Wellness in a Thinking World

Teachers College explores the mind-body connection

BRINGING BODY AND SOUL TO CLINICAL PSYCHOLOGY
WHY CLOSING THE ACHIEVEMENT GAP DEPENDS ON STUDENT HEALTH
GETTING KIDS TO LIKE GYM
CUTTING THROUGH THE NOISE IN DEAF EDUCATION
In my elevator speech about Teachers College, I remind people that TC has long stood for educating children through a rich array of academic and non-academic programs that meet their intellectual and developmental needs.

This past September, we stood tall indeed as we celebrated the arrival of the Teachers College Community School (TCCS) at its permanent home in West Harlem. The ceremony brought together parents, teachers, community board members, TC faculty and staff, and representatives from the New York City Department of Education and Columbia University. Their joy and pride were evident as first graders sang “What a Wonderful World” and TCCS Founding Principal Jeanene Worrell-Breeden spoke of building the school of her dreams.

Virtually from the moment I became TC’s President, one of our board members and staunchest supporters, E. John Rosenwald, has challenged me to conceive and execute big and bold ideas about the future of the College. TCCS, which counts John as a leading benefactor, enables us to demonstrate one of our biggest and boldest ideas: University partnerships with local schools and communities can bring about lasting, cost-effective improvement to urban public education. At TCCS, you will find our faculty and students working with parents, teachers and staff to deliver an outstanding, comprehensive education reflecting our knowledge and experience in teaching, learning and child development.

This issue of TC Today taps that same source and grows out of our belief that being “comprehensive” – in education or any other area of development – means addressing physical health and its connections to intellectual and emotional well-being. Of course, the mind-body connection has been remarked upon throughout human history, from Scripture (“Do you not know that your body is a temple?”) to the Iron Chef, recycling the epicure Brillat-Savarin (“Tell me what you eat, and I will tell you what you are”). But today, science is revealing precisely how our minds are inexorably linked with our physical selves.

TC health education professor Charles Rasch has underscored that link in his remarkable crusade to document how seven major health conditions are hindering the academic achievement of low-income and minority students. Chuck has worked tirelessly to bring this information to audiences ranging from White House officials to community groups. Several states have adopted many of his recommendations for using schools to provide students with coordinated health care.

Even as many districts cut school physical education programs, Stephen Silverman, Carol Ewing Garber and other TC faculty are championing a new approach to youth fitness that emphasizes enjoyment and lifelong athletic skill-building over competition. With childhood obesity and diabetes threatening the nation’s future, their work argues powerfully for a reconsideration of gym, recess and other endangered activities.

Beyond these more traditional areas of health, you’ll read about our new Spirituality and Mind/Body Institute, founded by psychologist Lisa Miller, who has helped establish meditation, mindfulness and prayer as a legitimate focus of psychological inquiry. Supported by Goldman Sachs Gives at the direction of Phil Armstrong, a Goldman Sachs partner, Lisa and her students are using these techniques to help New York City’s homeless children attain and maintain emotional health.

These stories illustrate how our health care system can deliver more for less. They also suggest ways each of us can take control of our own health. For example, in reading about health education professor and Deputy Provost John Allegrante’s research on using positive thinking to help patients manage chronic illness, you’ll meet an elderly woman who recalls how researchers urged her to take advantage, in exercising, of her two-story home.

Following her lead, I’m inclined to adjust my TC elevator speech along similar lines. Instead of using the elevator, let’s all take the stairs.

The mind-body connection has been remarked upon, from Scripture to the Iron Chef. But today, science is revealing precisely how our minds are linked with our physical selves.
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### ON THE COVER

Photograph by Elizabeth Weinberg
On Management – Bedside and Lakeside

Leadership guides for nurses and the rest of us

Two new books by Elaine La Monica Rigolosi, Professor of Education and Director of TC’s Executive Program in Nursing, could not seem more different. Unlock Your Cage (CreateSpace, 2013) is an allegorical fable in which a lake-dwelling family consults a Great Wizard to figure out why their lily pad seems smaller. Management and Leadership in Nursing and Health Care: An Experiential Approach (Springer, 2013) is a practical guide to organizational effectiveness that applies theories from business, organizational psychology, health care, law and education administration. Yet both books exhort readers to take control, set goals and be the leaders of their own world. Or as Rigolosi writes in Unlock Your Cage, “You put on the eyeglasses that frame what you see.”

Rigolosi herself has worn many lenses. A practicing attorney, she holds degrees in human relations and counseling, and medical and surgical nursing administration. She consults for health care organizations and other businesses and formerly chaired TC’s Department of Organization and Leadership. Management and Leadership cites thinkers as diverse as the psychologist Abraham Maslow and the management consultant Peter Drucker, and offers tips as specific as “keep the coffeepot going” and as broad as an injunction to communicate in “an open, mature and direct way… that allows others to learn about one’s feelings and identity while enhancing self-esteem.”

Yet a single line in Rigolosi’s shorter book succinctly sums up her outlook: “I have the power to become whatever I want to be. I alone am responsible!” — Joe Levine

Changing the Odds for Math Success

Why math communities are critically important for supporting student achievement

In Building Mathematics Learning Communities: Improving Outcomes in Urban High Schools (Teachers College Press), Erica Walker, TC Associate Professor of Mathematics Education, argues that, too often, school policies and practices limit the math involvement of students of color. These students generally have positive attitudes toward mathematics, Walker writes, but often lack opportunities to learn high-quality math in schools. Decades of research document that many educators have low expectations for students of color; often teaching basic-skill mathematics that does not promote higher-order thinking. Many students of color are simply consigned to a remedial track from which they never emerge, branded as “underachievers” regardless of their potential or even their actual performance.

Walker, who did research for her book at a New York City school she calls Lowell High School, learned that family, peer and teacher networks contributed significantly to the math success of high-achieving students. She suggests that by strengthening peer academic communities, grounding rigorous educational content in real-world experiences and holding students to higher expectations, educators, families and communities can raise the bar for math achievement by all. Building Mathematics Learning Communities, which contains a foreword by civil rights activist and math educator Bob Moses, describes several models for such an approach. Walker suggests that schools can better serve students of color through practices that support mathematics engagement and build on students’ strengths. Given that the United States ranks 25th among OECD nations in secondary students’ mathematics achievement, Walker argues, it is high time we capitalize on all students’ significant mathematics potential — across and within schools — “ensure meaningful mathematics learning for all.” — Steven Kroll

First Editions

— Members of the TC Community in Print —
“Good afternoon, everyone. I want to welcome you to the Teachers College Community School’s permanent home. Thank you!”

At those words from TC’s Founding Principal Jeanette Worrell-Breeden, an audience of more than 300 parents, teachers, neighborhood residents, city and state dignitaries and members of the Teachers College and Columbia University communities burst into loud applause.

“a School Arrives
TCGS Celebrates Its New Home

TCGS, a public, university-assisted school for pre-K through eighth grade, run by the New York City Department of Education and formally affiliated with TC, admitted its first class – a group of kindergarten students – last year in a temporary facility. The school, designed with neighborhood residents, integrates delivery of services for children and families in order to optimize educational opportunities and achievement.

Now serving 125 students in pre-K, kindergarten and first grade, and with plans to add one additional grade per year, TCGS is operating in a refurbished building located at 108 Morningside Avenue at West 126th Street. “This is a dream become reality,” said TC President Susan Fuhrman, “a university-supported public school that will offer unparalleled education for the children of our community.”

She added, to cheers, “Can you imagine the improvement we would see in public education in America if every university worked in concert with local schools and communities?”

Fuhrman was joined on the TCGS auditorium stage by others who made the school possible, including the Reverend Georgette Morgan-Thomas, Chair of Community Board 9; Donald Notice, Chairman, and Kofi Boateng, Executive Director, both of the West Harlem Development Corporation; New York City Councilman Robert Jackson, who chairs the Council’s Education Committee; Manhattan Borough President Scott Stringer (represented at the event by Deputy Borough President Rosemonde Pierre-Louis); New York State Board of Regents Chancellor (and TC alumna) Merryl Tisch; New York City Schools Chancellor Dennis Walcott; Columbia University President Lee Bollenger; New York State Assemblyman Keith Wright; and Nancy Streim, TC’s Associate Vice President for School and Community Partnerships, with whom, Fuhrman said, the school “would never have happened.”

Morgan-Thomas said that “TCGS illustrates for us the value of collaboration” and praised TC for having “heard the needs of our community and been extremely responsive.”

Wright also drew thundering applause. “Langston Hughes wrote a few years ago, ‘What happens to a dream deferred? Does it dry up like a raisin in the sun?’” Wright looked around the room and grinned. “No! A school gets built on 126th Street and Morningside Avenue!”

To view a video about TCGS, go to http://bit.ly/TiNe3z8

The joy of giving
EVELYN EDWARDS MILMAN
Preparing the Next Generation of Literacy Specialists

Literacy is the freedom to expand one’s thought, one’s mind, one’s confidence,” says Evelyn Edwards Milman (M.A. ’84), who has given Teachers College $1 million to establish the Evelyn Edwards Milman Literacy Fellowship. “I would like to see the College boost literacy and involve children who are in need, and produce scholars and teachers who will excel.”

The Milman Fellowship will support two or more outstanding TC students to further their literacy-related research and practice in TC Partnership Schools in Harlem. The Milman Fellows will be directed by Nancy Streim, Associate Vice President for School and Community Partnerships, and mentored by TC faculty. The Fellows will play a big role in improving the educational and developmental outcomes of children in West Harlem.

“Through Evelyn’s generosity, we can transform learning for teachers and students,” says Keicia Hayes, Director of the TC Partnership Schools Consortium. “Her wonderful gift provides teachers with a unique opportunity to study effective instructional practices in a professional learning community and transfer learning into practice.”

Evelyn studied child development as an undergraduate at Cornell. Her gift marks her graduation from TC’s master’s degree program in Curriculum and Teaching nearly 30 years ago. She taught in the early-childhood grades before earning another master’s degree in art history at Hunter College. She has since worked as a curator and television producer and owned a cultural tour company.

Daniel Ferguson, a C&T student and the first Evelyn Edwards Milman Fellow, will be in the new cohort of literacy specialists. Daniel, who has taught in New York, Alabama and Japan, calls teaching literacy “life-changing” and “by far the most philosophically stimulating experience I’ve had.” Evelyn anticipates “celebrating the award and seeing Daniel in action.”

“I am so pleased that the Milman Fellows will get to the heart of what teaching means,” she says. “I love the fact that the program enables TC students to teach and learn on a one-on-one basis. TC is in a position to lead other schools and universities, not just in the United States, but around the world.”
Every person past the ninth grade should have knowledge of math. How to finance a college education, how to balance a checkbook, how to ensure that expenses don’t exceed income, how to monitor a credit card and shop for clothes and food, how much to pay for rent and what a mortgage is,” says Joyce B. Cowin (MA ’92). To that end, a generous gift from Joyce, who is a TC alumna and longtime Trustee, is funding a partnership among Teachers College, the New York City Department of Education, and the nonprofit Working in Support of Education (WISE): The Cowin Financial Literacy Project, a unique professional development program for New York City public school teachers working with students in grades 9-12. The first workshops for teachers from select New York City public schools will begin in Summer 2013. The program has been developed by TC faculty member Anand Marri, with consultation by alumna Pola Rosner. The program has received a five-year, $2.5 million grant from the National Science Foundation to probe what motivates students to pursue an interest in the STEM subjects (science, technology, engineering, and math). Working in 13 New York City–area schools, Lin and Stanford University social psychologist Carol Dweck will test the impact of two classroom-based motivational instruction programs on students’ performance in STEM courses: a neurocognitive approach that teaches students that their minds and brains can literally change and grow through hard work; and a social-historical approach using stories of how famous scientists such as Albert Einstein and Marie Curie struggled to achieve their dreams. “This collaboration is a wonderful example of partnership between the public and private sectors, with the goal of saving New York City public school students’ skills an important field,” Dennis M. Kettler, New York City Schools Chancellor, wrote to Joyce. “Financial literacy is necessary for our students’ success in the 21st century.” To help ensure that The Cowin Financial Literacy Project takes hold throughout the New York City school system and beyond, the EdLab unit of Teacher’s College’s Goldstein Library will create a website from which teachers can download the project’s materials at no charge. For Joyce Cowin, financial literacy is a moral imperative. “When the market collapsed in 2008, so many wonderful, hardworking people who had saved money throughout their lives were snookered about subprime mortgages, and they lost everything,” she says. “We need to educate the next generation to ensure this never happens again.”

