would definitely be very beneficial and meaningful.” ■

“Touro students are role models for high school students. These are motivated students who really want to participate in community interventions.”

– Dr. Craig Kovera, Department of Pharmacy and Health Outcomes

Coming Home

New Alumni Program

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90,000 alumni across the globe

Every day, Touro alumni are making a difference across the globe, as lawyers, doctors, social workers, educators, psychologists, physical therapists, engineers, rabbis, Jewish educators and CEOs.

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While Touro is fortunate to have passionate and intelligent students passing through its classrooms and hallways, the College is equally fortunate to have committed alumni representing the institution. Earning a degree may mark the end of an educational chapter, but it also heralds the entrance into a rich and vibrant community that can provide a lifetime of rewards.

To enhance the alumni experience, Touro has recently established a new school-wide approach to engage alumni, a collaborative effort between the Office of Institutional Advancement in New York and Touro's many constituent schools.

"We're very excited about this initiative that seeks to deepen our connections with alumni across Touro's entire university system," says Eric Levine, D.S.W., Touro's vice president for institutional advancement. "For the first time in Touro's history we will be able to offer alumni, on a consistent basis, diverse benefits, services and programs, as well as meaningful opportunities to engage with the school and fellow alumni across all schools, programs and campuses."

One such opportunity is myTouro Alumni, a new online portal where alumni can connect, network and learn about special offers, including discounts on entertainment, sporting events, cultural events, travel, resorts, theme parks, technology products, health, fitness and more. Alumni can also take advantage of products and services and online Touro Library access.

With more than 90,000 graduates listed in the alumni database, the potential to make meaningful contacts is enormous. Launched in December, this multi-faceted resource is a wonderful place for alumni to share their own successes with their fellow alumni worldwide and forge promising connections. To learn more about this forum, interested alumni can email alumni@touro.edu for login information. Students who are registered on the Touro portal are encouraged to join in the alumni portal community, too.

In another first, Touro recently launched an online retail store: www.mytouroshop.com. myTouro Shop offers a variety of branded Touro merchandise with the Touro logo ranging from clothing, jackets, hats, accessories, and blankets to computer cases, and more. The store, which can ship orders globally, offers alumni, students, faculty and other community members ways to demonstrate their Touro pride.

"The establishment of this university-wide effort is very important because alumni have so much to offer Touro, to improve and enhance every aspect of the school," says Dr. Levine. "Also we want to say 'thank you' to our alumni for their trust and support over the many years. But even more importantly, alumni are our family and we want to stay in touch through increased reunions and other programming. This will enable alumni to reconnect with each other and their favorite faculty, as well as stay abreast of all the exciting happenings here at Touro. Many alumni also tell us that they want to give back and now we can provide real opportunities for them to participate in shaping Touro's future."

The Alumni Program is eager to hear from all members of Touro's alumni family and to add more distinct voices to the online portal alumni community. If you would like to get involved or explore potential collaborations with your alma mater, you are encouraged to contact Karen Isaacs at (212) 463-0400 ext. 5203 or alumni@touro.edu. ■

Superstorm Sandy Prompts **SUPER** Response

from Touro Community

Last October, Joslyn Joseph, a student at the Touro College of Osteopathic Medicine (TouroCOM), was dispatched as a volunteer rescue and Emergency Medical Technician with the Wayne Township Memorial First Aid Squad, to prepare for the arrival of Hurricane Sandy.

Joseph has been volunteering with this New Jersey-based squad for the past seven years—since she was 16 years old—but when she and her crew were sent to evacuate the entire Hoboken University Medical Center before the superstorm actually made landfall, she had her first clue that the superstorm would eclipse any prior experience she had as an emergency responder.

Over the next week, Joseph would log more than 100 hours, working 12-hour overnight shifts. She and her squad performed four vehicle extrications, rescuing people who were trapped in their cars due to fallen trees and power lines. In addition to helping in the Moonachie/Little Ferry area after a levee broke, which left thousands homeless and several people stranded and missing, Joseph assisted in erecting and operating a mobile-field hospital that became a fully functional emergency room and triage center within 24 hours. As the EMT designated to ride in the back of an ambulance with a severely injured police officer, Joseph was thanked by paramedics for being “another calm person in the rig with them.”

Joseph is just one of many in the Touro community affected by the unprecedented storm. Across Touro’s numerous schools in the region, faculty, staff and students sprung into action.

In November, the College established the Hurricane Sandy Scholarship to aid Touro students in the New York area whose lives were drastically affected. To date, a total of \$77,849 in donations has been raised within the Touro community, and \$49,000 has already been distributed to students, each receiving \$1,000.

Students weren’t Sandy’s only victims. Several Touro employees were uprooted from their homes and experienced other disruptions as well. One Touro staff member lost her South Shore, Long Island home and her cars. She and her husband were forced to live upstairs for three days.

“On the night of the storm electricity went out and I tried to walk downstairs while carrying a flashlight,” she said. “At the bottom of the staircase I stepped into icy water, and realized I had both the bay and the ocean in my living room.” The employee stayed on a friend’s boat for three weeks and has been renting an apartment since.

To help defray the cost of damage incurred by employees, Touro is offering them the opportunity to apply for interest-free loans. A total of \$43,500 has already been disbursed to 13 employees.

“The staff and administration of Touro College are cognizant of the hardships that many in our community continue to face in the aftermath of Sandy,” said Alan Kadish, M.D., Touro’s president and CEO. “Our hearts go out to those who have suffered personal tragedies and we hope that these scholarships and loans will help support our students and staff and provide them with some comfort as they work to rebuild their lives.”

Touro’s graduate schools contributed their resources, too. The Graduate School of Social Work and the Graduate School of Psychology partnered to offer free counseling services to those who experienced Sandy-related stress. Dean Steven Huberman of the Graduate School of Social Work published an article in *The Jewish Week* about coping with the aftereffects. The Jacob D. Fuchsberg Law Center in Central Islip opened the Touro Law Center–Hurricane Emergency Assistance and Referral Team (TLC-HEART), which offered free legal advice and referrals. The Law Center also hosted a special program to provide both individuals and small businesses with assistance.

Touro Law Center received a \$40,000 grant to hire a lawyer to recruit, coordinate and organize efforts of law students from across the nation who want to provide pro bono help to Long Island’s Hurricane Sandy victims. The gift comes



**TouroCOM student
Joslyn Joseph at a
training program and
as a Sandy rescue
volunteer.**



from the Rauch Foundation, a Long Island-based nonprofit that invests in projects benefiting children, families and the environment. Touro's grant will pay for an attorney-coordinator to pair student volunteers with disaster relief agencies that are already helping storm victims.

Touro opened an emergency hotline days after Sandy in partnership with the Suffolk County Bar Association. The call center still provides referrals and legal advice for Long Island residents and small businesses. The new project is modeled after the Student Hurricane Network, a national association that created volunteer opportunities for law students after Katrina.

New York Medical College (NYMC) worked with the Westchester County Health Department and other organizations on myriad relief efforts, including vaccinations for victims and responders to prevent wound-related diseases from exposure to unsanitary environments, and NYMC-affiliated hospitals took in New York University School of

Medicine house staff who were temporarily displaced from their usual clinical sites.

Like Joseph, many Touro students volunteered to meet the widespread needs in all the affected areas, including New York City's five boroughs, Long Island and New Jersey. Matthew Stamm, a Physician Assistant (PA) student at the School of Health Sciences, organized 32 volunteers—including 10 fellow PA classmates from Touro—to go out to Long Beach and clean debris from damaged houses, as well

“My experience as a volunteer EMT and rescuer during Hurricane Sandy has reaffirmed my desire to study medicine at TouroCOM and pursue a career with a focus in emergency medicine.”

– Joslyn Joseph

as deliver much-needed supplies to collection sites. Stamm used Facebook to corral his volunteer contingent, even in the midst of exams. His group raised more than \$1,200 in donations to pay for bus transportation and the purchase of housecleaning equipment, including shovels, crowbars, gloves and masks.

A two-time volunteer in the post-Katrina cleanup efforts, Stamm plans on continuing to help in Long Beach. “It’s no exaggeration to say that some of the sights I saw on Long Island are similar to what I saw in the south. It’s going to take a very long time for these people to recover,” he said.

Another PA student, Chaim Adler, was also a post-Sandy volunteer, working night patrol on Manhattan’s Lower East Side, supplying elderly residents with water and other assistance up as many as 19 flights of stairs.

Jill Horbacewicz, director of the Department of Physical Therapy and chair of the Doctor of Physical Therapy Program at the School of Health Sciences, took part in the relief effort in Moonachie, New Jersey by cleaning out the Moonachie Civic and Senior Center.