JOYCE B. COWIN
Enabling Financial Literacy for Tomorrow’s Citizens

Xiaodong Lin
SAYING YES TO SCIENCE

TC faculty member Xiaodong Lin has received a five-year, $2.5 million grant from the National Science Foundation to probe what motivates students to pursue an interest in the STEM subjects (science, technology, engineering, and math). Working in 13 New York City–area schools, Lin and Stanford University social psychologist Carol Dweck will test the impact of two classroom-based motivational instruction programs on students’ performance in STEM courses: a neurocognitive approach that teaches students that their minds and brains can literally change and grow through hard work; and a social-historical approach using stories of how famous scientists such as Albert Einstein and Marie Curie struggled to achieve their breakthrough discoveries.

A NEW DIRECTOR FOR TC’S CAHN FELLOWS

TC’s Cahn Fellows Program for Distinguished School Principals has a new director: Nora Heaphy, a former special education teacher who served as Deputy Director of the Colin Powell Center for Leadership and Service at the City College of New York. Heaphy succeeds Krista Dunbar, who has become Senior Director of Recruitment in the Office of New Schools of the New York City Department of Education. The 15-month Cahn Fellows program, which counts more than 12 percent of New York City’s public school principals as alumni, now includes participants from Chicago and Newark, New Jersey, as well.

provinces, as well as with the global nonprofit Education Development Center, to create an undergraduate 16-credit, four-year teaching degree and a two-year associate’s teaching degree. The USAID grant was received, and the project is administered, by TC’s Office of International Affairs. Faculty member Gita Steiner-Khamsi is the project’s principal investigator.

Gita Steiner-Khamsi

SUE NAMED TO UNESCO PANEL

Derald Wing Sue, TC Professor of Psychology and Education, is serving on an advisory panel for an effort by the United Nations Educational, Social, and Cultural Organization to develop a global curriculum designed to foster racial, ethnic and multicultural tolerance among children ages 10 to 16. The curriculum, a response to rising levels of racism and xenophobia worldwide, will enter pilot distribution in 2015 in 5 to 10 countries. Sue has been a leader in moving issues of identity and difference to the center of counseling psychology.

Derald Wing Sue

THE ELEPHANT IN THE CLASSROOM

“Beyond the Schoolhouse Door: Bringing Non-School Factors Into Education Policy,” a conference held at TC in September, focused on the latest research on the connection between poverty and education and the implications for policy. Sponsored by TC’s Department of Education Policy and Social Analysis (EPSA), the event featured Richard D. Kahlenberg, of the Century Foundation; Greg J. Duncan, of the School of Education at the University of California, Irvine; Richard Murnane, of the Graduate School of Education at Harvard University; William F. Tate, of Washington University in St. Louis; and TC’s Michael Rebell, Professor of Law and Education. Jeffrey Henig, Chair of EPSA, moderated.

“There has been a remarkable divergence in the educational outcomes for kids growing up in high- and low-income families,” said Duncan.

A MASTERC LASS STUDY GUIDE

A study guide created by Teachers College to accompany the first year episodes from the HBO television series Masterminds has been distributed by the Young Arts Foundation free of charge to some 100 middle and high schools in New York City, Los Angeles and Miami. Masterminds chronicles the experiences of teens chosen by Young Arts to work with great artists such as tenor Plácido Domingos, choreographer Bill T. Jones, architect Frank Gehry, actress Liv Ullman and playwright Edward Albee. Creation of the study guide was led by Hal Abele, TC Professor of Music and Music Education, and former TC Center for Leadership and Service at New York City public school principals as alumni, now

The JOYof GIVING

NEWS AT TC

CONNECTING TEACHING TO RESEARCH

In July, TC and TeachingWorks, based at the University of Michigan, presented a conference, "Learning Research to Teacher Practice," a conference on the future of teacher preparation. TC Professor Susan Fuhrman told more than 400 attendees that recent negativity about the value of theory in educator preparation coincides, ironically, with an explosion of new knowledge—about how both adults and children take in information most effectively.

“How will we incorporate this new knowledge into teacher preparation and practice?” Fuhrman asked.

The answer, said Deborah Loewenberg Ball, Dean of the School of Education at the University of Michigan, begins with recognizing that “simply knowing the subject isn’t enough. We need to educate the next generation to ensure this never happens again.”
Dear TC Alumni & Community:

Please know that our hearts and thoughts are with you in the wake of Hurricane Sandy. We know that many of you were hit hard by this storm and that the aftermath is still taking a toll on your daily lives. Fortunately, our campus was spared damage; however, we are painfully aware of the destruction the storm has left on New York City and the region. Collectively, we extend our concern for those whose lives, families and neighborhoods have been most seriously affected by flooding, loss of power and other damage.

Our city and surrounding communities have much hard work to do in recovering from this historic storm. For a list of resources that may prove helpful, please visit: http://bit.ly/TNk9a8. Meanwhile, it is heartening to see neighbors and communities throughout our region coming together as one to help one another. Stay safe, and know that all of us in the TC Community wish you and your loved ones the best.

The Alumni Relations Team

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The Alumni Relations Team
A NEW PARADIGM FOR UNDERSTANDING HEALTH DISPARITIES

Too much research tells the same sad story, overlooking what the resilience of diverse groups can teach us about coping.

A teacher may enjoy the beautiful leaves of autumn, but once in the classroom may be stunned by empty seats—particularly in an inner-city school. Asthma, which in some neighborhoods disproportionately affects children of color by a 6-to-1 margin, is contributing to absenteeism.

Researchers must recognize the impact of asthma and other health disparities on diverse populations. But they also must avoid engaging in “blame-the-victim” or “deficit-oriented” research. “Blame-the-victim” research identifies key factors producing a health disparity as being located within the individual—effectively neglecting factors in the social-environmental context that have helped produce that disparity, both historically and in contemporary times. “Deficit-oriented” research focuses on deficits attributed to members of the diverse group, while neglecting evidence of their strengths and resilience in the face of stress. Far too much research tells this same sad story over and over again. Members of historically oppressed racial-ethnic groups fare worse than whites.

A new paradigm investigates relationships among health status, experiences of specific sources of stress in the social-environmental context, such as racism or factors associated with poverty; various coping strategies that respond to that stress; and demographic and other variables. By adopting this paradigm, researchers can not only conceptualize and document the resilience of many diverse groups, but also understand ways that many “problem behaviors” represent attempts to adapt and cope with stress. Researchers can then focus on distinguishing between adaptive and maladaptive attempts to cope with stress. Not to be forgotten, social action for social justice and advocacy may be among the adaptive responses—whether by members of diverse populations, researchers or teachers.

Before this century’s end, I believe that teachers will enter urban classrooms and encounter greater evidence of health equity. However, key to this vision is a paradigm shift, away from “blame-the-victim” and “deficit-oriented” research and toward research that identifies adaptive coping with stress. A diverse population may become a source of vital information on adaptive coping responses that can guide the creation of prevention strategies and interventions within health education. Within the new paradigm I am recommending, those formerly studied from “blame-the-victim” and “deficit-oriented” perspectives can emerge as resilient teachers of “what works” in coping.

Barbara Wallace is Professor of Health Education and Coordinator of the Program in Health Education, Department of Health and Behavior Studies.

REACHING PATIENTS WHERE THEY ARE

Standardized health education often doesn’t work. Teaching people about wellness starts with building trust.

As a health educator, I believe an informed public is a healthy public. But educating people isn’t just about imparting information. Over the past decade, my colleague Charles Basch and I have shown that telephone outreach can increase screening for colorectal cancer in hard-to-reach, low-income, urban minority populations. But hundreds of telephone outreach calls have also convinced us that “cookbook approach” interventions, focusing on content and executed in a standardized fashion, simply don’t work.

You might think people would respond to the facts alone. Colorectal cancer is the third most commonly diagnosed cancer among U.S. adults and causes about 50,000 deaths annually. Removing polyps detected through screening can prevent cancer from occurring. Screening also helps detect cancer earlier, when it can often be cured.

Randi Wolf is Associate Professor of Health and Behavior Studies.

Yet, men and women over the age of 50 often resist having colonoscopy done. They tend to be unfamiliar with the test’s purpose or to view it as embarrassing. They are less likely than younger adults to perceive themselves as at risk, doubtful that peers have undergone screening, and fearful both of cancer and of the procedure itself. Their primary care physicians are often inconsistent in directly supporting colorectal cancer screening. Thus, we have learned to tailor our communications to each individual. Sometimes that means not allowing efforts to promote colorectal cancer screening and instead talking to people about other pressing health issues, or simply addressing their fears.

We start with an approach we call “RESPECT,” for creating rapport, educating without overwhelming, getting with people where they are, having a philosophical orientation based on a humanistic approach to education, engaging, caring and great. Unlike other widely used health behavior models, this approach is unique in being conceptualized as a set of general guidelines rather than as specific learning objectives, content or scripts to promote informed decisions about health.

Once health educators have established rapport with patients, they can dispel myths about colorectal cancer and screening, make sure facts are understood and underscore the urgency of being tested. Only by creating such caring and trusting relationships can educators change attitudes, beliefs and behaviors.

We think these strategies would work well in almost any health care situation. Promoting them as a model is true, ultimately, health education is all about.
How Faith Heals

Now, TC is offering a new master’s degree program in spirituality and psychology

By Siddhartha Mitter
Photograph by Heather Van Uytdewill

Half a century ago, people were asking, “Is God dead?”

Students in the program increasingly are involved in spiritual practices, says Lisa Miller, the program’s coordinator.

Spirited Away Eleanor Ford, a doctoral student in TC’s clinical psychology program, is interested in teaching meditation to young children.
At present, Miller believes depression can be untangled in complementary and alternative medicine. She notes, "Other students are working in field placements in Manhattan, helping people who are grieving and who feel poorly, who are working on their spiritual practice. We are always putting some of our energy into that."

And in 2011, neuroscientists at Massachusetts General Hospital found that people with no prior meditation experience displayed changes in gray matter density after using a technique called Mindfulness Based Stress Reduction for just eight weeks. The positively affected brain areas influenced memory, compassion, empathy and resilience to stress. The study's brief duration established an unmistakable cause-and-effect relationship between meditation and the observed brain changes.

While such work is still mostly in the basic research phase, mainstream health care clearly has recognized the importance of patients’ spiritual orientation and the value of spiritual and mind-body therapies.

Since 2001, for instance, the Joint Commission on Accreditation of Healthcare Organizations has required hospitals to perform a “spiritual assessment” of critical-care patients. The commission’s suggested questions include: "Does the patient use prayer in their life? How would the patient describe their philosophy of life?"

Meditation and yoga in cancer care, end-of-life pastoral counseling and 12-step addiction treatment are other accepted techniques that draw on patients’ spiritual resources. In leveraging spirituality for healing, other fields are well ahead of clinical psychology," says TC lecturer Aurelie Athan, who collaborates closely with the Spirituality and Mind/Body Institute. But now, Athan adds, that gap is starting to close. "We have books and articles that I never had when I was starting out in my training. People are asking
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FALL/WINTER 2012
www.teu.edu/tc/today

The Joy of Giving
Marla Schaefer
Creating a Space for Peace

Marla Schaefer

Creating a Space for Peace

Creating a Space for Peace

Center is internationally recognized for innovation in theory, research and practice. Marla has provided a state-of-the-art space that will help attract new students and scholars.