Two Russian-speaking students from the Touro College of Pharmacy, Arkadiy Malakov and Nataliya Volkov, used their language skills to assist the medical, nursing and social work staff at the Parker Jewish Institute (where they are completing rotations), as the Institute worked to accommodate evacuated patients from four skilled nursing facilities in Long Beach and the Rockaways. Not only were Malakov and Volkov able to obtain medical histories and other pertinent information, but they were also able to help the patients adjust on a psychosocial level to their new environment.

These are just some of the ways that students, staff, faculty and administrators came together to respond to the devastation caused by Sandy. For Joseph, the experience reinforced her chosen career path: “My experiences as a volunteer EMT and rescuer during Hurricane Sandy have reaffirmed my desire to study medicine at TouroCOM and pursue a career with a focus in emergency medicine,” she said. “I feel blessed to have been able to participate in the rescue and recovery efforts during these times.” ■

To learn more about how you can support Touro’s Hurricane Sandy Scholarship or get involved in other ways, please contact: Cheryl Bernath, Cheryl.bernath@touro.edu.

Touro College Book Roundup

Touro College is pleased to celebrate the literary accomplishments of members of its community. The following books were released within the last year:

The Forever-Green Tree
by Nicholas Aiello, Ph.D. and Lora Grillo; illustrated by Timothy D. Bellavia and Kristin Walsh
(Wayland-TIMM-E Company, 2013)

The narrative of “The Forever-Green Tree,” a children’s book by Dr. Nicholas Aiello, associate professor of education and communication, Division of Graduate Studies, and co-author Lora Grillo, began as a bedtime story Dr. Aiello would tell his son more than 25 years ago. A tale about Edgar the rabbit’s attempts to keep the colder, shorter days of autumn and winter at bay, “The Forever-Green Tree” explores the themes of cooperation, forgiveness, respect for nature and accepting life’s inevitable changes. Illustrated by Timothy Bellavia, assistant professor at the Graduate School of Education, and Kristin Walsh, the heartwarming book is suitable for children of all ages.

Dasha, Priscilla and the Talent Show: Bullying Stops Here!
by Timothy D. Bellavia and Elaine Nikolakakos, Ed.D.
(T.I.M.M.-E. Company, 2012)

A collaboration between Timothy Bellavia, assistant professor at the Graduate School of Education, and Dr. Elaine Nikolakakos, director of the Graduate School of Education’s Master of Teaching Literacy Program, “Dasha, Priscilla and the Talent Show: Bullying Stops Here” is a picture book for children ages four to eight years. Despite the lack of encouragement from

their families and bullying from classmates, Dasha and Priscilla, the main characters, persevere and win first prize in their school’s talent show. In “Dasha, Priscilla and the Talent Show,” Bellavia, an award-winning children’s book author, and Dr. Nikolakakos, an educator with nearly 40 years of classroom experience, team up to emphasize the importance of having self-confidence in pursuing one’s goals. The book is illustrated in pen and ink with a fusion of textured collage.

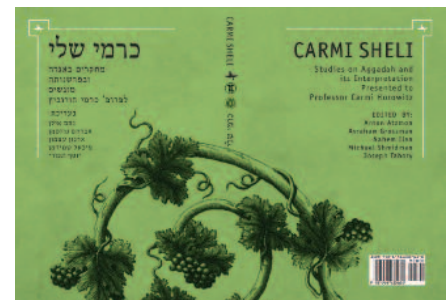
At the Intersection of Education, Marketing, and Transformation
by Sabra Brock, Ph.D.
(Touro College Press, 2013)

In the last decade, the fields of education and marketing have both been radically transformed by technology and globalization. Examining the foundations of these transformations, Dr. Sabra Brock, interim dean of the Graduate School of Business, has compiled a series of articles on the emerging trends in marketing and post-secondary education, offering important insights for educators and educational administrators, as well as business practitioners, especially marketers.

The Retirement Maze: What to Do Before and After
By Louis Primavera, Ph.D., Robert Pascale, Ph.D., and Rip Roach
(Rowan and Littlefield, 2012)

As millions of baby boomers are beginning to retire, this sector of the population is facing issues adjusting, including loss of identity, deterioration of marriage and social life and feelings of disconnectedness to the world. Dr. Louis Primavera, dean of the School of Health Sciences at Touro College and a clinical psychologist, along with co-authors Dr. Robert Pascale and Rip Roach, penned “The Retirement Maze,”

a useful, comprehensive investigation of the retirement experience. In addition to extensive interviews with retirees, the authors propose solutions to better prepare both current and future retirees for this new chapter in life. Their nonsequential steps for a great retirement include instilling structure, purpose, and direction into retirement; getting one’s finances in order; and continuing to experiment.