“their offices re

minded me of a rabbit’s den,” says Marla with a laugh. “They needed some space. the space has so much character, but they need a real place to work. it’s a privilege to be able to help them at

so we can offer to help. i’m very fortunate that Goldman puts me in a position where i can offer to help.” read more about

He’s a Partner – at TC as Well as on Wall Street

I think we are just at the beginning and can aspire to change the lives of thousands of homeless youth,” says Phil Armstrong, Co-Chief Operating Officer for Goldman Sachs’s Operations Division.

To Armstrong’s recommendation, Goldman Sachs Gives has made substantial grants to fund TC’s work with Covenant House. Armstrong got involved through Goldman Sachs alumus, Biagio Mastropieri, a student of Lisa Miller’s who manages the Covenant Houseintl.

“I’m very fortunate that Goldman puts me in a position where i can offer to help.” read more about Armstrong at http://bit.ly/Phil11w

Miller’s team of current Ph.D. students offers a form of group work that feels much more practical as spiritual, ad-

ressing the issues of participants who are in crisis or tran-

sition, but with some use of meditative techniques and a
discussion emphasis on love and connectedness. Alexandra Jordan and Angela Marla lead sessions for singles and mothers.

Biagio Mastropieri and Lorne Schussel worked with young men transitioning to self-sufficiency. It’s a real-world setting, with clients who often carry great anger and suspicion. The therapeutic environment helps them overcome the trauma of readilness and “nourish internal resources intended to increase emotional regulation and awareness.”

Schoen opened each session with a mindfulness exercise, asking the young men to focus on the sound from a Tibetan singing bowl as it dissipates. Later, the men take time to vi-

sualize their “best selves.” In a session with volunteers will-
ing to be a reporter sit in, these techniques mingle with more classic sharing of past traumas and current challenges.

“Meditation is great for conflict resolution,” Schussel says lat-
	er. “It helps you step back, see your anger as it arises and allow it to dissipate. She has that we’re experiencing at Covenant House. Once you transform anger, you can bring in love.”

In the women’s group, Mazur reflects, “we look at the motherhood experience as a spiritual transformation, as well as other things. We are there to help bring out their inherent strength and the knowledge that they really already have. This group is co-supervised by Aurelie Athan, whose own research is informed by the long-term effects of personal spirituality. Her group focuses on love and connectedness. Alexandra Jordan and Marina Mazur lead sessions for single mothers.

Unlike Mazur, who regards spirituality as a healthy, positive perspective that can be helpful in a variety of settings, Miller’s former students have also added to the field’s liter-

erature. In 2011, Ranoljo J. Semple and Jennifer Lee, both of whom hold doctorates from TC, published a book titled Mindfulness-Based Cognitive Therapy for Anxious Children. Integrating Buddhist meditation practices with Western cognitive therapy, the book builds on clinical trials in which Semple, who now teaches at the University of Southern California, and Lee, a psychologist in private practice, found that the hybrid technique they recom-

mended fostered greater concentration and increased attention to schoolwork among children ages 9–12.

Ultimately, Miller is interested in developing clinical ap-

proaches that aim not just to diagnose and cure disorders (such as anxiety or depression), but also to actively increase well-being. She has been described as a “doyenne” of spirituality research, suggesting that her work has become the standard against which others’ work will be measured.

Much of that progress stems from the work of Miller, who was here 10 to 15 years ago.”

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The Power of Positive Patients

TC health educators are helping people think positively to better manage their own care

By Joe Levine
Photograph by Hannah Whitaker
Four years ago, Sarah McMahon (not her real name), then 83, suffered a heart attack and had surgery to implant a stent, a tiny, balloon-like device that expanded to increase bloodflow through her coronary artery. Afterwards, she was told to watch her diet, take her medications and – because physical activity has been shown to significantly reduce death rates following stent surgery – exercise regularly.

But where most patients struggle to keep to such a regime on their own, McMahon, who lives alone in Eastchester, New York, joined a follow-up study that evaluated ways to get patients to exercise. She signed a “contract” to try to meet certain exercise goals. She tracked her progress with a pedometer and in an interactive workbook about self-managing heart disease. And, in an unusual twist, the research team helped her identify personal associations, positive thoughts and proud moments that would motivate her to exercise. Twice a month, team members called her to remind her of these strategies. They also mailed her occasional small gifts.

“I was wonderful,” recalls McMahon. “When I voluntarily for the study, I was just so pleased to be alive. It was gratifying to think I might be doing something useful, particu-
larly at my age. And then, the girls who called me were so lovely, and I enjoyed speaking with them.”

With people 65 and older expected to constitute nearly 20 percent of the population by 2030 (up from 13 percent now), the United States is becoming a nation of Sarah McMahoons – older people with multiple ongoing health problems. In 2005, 133 million Americans or nearly one in two adults, had at least one chronic illness, and 7 in 10 deaths were due to longer-term conditions such as cancer, heart disease and stroke. Treatment costs were estimated at $1.7 trillion annually.

Faced with these trends, health care experts increasingly agree that traditional medical approaches no longer suffice. Treatment costs were estimated at $1.7 trillion annually.

“Many scientists were doing excellent basic behavioral research, understanding why people act, think, feel as they do, but they weren’t applying what they found about human behavior to specific clinical problems,” says Czajkowski, who spearheaded the Institute’s effort. “So we asked teams of basic and clinical behavioral scientists to work together to tackle pressing clinical questions in the heart/hypertension field.

The team that included Allegrante and Peterson – headed by Mary Charley, the chief of the Division of Clinical Epidemiology and Evaluative Sciences Research at Weill Cornell – received funding to conduct a set of studies aimed at developing and refining a behavioral change strategy in three randomized clinical trials involving 1,000 pa-

tients. One trial focused on boosting physical activity among asthma patients, another on get-
ing African American patients with high blood pressure to adhere to prescribed medication (African Americans have substantially higher rates of hypertension than other ethnic groups); and a third on getting stent patients like McMahon to exercise.

In each study, a treatment group and a control group received state-of-the-art instruction and tools for managing their own care. The treatment group also received a motivational intervention, delivered by phone, that included using positive thoughts and recalling proud moments. Gifts were delivered by mail. The studies tested the power of both “positive affect,” defined as “a state of pleasurable engagement with the environment [that] reflects feelings of mild, everyday happiness, joy, contentment and enthusiasm,” and “self-affirmation,” such as using memories of past accomplishments, to “preserve a positive image and self-integrity when one’s self-identity is threatened.”

The results of the studies – the first clinical trials to test the power of induced positive affect in patients with a seri-
ous medical condition – were published this past year in The Archives of Internal Medicine.

In the trial involving stent patients, 55 percent of those who received the motivational intervention increased their expenditure of kilocalories by at least 336 per week, versus just 37 percent of the control patients – the equivalent of walking 7.5 miles weekly versus walking 4.1 miles weekly, says Peterson, who authored the angioplasty manuscript.

“We built the best mousetrap we could and then gave addi-
tional positive affect and self-affirmation components to the treatment arm, so that we’d have a good test of the added value of focusing them on positive emotions. And the results were remarkable.”

But can self-management techniques, including positive thinking, be broadened to a health care system with a marked preference for a pound of cure rather than an ounce of prevention? The evidence suggests that such tech-

niques are cost-effective. For example, in a 1999 study of the Chronic Disease Self-Management Program (CDSMP), a well-known group program created at Stanford University’s Patient Education Research Center to increase patients’ confidence, skills and social support; health care costs for the patients who received CDSMP were $820 lower (even ac-
counting for the intervention’s cost) than for patients who did not, primarily due to reduced days of hospitalization.

Health care expenditures for the intervention group were roughly 10 times the cost of the intervention.

“Body and Soul” is a regular feature for the fall/winter editions of the journal Cardiology. In the asthma study, a subgroup of severely asthmatic pa-

tients who received the intervention exercised more than their counterparts in the control group.

None of the three studies demonstrated improvement in patients’ health, but previous, longer studies have estab-
lished that exercise and adherence to medication create bet-

ter health outcomes.

“These studies are revolutionary,” says Czajkowski. “They show that this kind of approach can be done and that it is fruitful.”

For Allegrante, the studies are significant because they demonstrate that positive affect enhances the power of pa-
tient self-management. “The control group itself received a pretty robust intervention – it was no straw man,” he says. 

“Positive thinking has helped people exercise more after heart surgery.”
But David Sobel, M.D., Ph.D., Director of Patient Education and Health Promotion for the Permanente Medical Group and Kaiser Permanente’s Northern California region, sounds some cautionary notes. For behavioral programs to be better integrated into clinical care, Sobel says, we need “good evidence of effectiveness.” But if we don’t, a doctor in a fee-for-service practice has to bill an insurance company for an office visit, which might be the least effective thing for controlling high blood pressure,” says Sobel, a practicing physician who helped develop and evaluate CTSMP in real-world care within the Kaiser Permanente system.

Sobel believes more traditional insurance companies would be receptive to self-management approaches supported by good evidence for quality of care and improved outcomes. Right now, though, “there are very few evidence-based self-management programs that have been evaluated,” he says. “It’s one thing to do an evaluation in a clinical trial under specialized circumstances and another to replicate the program in a real world care system. Often, you can’t just extrapolate from clinical trial data to ‘This will achieve a reduction of X number of days in the hospital.’”

And Kate Longe, Director of the Stanford Patient Research Center, believes that the move toward motivating behavioral change could take years or even farther away from care centers. “People spend 99 percent of their time outside the health care system, and it’s what they do there that determines their health and their quality of life,” Longe says. “In lots of parts of the country, community organizations teach self-management. Your doctor says, ‘There’s a Jewish community center a few blocks from your house. You’re not interested? We’ll contact you when we learn of something more to your liking.’”

Meanwhile, in 2005, Sobel and another research solicitation for behavioral intervention studies, this time focusing on obesity and obesity-related behaviors. A second effort, taking in a wider range of health-related behaviors and involving several organizations within the National Institutes of Health, is getting under way.

“We really need to keep increasing the pool of efficacious interventions for behavioral health problems,” says Czajkowski. “It’s like drug development – even when we have drugs that work, pharmaceutical companies continue to use findings from basic biological science to make better ones. Behavioral scientists should be doing the same.”

Peterson finds the analogy with pharmaceuticals particularly resonant. “A few years ago, one of my attend physicians in the class I teach told me that he dispenses written prescriptions for physical activity,” she says. “That’s incredibly powerful, because that’s what physical activity is – it’s medicine, and often it’s as strong, if not more so, than many pills people take.”

Behavioral scientists should be doing the same.

But it wasn’t until she became involved in a study led by Allegrante, teaching psychology and health education among biology, behavior, and environment in relation to health. As editor for the past two years of the journal Health, Education & Behavior, Allegrante has also published a number of studies and commentaries focused on patient self-management. Meanwhile, at TC, since 1998 he has led a yearly delegation of students to Capitol Hill to lobby Congress for additional federal funding for the U.S. Centers for Disease Control. And since becoming the College’s Deputy Provost in 2009, Allegrante has also hosted a new colloquium called “Health, Behavior and Society,” in which guest speakers examine the interconnections among biology, behavior and environment in relation to health.

Allegrante says he’s been thinking about questions like, How do people take charge? Particularly people who are used to a doctor telling them what to do. Fifteen years passed before Peterson enrolled as a medical student at TC. Now they’re working together on a study that represents some of the most advanced thinking in the field.

“Health educators find ways to operationalize behavioral strategies,” says Allegrante. “That’s where I really feel you have a chance to prove that they can work.”
Welcome to “the New Gym,” where kids hold group discussions and use iPads, and teachers ponder the role of race, gender and body type.

By Siddhartha Mitter

Photographs by Heather Van Uxem Lewis
On a Friday morning in the gym at The School at Columbia University, Doug LeBlanc (M.A., ’01, ’03) has asked his third graders to prepare to exercise their bodies by warming up their minds. In a moment the children will grab jump ropes and work individually, then in small groups, at double Dutch. But first they sit in a circle and discuss how street games came to be invented amid the special conditions of big-city life.

“City” is, in fact, a third-grade curriculum theme across disciplines at The School. The kids call out ideas they’ve studied in the classroom: how jump rope, stickball and other pastimes were the product of limited space and materials; the prisoners who, while doing demanding equipment, as the prisoners did, and their teachers evaluate their efforts for persuasiveness.

Carlos Jamieson, a Teachers College master’s degree student in physical education, looks on. He’s just started his student-teaching placement at The School, leading warm-ups and assisting LeBlanc and his Wellness colleagues, many of whom are also TC graduates. “Is this the first time you’ve seen iPads in a phys ed class?” Jamieson whispers to a fellow observer. “Me, too.”

This tight integration of gym and classroom is part of an emerging teaching approach that proponents hope could revolutionize the physical education (PE) field. The new method grows out of research by experts at TC and elsewhere who are discovering connections among attitude, motor skills, knowledge and fitness outcomes. Their findings point PE away from the traditional gym class model – competition as motivator, the jocks rule – toward learning, enjoyment and lifelong skills development.

The School champions the new approach, but it has not cast team sports aside. Seventh graders still do a soccer unit, for example, but it’s linked to a teaching theme. The students form a league modeled on the one organized by Nelson Mandela and other prisoners in the Robben Island penitentiary. They write letters arguing for the league’s recognition and demanding equipment, as the prisoners did, and their teachers evaluate their efforts for persuasiveness.

The students study cricket as well, to supplement classes on India and British colonial rule. Along with how to bowl and bat, they learn the sport’s history, rules, scoring and etiquette. “You catch the kids who consider themselves bookish that way,” says Laura Walrath (M.A. ’07), The School’s athletic director, who played Division I soccer in college. “They can teach it to the other kids, and the kids who are better at the physical skills will help them play. You have to reach all types.”

After all, most PE teachers are athletic types themselves. “One problem is that most of us who were undergraduate PE majors were successful doing motor skills, so we’re not thinking about those other kids,” says Silverman, himself a scuba instructor and diving enthusiast. “And those other kids are a lot of the kids, if not most of them.”

Why are so many kids either inhibited about being physically active or else simply unmotivated? Some of the most important reasons originate outside the school setting, beginning with images of physical competence and body standards that pervade society through media and language.

“If you feel your body doesn’t mirror particular dominant ideals, it impacts your physical education engagement.” — Laura Azzarito

Laura Azzarito, Associate Professor of Physical Education, who joined TC’s faculty in 2011. “The body, and learning how to move, matter a great deal to young people, and finding a self that fits and is comfortable in sports, health and physical education can be very difficult for them.”

Gender, race and class affect “embodiment” – how one sees
“With team sports, not everyone is playing, and so they’re not learning. And the teachers can’t possibly spend enough time with them.” — Stephen Silverman

oneself in relation to physical participation and enjoyment — says Azzarito, who is Italian-born and earned her Ph.D. at Louisiana State University before teaching at Britain’s Loughborough University. In her own research, she says, she has given digital cameras to young people and asked them to create visual diaries to express how they feel in their bodies. “Many of the boys showed themselves performing sports, very centered in the photos. Many girls were completely absent; they took pictures of other people and never wanted to be in their own photo.”

Research on body perception, while certainly extensive in psychology, is still quite new as applied to physical education, Silverman says. “But our research suggests there’s nothing they can do to make up the high-skill kids. That’s not the problem we have in kids learning and enjoying PE.”

In fact, the really good news from the new attitude research is that skill level, high or low, is not the defining factor for kids to be engaged in and benefit from physical education. What really tips the scales, so to speak, is the quality of instruction. Or to put it another way: Forget the old-fashioned gym teacher, barking out commands. Instead, think yoga instructor or personal trainer.

Says Silverman, “We can’t just say ‘physical education’ to kids and believe they’ll all want to be ducked. That’s why the new approaches being advanced at TC and elsewhere are so important. We aren’t just talking to kids. We are talking to the adults who need to lift student engagement.”

Giving PE a Second Wind

First published in 2000, and based on Subramaniam’s doctoral research, which Silverman supervised when they were at the University of Illinois, the survey is now widely used in the field. It has produced a wealth of research data, both on overall trends in student attitude and on the attitudinal impact of curricular and teaching methods.

This research on attitude has helped to substantiate insights that seem intuitively obvious. For example, physical education activities based on competition have an adverse effect on the motivation of kids with lower skills. But it has also suggested some unexpected conclusions. For example, de-emphasizing competition doesn’t turn off students with higher skills.

“If team sports, not everyone is playing, and so they’re not learning,” he says. “And the teachers can’t possibly spend enough time with them.”

Instead, Silverman says, students should work to achieve personal targets through individual and small-group activities, enabling teachers to roam the gym offering individualized instruction. Or to put it another way: Forget the old-fashioned gym teacher, barking out commands. Instead, think yoga instructor or personal trainer.

“Physical activity can be a really good tool to help engage kids, help them attune better and behave better in the classroom,” says Carol Ewing Garber, TC’s Associate Professor of Movement Sciences, who this past year led an American College of Sports Medicine panel that issued new guidelines on physical activity. “And kids sometimes learn concepts by using their bodies — for example, math and science concepts by moving.”

Yet, even that case for physical education isn’t stopping districts across the country from cutting gym hours. In 2011, only 52 percent of high school students attended a PE class, according to the U.S. Centers for Disease Control and Prevention. Meanwhile, America is getting fatter: 36 percent of adults and 17 percent of children qualified as obese in 2010.

Certainly lawmakers are under pressure to slash spending — and schools to redirect time and resources to meet testing targets. But there may also be a sense that — to use a sports metaphor — PE itself is sucking wind and could use a substitution. Or to be more specific: Physical education isn’t worth the investment because too many kids look at gym as just something to be ducked.

That’s why the new approaches being advanced at TC and elsewhere are so important. We aren’t just talking to kids. We are talking to the adults who need to lift student engagement.”
Taking Student Health to Scale

Chuck Basch says we won’t close the achievement gap until we attend to student health. He has a plan

By Joe Levine
Illustrations by Jillian Tamaki

CHANGING VENUE Some kids can’t get to school early enough for breakfast in the cafeteria. One solution: let them eat in first-period class.
Last year, when Colorado began offering a new public school program that enables kids to grab breakfast off a lobby cart and show down during their first-period classes, some teachers and administrators raised concerns.

True, schools have been offering free breakfast for years in their cafeteria, prior to the first bell. But wouldn’t eating in class be a major distraction? What about the mess?

To Basch, who gave the keynote address at Colorado’s annual statewide education summit last spring, insufficient breakfast is just one facet of a much more complex and challenging problem: the inferior health status and health care received by many low-income and minority children in the United States. In 2010, in work originally conducted by TC’s Charles Basch, Basch documented the scope of these “educationally relevant health disparities” in a meta-analysis that filled an entire issue of the Journal of School Health. Incorporating information from hundreds of studies and nearly 60 researchers, he showed unequivocally that poorer students suffer disproportionately from a group of interrelated health problems — poor vision, asthma, teen pregnancy, aggression and violence, inadequate physical activity, insufficient breakfast, and inattention and hyperactivity — that directly hinder their achievement in school.

The publication included a preface by one of Basch’s former students at TC, Howell Wechsler, Director of the Division of Adolescent Health at the U.S. Centers for Disease Control. Wechsler wrote that “the articles by Basch...represent the most comprehensive, authoritative, and compelling summary of why addressing health-related barriers to learning requires being a fundamental component of school reform efforts.” Perhaps just as important, Basch called attention to precisely how and why each health issue affects school performance.

For example, he reiterated findings that a sense of “school connectedness” fosters a desire to achieve. He also cited evidence that exercise stimulates the production of brain-derived growth hormones, oxygen saturation and other chemical reactions in the brain that facilitate learning. If you can’t see it, if you’re not getting a good night’s sleep because you can’t breathe, if you’re not thinking clearly because you haven’t eaten breakfast or if you’re afraid to come to school because you live in fear of getting hassled and bullied, there’s no way you’re going to be able to learn, and certainly not at the level of other students who don’t face these issues,” Basch said recently in his office in TC’s Benedictine Hall.

He is a lean, intense man who talks rapidly when he gets on the topic that has occupied most of his time for the past several years. “Eighty to ninety percent of school turns around efforts have failed, and I believe that a big reason is that we haven’t addressed these health barriers. Until we do, our efforts to close the nation’s achievement gap by academic means – improving teacher and leader effectiveness, improving curriculum, strengthening learning standards and assessment – are going to be greatly compromised.”

Similar positions have been endorsed by organizations such as the National Education Association, the American Association of School Administrators, the American Association of State Boards of Education, the American School Boards Association and the Association for Super vision and Curriculum Development. Since publishing his report, Basch has been sharing his findings and proposals with audiences across the country, ranging from U.S. Secretary of Education Arne Duncan and state and city education commissioners, to advocacy group leaders, representatives of private foundations, school boards, teachers, parents and concerned citizens.

“What’s needed now is to put into practice what we know in a way that is scalable to reach thousands of schools — especially the 5,000 lowest-performing schools in the nation,” he says. Working closely with the Chicago-based Healthy Schools Company, Basch has framed a blueprint for change that would “flipping the traditional school health model on its head,” Wasserman says. “There have been many school-based attempts to improve students’ health, but they haven’t been very connected with academic outcomes. Chuck’s approach makes it very clear why educators should care.”

Basch himself is partnering with the New York City Department of Education and New York City Department of Health to fund seeking to test his approach in 50 of New York City’s lowest-performing elementary schools. His team at TC consists of his longtime colleagues Randi Wolf, Professor of Nutrition and Education, and Patricia Zybert, a research scientist and statistician in the Department of Health and Behavior Studies. Other TC faculty in his group include Eric Nadelstern, Professor of Practice and former Deputy Chancellor of New York City’s public schools; Micah Rebell, an expert on comprehensive services for students from poverty backgrounds and school finance; Henry Levin, the noted education economist; Aarons Pallas, an authority on standardized testing; Terry Quinn, the literacy guru who is founding Director of the TC Reading and Writing Project; and Ernest Morell, a nationally recognized English educator who directs the College’s Institute for Urban and Minority Education. Their goal is to compare the standardized test scores (and mediators, including school attendance and school connectedness) of students in schools receiving Basch’s intervention with those in a control group of schools that did not.

Meanwhile, a number of states and districts, including Tennessee, Ohio, Idaho, Colorado and the Boston and Denver public schools, are instituting all or parts of Basch’s proposal on their own. The Basch model has three major components.

First, it targets health issues that are prevalent and dis propionate, such as asthma and obesity, and sometimes millions of students, but which have never been collectively evaluated for their impact on academic performance. “The Iowa Policy Project: Breakfast in the Classroom: Vision for Success, a program designed by Basch and a former doctoral student, Danna Ethan, together with New York City health officials, which has doubled the in-class use of eyeglasses; and Open Airways in Schools, an asthma education program developed by the Colorado Legacy Foundation, a non-profit that works closely with the public schools, agrees with that assessment.

“We need the education goals of the nation to recognize the importance of addressing educationally relevant health problems.”

— Chuck Basch
American Lung Association, which aims to reduce poorly controlled asthma and improve school attendance. Other initiatives recommended by Basch focus on improving students’ social and emotional skills, decreasing behavioral problems and building character, and increasing in-class physical activity.