Carmi Sheli: Studies on Aggadah and Its Interpretation Presented to Professor Carmi Horowitz
Co-edited by Michael Shmidman, Ph.D., Arnon Atzmon, Ph.D., Avraham Grossman, Ph.D., Neham Ilan, Ph.D., and Yosef Tabory, Ph.D.
(Touro College Press, 2012)

Co-edited by Dr. Michael Shmidman, dean of the Graduate School of Jewish Studies (along with Drs. Arnon Atzmon, Avraham Grossman, Neham Ilan and Yosef Tabory), Carmi Sheli: Studies on Aggadah and Its Interpretation Presented to Professor Carmi Horowitz contains 15 articles, many of which are in Hebrew, by preeminent Jewish scholars. This richly textured book explores a wide range of topics, including an analysis of Biblical narratives as expounded in the midrash and by medieval commentators, a discussion of Maimonides’ attitude toward midrash and an analysis of Talmudic aggadah as expounded by oriental scholars.

Touro College Faculty Publications

The college is proud of the contributions its faculty makes to the larger intellectual community. Please join us in celebrating publication of the following works:

TOURO COLLEGE OF OSTEOPATHIC MEDICINE

Robert B. Goldberg, DO, dean of the Touro College of Osteopathic Medicine, and professor of osteopathic medicine; member of the New York State Workers' Compensation Reform Task Force Advisory Committee
"Carpal Tunnel Syndrome Medical Treatment Guideline," New York State Medical Treatment Guidelines, First Edition, 2013.

GRADUATE SCHOOL OF BUSINESS

Sabra Brock, Ph.D., interim dean of the Graduate School of Business and professor of business

Learning and Transformation, Chapter. Exploring Learning and Teaching in Higher Education, Springer-Verlag, 2013.

"A Tale of Two Cultures: Cross Cultural Comparison in Learning the Prezi Presentation Software Tool in the U.S. and Norway," with C. Brodhal, JITE: Research, 2013.

GRADUATE SCHOOL OF EDUCATION

Yuriy Karpov, Ph.D., associate dean, Division of Graduate Studies, and professor of education

"A Way to Implement the Neo-Vygotskian Theoretical Learning Approach in the Schools," International Journal of Pedagogical Innovations, 2013.

Oznat Zaken, Ed.D., associate professor of graduate education and special education

"But Where Will the Money Come From: Experts' Views on Revenue Options to Implement New York State's Campaign for Fiscal Equity Court Decision," with Jeffery Olson, Educational Considerations, Spring 2013.

GRADUATE SCHOOL OF JEWISH STUDIES

Natalia Aleksion, Ph.D., associate professor of Jewish history

"Philip Friedman and the Emergence of Holocaust Scholarship," Simon Dubnow Institute Yearbook 12, 2012.

"Jewish Students and Christian Corpses in Interwar Poland: Playing with the Language of Blood Libel," Jewish History, 2012.

Maya Balakirsky-Katz, Ph.D., associate professor of art history

"Drawing Israel: Child's Play in Israeli Political Cartoons, 1948-1977," Israel Studies 18.1, 2013.

"Staging Protest: The New York Jewish Museum and the Soviet Jewry Movement," American Jewish History, 2010.

"Katrin Kogman-Appel, A Mahzor from Worms," AJS Review 36.2, November 2012.

Michael Shmidman, Ph.D., dean and Victor J. Selmanowitz professor of Jewish history

Pour Out Your Fury: Toward an Understanding of the Commentary of R. Eliezer Ashkenazi, Chapter. Carmi Sheli: Studies on Aggadah and Its Interpretation Presented to Professor Carmi Horowitz, Touro College Press, 2012.

Mervin F. Verbit, Ph.D., professor of sociology

"American Jews – More Right than Left on the Peace Process," Jewish Political Studies Review, vol. 24 nos. 1&2, Spring 2012.

Jeffrey Woolf, Ph.D., visiting professor of Jewish history

Le Processus Halakhique, Chapter. Ed. J. Baumgarten et J. Darmon, Aux Origines de Judaïsme, Paris: Actes Sud, 2012.

"Time Awareness as a Source of Spirituality in the Thought of Rabbi Joseph B. Soloveitchik," Modern Judaism 32, 2012.



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