Third, the Basch model applies a “scaling mechanism” for implementing all of these programs together. The scaling mechanism consists of a full-time school health coordinator position in each school, professional development for teachers and school personnel, and roving coaches who would provide assistance to teachers, staff and administrators.

Along perhaps with an assistant principal for school health, classroom techniques ultimately would become the focus of a new professional track developed by schools of education.

“Chuck’s proposal is the only one I’ve ever seen that presents a comprehensive approach to student wellness, from nutrition to health screening to behavioral modifications to health promotion,” Rooney explains. “Many other education leaders agree. We started work on our strategic plan in 2010 using academic acceleration, and it includes Davis, Basch and the leaders of the W.K. Kellogg Foundation and the Chicago Community Trust. Basch had just a few minutes to summarize his plan, and when Duncan asked why many of the features of it weren’t already happening in schools, he had an answer ready.

“I said, ‘Because we need the education goals of the nation to recognize the importance of addressing educationally relevant health problems, especially for youth living in poverty,’” Basch recalls. “We need changes in accountability structures to ultimately promote change. Because if schools aren’t held accountable for it, if no one’s measuring it, then it’s not important.”

Basch, along with Davis and the meeting’s other attendees, urged Duncan to empower an Office of Safe and Healthy Students, run by a Deputy Assistant Secretary of Education, to provide strategic leadership to fully integrate health and wellness into the Department’s policy and practice. They also recommended that student health criteria be incorporated into the federal government’s various professional development and grant programs for schools, such as Investing in Innovation, School Improvement Grants and Blue Ribbon Schools.

In a subsequent speech, delivered early in May at the National Press Club in Washington, D.C., Duncan spoke about the importance of school health and vowed to promote healthy schools more aggressively.

“As Ohio is restructuring school health from the U.S. Centers for Disease Control and Prevention and were trying to link health outcomes to school improvement, has made a dramatic improvement in standardized test scores the key endpoint of his proposed study. It may be, as its TC colleague and47.9 Hispanic

Births per 1,000 among U.S. 15-17 year-olds by race/ethnicity:

**Black**

**White**

**Hispanic**

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**DiD you KNOW?**

*Does your school have a breakfast program? What are the benefits of a school breakfast program? Are the benefits worth the cost? Are they making inferences?*

“**What I’m proposing is going to require a real social change in the way we think of the mission of schools.**”

— Chuck Basch
Students in TC’s Deaf/Hard of Hearing program wrestle with the big questions about assistive technology

By Barbara Finkelstein

“I DON’T UNDERSTAND, DAD,” rages the narrator of Raymond Luczak’s poem “Practice” and smashes his hearing aid with the telephone receiver. The poet himself, who lost most of his hearing after being stricken with double pneumonia as an infant, has passed a similar verdict on audio technology, declaring that it renders sound “noisy and meaningless.”

Michael Sagum, a first-year student in TC’s Deaf and Hard of Hearing (D/HH) program, takes a somewhat different view. Born profoundly deaf
and thinking deficits? With the use of assistive technologies, those diagnosed past the age of three experience lifelong learning raises a host of issues related to the cognition and education of deaf children, as well as some schools for the deaf, the impact on the microphone wearer’s voice can be further heightened by a cochlear implant. But there are drawbacks: The FM signal quality is compromised by unknown interference, and the system may be too complex for young children to use without help. And then there are cochlear implant themselves, which have stirred the greatest hopes – and controversies. Unlike hearing aids, which rely on inner ear hair cells to convert vibrations into neural codes, cochlear implants transmit directly to the auditory nerve, which then sends information to the brain. Some implant recipients, such as TC’s Michael Sagum, praise the device for enabling them to learn to speak and interact with hearing people. Others who are deaf or hard of hearing argue that, at best, implants can only approximate an ability they will never fully have.

“What’s the point of using a CI if it does not do anything for me except make me aware of environmental noises?” says Rusty Rosen, a lecturer in the D/HH program at TC who is deaf. “Hearing is not the only means of obtaining information and communicating with people.”

Graduates of TC’s D/H program must accommodate to all these views when they work in schools and other settings. “The children I work with are cochlear implant and hearing aid users, and most rely on FM systems in school,” says Dana Selznick (M.A., M.Ed ’10), who is a hearing educator for the New York City Department of Education. “What you learn right away is that you have to integrate the technology based on knowing the child’s unique needs. Each child responds to new assistive technology differently, which is why it is so important to understand the learner as a whole. For example, teachers have to train the kids to understand the difference between voice qualities when using the microphone versus signing.”

Rosen believes technology plays a vital role, particularly for those who have no speech. “It is an important part of deaf communication for a large segment of the D/HH population, but it doesn’t do anything for people who are basically deaf,” she says. “People are starting to understand that the conversation about deafness can’t exclusively be about technology,” Atkins says. “It’s about celebrating children for the unique and precious people that they are. Realizing that is a human advance, not a technological one.”

In both ears, Sagum, as a mainstreamed student in Seattle, relied on hearing aids and FM listening systems. He had auditory and speech therapy from the time that his hearing loss was diagnosed at the age of 10 months.

At 15, Sagum elected to receive a cochlear implant (CI). He still gets emotional when he remembers the moment the implant was activated and he heard its stirring sound. Sagum says that hearing his own speech is a “source of pride” but is careful to emphasize that he respects all ways of communicating for the deaf. He feels that the years of auditory and speech therapy that he has had are a critical component for the success of the cochlear implant. He’s also chosen to learn American Sign Language (ASL), which he calls “a very important part of my life.”

To hear or not to hear? As technology improves, that is the increasing question for many people who are deaf or hard of hearing, and it speaks to the very nature of identity and cognition.

“Does language map out what you already know, does language dictate thought or does language add to the cognitive map?” Robert Kretschmer, Associate Professor of Education and Psychology, asks students in his first-year course, Language Development and Rehabilitation. “As educators and researchers, we are obligated to ask how children process the language and modes of social interaction, rather than as something to be learned.”

DiD yoU Know?

28,400 children have received cochlear implants.

In the United States, roughly 42,600 adults and 28,400 children have access to language and good speech patterns, and assistive technologies have not changed the basic information and communicating with people.”

Russell Rosen
When patients relearn the seemingly innate act of swallowing, their brains change – and their lives can, too

By Patricia Lamiell

One afternoon this past August, Joseph Forrester underwent testing at the Dysphagia Research Clinic at Teachers College’s Edward D. Mysak Clinic for Communication Disorders. Since suffering a stroke the previous January, Forrester had been unable to swallow food or drink without choking (the condition called dysphagia). He was being fed through a tube in his stomach, but he missed eating, especially jerk chicken and fish, specialties of his native Jamaica.

Now, after four weeks of trial therapy, Forrester was being reevaluated by Amy Ishkanian and Carly Weinreb, master’s degree students in TC’s Speech-Language Pathology program, which runs the Mysak Clinic. After performing some other tests, Ishkanian and Weinreb gave Forrester a few sips of water. He sputtered a little but got it down. They used a small, balloon-like device on the end of a tube to test Forrester’s tongue strength, and they pronounced his progress good. They swabbed different flavors – sweet, salty, sour and bitter – on his tongue, and he identified each. They checked his gag reflex and air flow – again, all signs positive. They asked him to repeat the word buttercup as quickly as he could, and he complied, until they all broke into giggles.

Georgia Malandraki, Assistant Professor of Speech-Language Pathology, who spearheads TC’s new swallowing therapy program, says that Forrester and four other patients in a pilot project at Mysak have all “improved remarkably” in their ability to swallow. But it’s what may be going on in their brains that she finds truly exciting.

In the small, utilitarian space on the ninth floor of Thorndike Hall that she established last year as TC’s Swallowing, Voice and Neuroimaging Laboratory, Malandraki has been analyzing functional magnetic resonance imaging (fMRI) scans to look for changes in brain activity in these patients as they relearn to swallow.

When patients relearn the seemingly innate act of swallowing, their brains change – and their lives can, too.

Eating Smarter

Before swallowing therapy

The brain of a right hemisphere stroke patient with a swallowing disorder. There is almost no neural activity associated with his swallowing.

After 8 weeks of swallowing therapy

Significantly increased brain activity of the same patient during swallowing. This change was accompanied by functional improvements in swallowing.

www.tc.edu/tctoday
Swallowing disorders are on the rise, and the demand for therapy is growing rapidly. As advances in health care and nutrition enable people to live longer, rates of Alzheimer’s, Parkinson’s and other disorders that disproportionately affect the elderly have risen dramatically, and many of these conditions trigger dysphagia. Indeed, of all patients seen by speech-language pathologists in acute-care facilities have swallowing disorders. Many dysphagia patients lose their cough reflex, putting them in danger of aspirating food or liquids into the lungs and developing pneumonia or dying. While feeding tubes offer an alternative, they are expensive and inconvenient and raise the risk of infection. Moreover, eating is one of the few remaining pleasures for the frail elderly, and Malandraki and other experts say that many of those who lose the ability to eat lose their appetite and their will to go on living. For many more than 35 muscle pairs are involved in swallowing, including most of those involved in speech. Like all muscles above the neck, they are connected directly to the brain stem by cranial nerves that bypass the spine. Until the 1970s, doctors believed that the swallowing reflex is innate and governed largely by the autonomic nervous system. They believed that, although swallowing can be intentional, it is a‘spinal reflex that is driven by the heart, which beats continuously without conscious direction from the brain. It was thought that someone who had lost the ability to swallow could never recover it. By the early 1980s, Martin W. Donner at Johns Hopkins and, later, Jerilyn A. Logan at the Albert Einstein College of Medicine (Einstein’s collaborator) and other researchers began to view swallowing as a more complex, coordinated activity performed by muscles in the mouth, throat and chest. Different activities activate different parts of the brain. Their research led to a new hypothesis: By exercising these swallowing muscles, patients were transferring function to new brain regions.

In recent years, a range of technologies have made it possible to pinpoint which neurons come into play under different conditions and in response to different stimuli, enabling researchers to correlate observed behavior with brain function and development. The Dysphagia Research Clinic in the Mysak Clinic is now equipped with many of these technologies, including high-quality fiber-optic endoscopes, which are used for the evaluation and diagnosis of swallowing physiology, electromyography (EMG), which is used for evaluation of the electrical activity produced by swallowing muscles, respiratory biofeedback and muscle-strengthening devices, and sensory stimulation equipment and materials.

Currently, Malandraki is working with doctors and therapists at Columbia Medical Center who treat patients with dysphagia caused by head and neck cancer. Using EMRI technology, she evaluates candidates for transoral resection surgery, which can remove the tumors without an incision to the neck or throat, and measures how the tumors have affected swallowing physiology and brain function before and after surgery. Malandraki started the project in 2011 with Salvatore Garana, Chief of Head and Neck Surgery at Columbia Medical Center, backed by a grant from TC’s Provost’s Investment Fund. The team, which includes Robert De La Paz, Columbia’s Director of Neuroradiology, and TC-alumnus and former Chogal Speech Pathologist Edward D. Zeng, is working to develop a scale to evaluate a patient’s ability to eat with cleft palate, craniofacial defects, hearing loss, aphasia and other handicaps. Under the close supervision of faculty members, every student in TC’s Speech-Language Pathology program, which includes those who participate in the new Dysphagia Research Clinic, “has given him his independence back,” says his son, Jason Forrester.

As of this writing, the elder Forrester was still using the feeding tube in his stomach to ingest water, a challenging substance for patients with dysphagia, but there was hope that he might be able to take in a few more mouthfuls. “When my father first had his stroke, the initial concern was the length of time, efficacy and danger of using the feeding tube,” Jason Forrester says. “That’s not something we’re even speaking about now.”

TC’s clinic for communication disorders opened in the 1940s and was later named for speech pathologist Edward D. Mysak. Today, under the direction of Dr. Kathleen Youse and her assistant director, Elise Wagner, the Mysak Clinic spans a wide range of areas, of which swallowing—a function that employs many of the same muscles as speech—is the newest and smallest.

The clinic provides diagnostic and therapeutic services for a sliding scale fee and children and adults with disorders of language, articulation, voice and fluency, as well as those who have suffered complications associated with cleft palate, craniofacial defects, hearing loss, aphasia and other handicaps. Under the close supervision of faculty members, every student in TC’s Speech-Language Pathology program, which includes those who participate in the new Dysphagia Research Clinic, “has given him his independence back,” says his son, Jason Forrester.

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At the Mysak Clinic, growing emphasis on the brain — Geoffrey Malandraki

“Nobody has ever shown before that swallowing strengthening therapy can lead to neuroplasticity.” — Geoffrey Malandraki

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A Community of Healing

Lena Verdeli has brought a talking cure to people living in the most adverse circumstances.

By Jonathan Sapers
A qualitative assessment of mental health needs by Johns Hopkins University showed that many adults were so paralyzed by fear of AIDS that they were neglecting their families and cutting themselves off from community resources.

Verdeli, Director of TC’s Global Mental Health Lab, thought these states of mind sounded strikingly like depression, but she worried about “medicalizing” extreme suffering. After all, who wouldn’t be depressed living under such adverse conditions? Still, she was encouraged by a field report from her colleague, Paul Bolton, a Johns Hopkins public health researcher, indicating that Ugandans themselves recognized they had a problem and were eagerly seeking help.

With few doctors available and no funds to provide medication, Bolton had recruited Verdeli to collaborate in a clinical trial of interpersonal psychotherapy (IPT), a time-limited treatment for depression, with standardized steps and inclusion criteria, codeveloped by her mentor, Columbia University psychologist Myrna Weissman. Under an agreement with the nongovernmental organization World Vision, Verdeli and a colleague, Kathleen Clougherty, would train African mental health professionals employed by World Vision to lead group therapy sessions among the villagers.

Yet, almost as soon as they stepped off the plane, Verdeli and Clougherty learned from Bolton that World Vision had decided it could not spare its personnel. Instead, Verdeli and Clougherty would be working with the mental health workers’ younger brothers and sisters — people who had no psychological training at all.

“Kathy and I just looked at each other and said, ‘Now we are here, why not?’” Verdeli says.

In the end, the raw recruits turned out to be a blessing in disguise. Since they came from the same communities as the study participants, they gave valuable input about the local culture and family members rather than as individuals.

Verdeli says, “It means that people are defined by themselves in their community and group that constantly shapes other people, by a mutual and endless reflection of them—people,” Verdeli says. “It means that people are defined by their parents’ home.

They basically told us, ‘We don’t have that problem here, because we do everything in groups,’” Verdeli says.

The trainees also provided valuable insights in conducting role-play exercises designed to help people explore acceptable ways of becoming “unstuck” from oppressive situations. Sometimes they described solutions that might have eluded or even alienated someone with Western values.

For example, when a woman in Uganda discovers she can’t conceive, an acceptable option might be to ask a friend or relative to marry her husband and give one of the resulting children to her parent as her own. Or, when a man with AIDS insists that his wife have unprotected sex with him, she might ask an older member of her husband’s family to act as her advocate, and thereby avoid the ostracism that will follow from resisting and being sent back to her parents’ home.

A randomized, controlled trial of Verdeli’s IPT program in southern Uganda was conducted. Participants who received the treatment reported an 80 percent reduction in prevalence of depression at the end of the trial. World Vision hired the trainees, who went on to treat — and train others to treat — some 6,000 people. Ironically, World Vision ultimately closed the program precisely because it was so successful (passing it on to volunteers) and turned its attention elsewhere — a common occurrence in humanitarian aid. The trainees gave them examples that fit into the first three categories but not the fourth.
As Nurses Go, So Goes Health Care

CURRENT TC FACULTY AND LEGENDARY ALUMNAE WEIGH IN ON WHY NURSING EDUCATION IS MORE IMPORTANT THAN EVER

By David McKay Wilson

“If you want to improve the health care system, nurses have to be at the table,” says Margaret McGhee (M.A. ’65, Ed.D. ’72), Professor and retired Chief Nursing Officer at New York University’s Langone Medical Center. “But those nurses need to be educated.”

Claire Fagin (M.A. ’51), former Dean of the University of Pennsylvania’s College of Nursing (and subsequently Interim President of Penn itself), calls nursing “the application of science in an artistic way” that requires its practitioners to be “very knowledgeable—about science, about humanity, about patient care.”

The vision of nurses as professionals who, like physicians, teachers and others in highly technical fields, must pursue lifelong learning, was born at Teachers College. Since Mary Adelaide Nutting launched the nation’s first nursing education program more than a century ago, the College has produced thousands of nurse educators. TC now serves the field through its Diabetes Education and Management and nurse executive programs.

“Today, we approach the education of nurses across the breadth of TC’s programs,” says Kathleen O’Connell, TC’s Isabel Maitland Stewart Professor of Nursing Education, and founding Director of the Diabetes Education and Management program, which was...
Education by diabetes educators is critical for success.”

Diabetes is a classic example of where nursing is making a huge impact, because most of the management occurs in patients’ homes.” — Kathleen O’Connell

Across hospitals, nursing homes, birthing centers, homes and schools and has helped shaped the careers of nursing professionals in advanced practice and those of nurse practitioners, nurse midwives and nurse specialists.

All agree that today, when nurses constitute the largest occupational sector in American health care and the defining challenge they face is the management of chronic disease, education is especially important. Fagin, at 17, attended an undergraduate nursing program at Wagner College after being advised that colleges, rather than hospitals, represented the future of the profession. At Lehman College, she subsequently founded the nation’s first undergraduate baccalaureate program to equip nurses as “primary practitioners” who conducted initial patient workups. Fagin later launched a Masters Wood Johnson Foundation. Joelt is devising new ways to attract nurses with advanced degrees to the professoriate.

“The salary scale in academia is much below the scale in the practice arena,” says Joelt, recipient of TC’s Distinguished Alumni Award in 2012, “so it’s a big challenge to get faculty to stay in academic practice.”

Laura Jannone (Ed.D. ’06), recipient of the New Jersey League 2010 Nurse Recognition Award, is leading in encouraging more nurses to obtain four-year bachelor’s degrees. She helped develop nurse-education standards for “magnet hospitals,” a designation increasingly sought by top institutions across the country. In recent years, McClure has also developed seamless protocols for nursing students transferring from New York City community colleges to four-year state institutions. She obtained funding for a pilot program at Borough Park South Community College and Hunter College, which is now being replicated at Lehmann Community College and Bronx Community College.

“Nurses need more knowledge to give care in a more complex world,” says McClure. “We’ve raised the ceiling — you can now get a Ph.D. in nursing — but we haven’t raised the floor.”

Indeed, while more than 300 universities offer programs that lead to a doctorate in nursing practice, tens of thousands of nurses continue to earn their R.N. credential from community colleges and a few remaining hospital-based diploma schools.

Lucille Joel (Ed.D. ’70, FAAN), professor at Simmons College of Nursing, says the push to boost the entry-level credential for nursing has had ramifications for the latter group.

“It’s a shabby market for those nurses without a B.S.,” says Joel, a past President of the American Nurses Association who is active in TC’s Nursing Education Alumni Association. “Hospitals have come to expect it.”

Joel, whose textbooks, Kelly’s Dimensions of Nursing and Advanced Nursing Practice, Nursing, are widely used in nurse schools, runs an online course at Rutgers for R.N.s seeking a four-year degree. She says nursing faculty positions have become increasingly difficult to fill. Funded by the Robert Wood Johnson Foundation, Joel is devising new ways to attract nurses with advanced degrees to the professoriate.

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“Nurses need more knowledge to give care in a more complex world.” — Margaret McClure

On the other end of the life spectrum, Ruth Lubic, (B.S., ’59, M.A. ’61, Ed.D. ’79), has championed personalized care during labor and childbirth, particularly for women in low-income communities. Lubic — the first nurse to win a MacArthur “genius” award — is a leader in creating opportunities for nurses-midwives to deliver newborns in nurse-run settings. She founded New York City’s Childbirth Center on East 93rd Street in 1975 and co-founded the National Association of Childbearing Centers. She also has helped establish 230 free-standing birth centers across the country – work that earned her the Forrester Award from the National Research Center for Women and Families.

Her most recent project – the D.C. Developing Families Center, which she founded in 2000 in the nation’s capital — provides comprehensive care for low-income, predominantly African American patients. The family health and birth center, which is run on a nurse-midwifery model, has delivered improved outcomes, with fewer pre-term births, low-birth-weight newborns and deliveries by cesarean section.

“When I was in nursing school in the 1950s, the treatment of women giving birth was almost barbaric,” Lubic recalls. “They’d be just under general anesthesia and cuffs to the table. They weren’t allowed to touch the baby. How could women mother after such an experience?”

She’s now raising funds to implement the D.C. Developing Families Center model across the country “There are so many places that want to replicate what we’ve done,” she says. “We need to carry it further, to make sure all families have the best chance to raise healthy children who can succeed in their educational efforts.”

DID YOU KNOW?

There were 2,618,700 nurses in the United States in 2008. Their number is projected to rise to 3,200,000 by 2018.

constituting the largest segment of the health care industry.
ack in 2009, E. John Rosenwald Jr. brought a proposal for a new academic concentration to the new president of Dartmouth College, Jim Yong Kim. "[Kim] was a biomedical researcher who spent his life saving the world – working on drug-resistant tuberculosis, HIV/AIDS and river blindness," says Rosenwald, alumnus and Chairman Emeritus of Dartmouth’s Board of Trustees. “So my idea was that we’d have a central building, with wings for the study of terrorism, the environment, HIV/AIDS, nutrition, developing seeds to grow food in areas without water, and so forth. We could build a new major called Save the World. Wouldn’t that have been great?”

Rosenwald shakes his head. “I’m a disciple of [legendary advertising guru] David Ogilvy, and one of his favorite sayings that I’ve adopted is, ‘You don’t sell the steak, you sell the sizzle.’ If I say ‘steak,’ you picture cold, red-and-white pieces of meat at the butcher’s. But if I say ‘sizzling steak,’ your mouth waters. And that’s really the major challenge in philanthropy, because people are getting sick and tired of routine asks – a new tennis court or swimming pool, or to endow money for financial aid. Those are all very good things, but the trick is to come up with something really compelling and different. How do I make potential donors’ mouths water?”

In 2000, The New York Times reported that he had generated more than $2 billion for good causes, using the 10 principles he calls “Rosie’s Rules.” (A sampling: “Nobody is insulted by being asked for too much.” Another: “The sale begins when the customer says no.”)

At 82, Rosenwald is an indefatigable five-foot-five dynamo who puts in full days as Vice Chairman Emeritus of JPMorgan Chase. He then heads off to the many business meetings, galas, dinners and other events that fill the calendar of a man whose valued advice, support and leadership have landed him on boards – and frequently at the head of capital campaigns – of an astonishing number of major organizations. These range from the Central Park Conservancy and the Environmental Defense Fund to the Metropolitan Museum of Art and NYU Langone Medical Center, to Teachers College. Rosenwald likes to joke that the grueling pace has worn him down. A slate in his office that is engraved with his sayings proclaims, “When I started out in this business, I was six-foot-three with long blond hair.” Yet he seems clearly energized by all of his nonprofit board work, which has prompted fellow board members to regard him as a fount of wisdom, an impact player and a primal force of nature.

“His not very tall, but he’s larger than life,” says Sue Ann Weinberg, a friend since the two were teenagers and his fellow trustee on TC’s board, where Rosenwald, who joined in 2002, oversees the committee on development. “Having him on your team says to anyone who knows him that you’re going to be successful. And a lot of people know him.”

Rosenwald himself puts the matter in starker terms. “I was
once quoted in a special issue of Forbes magazine, next to
Disraeli, saying that the difference between the for-profit and
non-profit worlds is that in business, everything is dog-eat-
dog, and in philanthropy, it’s just the opposite.”

He grins. “Change is constant, and you need to be flexible.
The most dangerous words are ‘We’ve been doing business
this way for many years, so there’s no need to change.’ That
mindset is cancer in both the nonprofit and business worlds,
because sooner or later, economics are going to get you. Take
the automobile industry: Chairman come in and go, boards
of directors come and go, but the United Auto Workers – the
tenured faculty of General Motors – is always there. Man-
gagement and unions sometimes don’t get along very well,
but every three years they have to sit down in a room
Together and draw up a new contract. Sometimes there was
a strike, sometimes not, but eventually a deal was cut, and
immediately thereafter the board of directors – let’s call them
the board of trustees – got together and raised the tuition,
or in this case the price of cars, to cover the cost of the new
contract. And that was the way business was done until the
late ’80s, when an alarm went off. ‘Hey, imports have taken
55 percent of the American auto market.’”

Rosenwald sees an analogous trend in American higher
education, where the Ivy League institutions keep raising
their tuition year after year.

“For years the Ivies have said, ‘Hey, we get 10 applicants
for every available opening, our kids get into the best gradu-
aire schools – we’ve been doing business this way for many
years and there’s no need to change,’” he says. “But they can’t
keep doing that, because there’s new competition out there.
When you read about Nobels being given out, the Univer-
sity of Texas and the University of Washington are right up
there with Harvard, Yale and Princeton. And there’s distance
learning, too. So, standing still just doesn’t work.”

Rosenwald himself was educated at elite private institu-
tions – Deerfield Academy, Dartmouth, and then Dartmouth’s
Amos Tuck School of Business. His passion for philanthropy
stems first and foremost from a clear-eyed recognition of just
how much these educational institutions have contributed to
his own success.

“My father never had a lot of money – it was a struggle for
him to get us through school and college – but both my par-
ents were involved in charity work,” he says. “I saw the joy
my dad got at the 92nd Street Y. So my philosophy – philan-
thropy is an equal priority.

“So many of my colleagues say, ‘I don’t mind giving money,
don’t ask me to ask someone else to give,’” he says. “I’m good
at that, and I started early. Hey, someone has to do this stuff.”

He served as class agent for his Dartmouth cohort and
headed the alumni fund, a number of capital campaigns and
then the Board of Trustees. He joined the board of NYU
Medical Center at the invitation of billionaire philanthropist
Laurence Tisch. From there, the demand for his services
grew, and his dance card became so full that when Teachers
College first came asking, he said no.

“One of my closest friends is [former New York State Sen-
ator] Roy Goodman, whose wife, Barbara, was then Chair
of the board of TC. She invited me to lunch and breakfast with
[then-TC President] Arthur Levine, I don’t know how many times.
I kept saying, ‘I have too many things on my plate.’

‘Finally one day, I said to Arthur, ‘I’m angry at the state-
ment you keep making that no major urban public school
system in the U.S. has ever been fixed.’ And I promised him that
with the first board I retired from, I’d join TC’s.’

Indeed, Rosenwald believes that the College’s ability to
lead the way in fixing urban schools is the ‘sizzle’ that
will make it an inevitable choice for philanthropists who care about the
nation’s future. He served on the search committee that chose
Levine’s successor, Susan Fuhrman, and is a huge admirer of
Fuhrman for her work in launching a public elementary school
under the auspices of the University of Pennsylvania when she
was dean of Penn’s Graduate School of Education. Recently, he
gave $1 million in support of the new Teachers College Com-
munity School created under Fuhrman’s leadership. In return,
he was enacting the first and most important of Rosie’s Rules
– ‘Don’t ask anyone to do anything you haven’t done yourself.’

Yet Rosenwald was clearly engaged on a broader level, as well.
‘Giving our students real experience, on the ground, where they
can learn the goods, the bads and the uglies of teaching, is so
important,’ he says. ‘When I visited there, I saw a teacher ask
a six-year-old, ‘How much is eight plus seven?’ And when the
kid said ‘Fifteen,’ the teacher, instead of just congratulating him,
said, ‘How do you know?’ And he said, ‘Well, I know that eight
plus eight equals sixteen, so eight plus seven is one less.’ So the
whole business of learning how kids learn, in addition to how to
teach, is very exciting.”

“Philanthropy is the rent we pay for the space we occupy.” — E. John Rosenwald Jr.
Dear Fellow Alumni,

At TC, fall is all about new beginnings. A new academic year brings new students, new classes and a fresh slate of plans for the year ahead. This year your Alumni Association’s Council is gearing up to celebrate 125 years of Teachers College and hoping this milestone will further connect you to the TC community. We hope you reflect upon your time at TC with nostalgia and that you will share your fondest memories with us. Join us at one of the many events scheduled for the coming months to continue the learning process you began as a TC student and to expand your network of like-minded peers.

I also invite you to join us in shaping the programming for this milestone year and future years. You can participate by applying to join the Alumni Council or by volunteering to serve as an Affiliate Member. If you are interested in learning more about either of these roles, visit www.tc.edu/alumni or contact the Office of Alumni Relations at tcalumni@tc.edu or 212-678-3215.

Stay tuned as we roll out an exciting lineup of events that will extend throughout the country. Academic Festival 2013 – on April 13 – will of course be the marquee celebration for alumni and the greater TC community. So mark your calendars to be back on campus for Festival, when the Alumni Association will also honor our Distinguished Alumni as part of the festivities. You can find more information about how to nominate someone for 2014 on page 59.

We will be asking you – the Alumni Association – to play a large role in the coming year’s events because, after all, you are such a large part of what makes Teachers College great. We hope that throughout 2013, you will connect virtually by sharing your stories and memories from the globe. We also hope to launch a yearlong service project, for which we will track all of your volunteer efforts on the alumni website to showcase TC’s impact in communities across the country. We further connect you to the TC community. Please send any suggestions you have to Rosella Garcia, Director of Alumni Relations, at garcia@tc.edu.

Thanks for all of your contributions. I look forward to connecting with you at one of our events this year.

Sincerely,

Adam Vane
President, Teachers College Alumni Association

The Teachers College Alumni Association is led by the Alumni Council, which consists of 35 members who represent all 90,000 graduates. The Council partners with the Department of Development and External Affairs to advance the goals of the College by providing alumni with opportunities to remain involved in the life of the College through social activities, volunteer efforts and financial support.

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Meet the full Alumni Council
www.tc.edu/alumni/councilmembers

Distinguished Alumni & Early Career Awards

TC alumni have a long-standing history of making their mark on the world. Do you know a graduate who has made an impact in his or her community and is worthy of this distinction? Awards are presented annually at Academic Festival by the Alumni Association. For more information or to nominate someone today for the 2014 Distinguished Alumni and Early Career Awards, visit www.tc.edu/alumni/DAANominationForm

Events

A TECHNOLOGY SHOW-AND-TELL

Current TC student Michael Ticknor (right) and adjunct faculty member Nabeel Ahmad (Ed.D. ’09) demonstrated IBM’s learning analytics system at an event held this past July at the company’s offices in midtown Manhattan.

A SCREENING FOR “THE 99”

Cospresented by TC’s Maxine Greene Society and the Office of Alumni Relations, Hasan Solotaroff screened his documentary Wham! Bam! Islam!, in California in September. The film is about the making of the comic book series “The 99,” created by TC alumnus Naif Al-Mutawa (who was also on hand). Below: Solotaroff with Elizabeth Pouso-Jorgenson (M.A. ’98)

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CALLING ALL ALUMNI

Update your information and share your story.
www.tc.edu/alumni/update

THE DAY WILL INCLUDE:

- Breakout Sessions featuring alumni, students and faculty who represent all 10 of the College’s academic departments
- Distinguished Alumni and Early Career Awards
- Fun for learners of all ages

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- Distinguished Alumni and Early Career awards
- Breakout Sessions featuring alumni, students and faculty who represent all 10 of the College’s academic departments
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CALLING ALL ALUMNI

Connect to TC Alumni
www.tc.edu/alumni/connect

ARTS AND HUMANITIES

APPLIED LINGUISTICS
Mirta Martes-Rivera (M.A. ’87) teaches as a seasonal instructor at the University of Puerto Rico-Rio Piedras campus. After her time at TC, she attended the Harvard Graduate School of Education, where she took a course with Noam Chomsky. She has taught in both the higher education system and the public schools in several states. She also writes for Puerto Rico’s leading newspapers.

ART AND ART EDUCATION
Betty Kipniss MacDonald (M.A. ’60) writes art reviews for The Journal of the Print World about exhibits at the National Gallery of Art, the National Portrait Gallery and other venues in the Washington, D.C. area. She is also a printmaker who creates etchings, monotypes, and watercolors. Her work is included in collections around the world.

Richard Risio (M.A. ’99) is teaching Art, LGBT Studies and Urban Agriculture at City-As-School High School in New York City’s West Village.

TEACHING OF ENGLISH
Karen (Booker) Estrada (M.A. ’98) and her husband, Eric, are delighted to announce the birth of their son, Ettienne, on May 4, 2012. He weighed 7 lbs. 14 oz. and was 20.5 inches long. The Estradas are currently living in Columbia, MD.

TESOL
Diana Berkowitz (M.A. ’76, M.E. ’80, M.Ph. ’86, Ph.D. ’86) has been Director of the CUNY Language Immersion Program at Queensborough Community College (CUNY) since 1999. She was recently named Director of the new CUNY Start Program at the College. Diana also oversees the coordination of the college’s ESL and GED programs for Continuing Education.

Kent Doehr McLeod (M.A. ’00) began the next phase in his ESL/EFL career at EARTH University in Costa Rica in July 2012.

Robert Fredericks (M.A. ’87) has lived and worked in Oaxaca de Juarez, Mexico for the past 20 years. He provides translations for the publication Horizontes. His article Guadalupe Intelligences y el Destino Humano was featured in the most recent issue of Boletin Horizontes (http://horizontes18.com/boletin/boletin-horizontes-numero-8/).

SOCIAL STUDIES EDUCATION

TEACHERS COLLEGE COLUMBIA UNIVERSITY

ACADEMIC FESTIVAL 2013

Celebrating a Tradition for Tomorrow

Our fifth annual signature homecoming event will anchor the 125th anniversary celebration on campus. Academic Festival will explore the many trailblazing “firsts” that constitute the College’s legacy and continue to shape its future.

Visit www.tc.edu/festival for more information about the speakers and sessions
Stay tuned for the announcement of this year’s Keynote Speaker!

SAVE THE DATE:
APRIL 13

www.tc.edu/alumni/connect

CLASS NOTES

NEUROSCIENCE & EDUCATION
Evelyn Arana (M.S. ’09) began a Ph.D. program in Public Health at Drexel University in September 2012.

Robert Cavalier (Ph.D. ’61) has constructed a new evidentiary method for faculty development and evaluation. This innovative system supports local faculty culture in allowing instructors to test their assumptions about teaching and write their own survey items for student feedback. For more information, visit www.instructorperform.com.

COUNSELING & CLINICAL PSYCHOLOGY

Robert Harcourt (M.A. ’61) has been at the Institute of American Indian Arts (IAIA) for 47 years. The Institute celebrated its 50th Anniversary over the summer. Harcourt serves on the IAIA Foundation Board of Directors.

Ara Brown (M.E. ’02, M.A. ’03) recently earned his Doctorate of Education in Education Leadership from the University of Pennsylvania.

Alan Gurman (M.A. ’79, Ph.D. ’71) retired as Emeritus Professor from the Department of Psychology, University of Wisconsin-Madison Medical School. He is now Clinical Professor of Psychology in the Clinical Psychology Doctoral Program at the university and Clinical Professor of Psychology/Teaching Faculty at The Family Institute at Northwestern University in Evanston, IL. This coming academic year, he will also serve as a Visiting Professor of Psychiatry at the Harvard Medical School/Cambridge Health Alliance.
Lorna Edmundson (M.E. ’71, Ed.D. ’75) is drawing on her 40 years of experience in leadership roles at six colleges and universities in her new work as a consultant, assisting college presidents in solving strategic problems and internationalizing campuses. Edmundson recently returned from Hong Kong and Nanjing, China, where she made presentations on campus internationalization at two universities and at the conference of Women’s Studies. She spends much of his time in Montreal, where his family is located, but also works with families around the globe. He writes: “It’s a very exciting time!”

Margaret Terry Orr (M.A. ’77, M.E. ’77, M.Phil. ’79, Ph.D. ’79) co-authored Preparing Principals for a Changing World: Lessons From Effective School Leadership Programs.

Caroline A. Carroll (M.A. ’73) teaches English privately to Chinese children in New York City’s Chinatown and to overseas students via Skype.


Richard DiCecio (M.E. ’80, M.A. ’87) is Treasurer and Past President of the Columbia University-Teachers College chapter of Phi Delta Kappa.

Edith S. Marks (M.A. ’70) entered the Board of Education as a teacher and retired 17 years later, having risen to the position of Supervisor of Trainers in Special Education. Upon retiring, she wrote Coping with Glaucoma and vowed never to write another book. She has now written a second book, Glaucoma: Patient to Patient Education, and a chapter that will appear in the Third Edition of The Glaucoma Handbook.

Larkin has been awarded the Southern Indiana Review’s Mary C. Mohr Editor’s Prize for Fiction. Larkin has been nominated for the Pushcart Prize and the AWP Intro Journals Award. She is the recipient of Hollins University’s Andrew James Purdy Award for outstanding fiction and is a Fellow of the Virginia Center for the Creative Arts.

Mary Larkin (Ed.D. ’90) is in the process of writing a children’s book.

Douglas Scherer (Ed.D. ’10) has written Using Reflective Learning in Information Technology Crisis Resolution, a chapter that will appear in Contemporary Perspectives on Technological Innovation, Man...
agreement and Policy, Volume 2. The work echoes his latest research interest in mindfulness and reflective learning in real-time crisis management. He presented his dissertation-based paper, Doing the Right Thing: Executive Mentors and Caring Leader Development, at the 2010 Academy of Management annual meeting. In 2011, he launched the voicesofthecliff.com podcast, an ongoing series of interviews about the leadership journey, with an emphasis on authentic, sustainable, and socially conscious leadership. Scherer is in the process of finding a broader venue to distribute and share these interviews. Meanwhile, he is completing his eighth year as a Vice President at Citigroup, where he leads a technology team for a global clientele. He presented his dissertation—real-time crisis management and reflective learning in postsecondary educational organizations—a Vice President at Citigroup, leading a technology team for a global clientele. He presented his dissertation—real-time crisis management and reflective learning in postsecondary educational organizations.,

**High and Postsecondary Education**

Huda Bili (Ed.D. ’90) established a non-profit, non-governmental organization whose mission is to develop the abilities of children and youth so they may succeed. For more information, visit www.huda.net.


**Inquiry in Education**

Administrative Practice

Roger Wayne Keller (Ed.D. ’07) was featured in the October 2012 issue of Architect magazine under the AIA Voices section.
A VERY PATIENT ADVOCATE

BY THE TIME her fifth child, Joseph, was born in 1963, Ruth Christ Sullivan (M.A. ’53) was an experienced public health nurse who’d run children’s health workshops in rural Louisiana. She knew what kids were like – enough to know that Joseph was different.

An extremely agile and bright child, he began rocking at 18 months old. He also stopped talking, screamed all night long, and avoided eye contact. “I had seen just about any disability you can think of,” Sullivan explains. “What I was seeing didn’t fit with anything I had ever seen or heard of.” When none of the doctors in her area could enlighten her, Sullivan took her son on a monthly clinic held by an out-of-town psychiatrist who was in current research. He spoke the words that changed her life: “Your child is autistic.”

The term “parent activist” didn’t yet exist, but Sullivan quickly became one. As she met with psychiatrists and read the literature, she discovered that medical wisdom blamed autism on “refrigerator mothers” who did not love their children enough. She reached out to other parents of autistic children, in 1965 cofounding the Autism Society of America (now known as the National Society for Autistic Children/Autism Society of America) as the organization’s National Information and referral Service. She also founded several local and state chapters and assisted in founding the Autism Society of Central Asia, the dancers of the New York’s S bulbs Curran Company received an ominous warning: “We were told that the future of modern performing arts in Turkmenistan was on our shoulders,” says Elizabeth Coker Girón (M.A. ’88, who is now an associate artistic director and a current TC doctoral student in Motor Learning and Control). The caution, from U.S. embassy staff hosting the company in Ashgabat, Turkmenistan’s capital, was no exaggeration. In 2001, the country’s eccentric dictator, Saparmurat Niyazov, had banned ballet, opera and other arts deemed inconsistent with national values. Though Niyazov died in 2006, there had not been a single modern dance performance in the country prior to the S bulbs Curran Company’s State Department–sponsored tour.

Raising the stakes further, the current president would be watching the show via a live feed. A massive portrait of him was hung in the dance setting. “Of course, that wasn’t in our stage set!” says Girón.

“After the show people were screaming and crying,” she says. “They were asking for autographs. People were asking us to sign shirts and scarves.”

As both a dancer and a scientist, Elizabeth Coker Girón explores the ties between imagination and movement.

BY SIDDHARTHA MITTER

Raising a child with autism was hard, but getting the nation to understand the disorder really required Ruth Christ Sullivan to take the long view

BY EMILY ROSENBAUM

lead to the passage of the Education for All Handicapped Children Act (Public Law 94-142) in 1975, but children with autism were not protected under the Act. Sullivan continued to lobby, organizing parents to go to D.C. “We had a breakfast one time where we invited all the legislators on important committees,” she recalls, “and we made sure to seat them all next to kids with autism, and their group could see what autism was.” Finally, in 1991, the Individuals with Disabilities Education Act was passed, specifically guaranteeing children with autism the right to an education.

Still, it wasn’t until the movie Rain Man came out in 1988, starring Dustin Hoffman, that autism really penetrated the national consciousness. Hoffman interviewed Ruth and Joseph Sullivan as he prepared for his role as an adult with the disorder. Sullivan, ever alert to opportunity, suggested that the movie open in Huntington, and Hoffman agreed. Huntington’s Autism Services Center, which Sullivan founded, used proceeds from the opening to purchase the first of 13 group homes for autistic adults.

As a child, Sullivan now lives in one of those homes and holds a part-time job. Ruth Sullivan, now 88, retired five years ago after a career that included founding several local and state chapters as the organization’s National Information and Referral Service. She also led the creation of the National Association of Residential Providers for Adults With Autism and assisted in founding the National Autism Society of Argentina. Somehow, she also found time to launch the direct service center in Huntington, providing three counties with an increasingly broad range of educational and support services. Two years ago, Sullivan received TC’s Distinguished Alumna Award – the latest in a series of well-deserved honors. She takes walks, goes to movies and tries to sleep late when ever she isn’t fielding calls from filmmakers or interested journalists. “There were a lot of hard times and very little sleep. I’ve been trying to straighten up and get writing. But I’m just getting to it.”
Fencing Association

Four hours a day. With a sponsorship and she needed to train at least in the women’s épée rankings, Olympians – was also rising rapidly. 15 – significantly later than most didn’t start fencing until she was English to businesspeople. Assistant in a high school and taught of other languages) from TC, teaching of English to speakers Swedes, the Chinese (who took gold in London), the Koreans and anterior cruciate ligament injuries, gave Lawrence an extra tough-challenge is to avoid being another Italian, Rossella Fiamingo. As it turned out, Lawrence needed to summon all her internal resources. During the individual competition, she drew a first-round bye and won her first match in the second round against Maria Navarra of Italy, but then lost to another Italian, Rossella Fiamingo. It was hard to bounce back from that,” she admits. “I had to convince myself, even though I wasn’t happy, it was still the best result I had ever achieved.” Then came the team competition, and after losing to Korea, the eventual silver medalist, it Americans found themselves facing Rus-sia, to get a medal. Motivated by their presumptive underdog status, Lawrence and her teammates pulled a victory. “No one expected us to get a medal, so it was really great to come out and show them we could do it,” she says. “Up on the podium, I felt it was just as special for us as it was for the other two teams.” After a vacation in the south of France, Lawrence was back training by September. Still, she took a break to visit the White House, where, with other Olympic athletes, she met President Obama, First Lady Michelle Obama and Vice-President Joseph Biden. Might another Olympics be in store? Lawrence says she has dreams of competing internationally for at least another year. Her goal is to achieve a solid result at the 2013 World Championships in Budapest next summer. “I feel that all fencers, and probably all athletes, can’t really go until they’ve accomplished a lot of the things they want to,” Lawrence says. “I feel like I can’t get a book out. You have to be kind of obsessive and manic to be an athlete. Letting that go and doing something else can be difficult because you have to find out how to replace it.”

RUNNING THE NUMBERS

New TC faculty member Sonali Rajan employs statistics to identify programs that address overall health in a synergetic way

BY EMILY ROSEBAUM

As a marathon enthusiast – she’s completed six – Sonali Rajan understands that she focuses better at work after a solid morning run. But as a behavioral scientist with a particular interest in helping at-risk youth, Rajan, a TC alumna who recently returned to the College as Assistant Professor in the Department of Health and Behavior Sciences, is in constant search of strategies connecting the physiological and the behavioral. “I like statistics,” says Rajan, who uses numbers to help determine which kinds of health and behavioral interventions are most likely to succeed. “We have many school-based programs and services – very good programs and services – that only target, for example, drug prevention. There’s nothing wrong with that, but realistically we can’t be implementing 12 programs in a day. We need to be address- ing the overall quality of health among our kids in a very syner-gistic way.” Rajan cauhtured the middle school curriculum for girls on fun interventions after-school program that uses this kind of need. Volunteer coaches guide young girls, ages 8-13, through a series of lessons about health-related issues such as nutrition and bullying, while also getting their feet moving. In designing the curriculum, Rajan also developed a formative evaluation to help predict instructor adherence to different lessons, then used those results to improve the curriculum for the following year. She sees this kind of data-driven research as the key to designing curricula and improving the efficacy of health education programs and other behavioral interventions. “We have all these programs, but we’re not making enough headway” against the societal issues they’re de-signated to address, she says. By using statistical data to inform more programs that will address key noncognitive skills (such as decision-making or social and emotional competence) alongside the behavioral. Rajan hopes to increase the quality of health, particularly among children and early adolescent youth. It’s no accident that Rajan takes a synergistic approach to health issues. Her adviser and mentor at TC, Charles Basch, Richard March-Hotch Professor of Health Education, has worked for years to coordinate efforts to improve students’ health as a means of overcoming the minor- ity achievement gap (see the story on page 32). “My research interests really emerged in working with Chuck,” says Rajan. “We have programs that target so many issues in schools, but the question of how to do it feasibility, which is some- thing he has focused on, is just as important as the programs themselves.” Following her student days at TC, Rajan completed a postdoc toral fellowship at the National Development and Research Center for Children. There she began working with Noelle Leonard, a senior research scientist at the Center for Drug Use and HIV Research at New York University, where, using specially designed wristbands to monitor stress levels in adoles-cent mothers at risk for a range of parenting issues. When the wearers sweat, the wristband collects sweat and sends it to a smartphone that then forwards it to the researcher and the mothers themselves. This immediate feedback about their stress levels is intended to prompt the young mothers to use stress-reduction techniques they’ve previously learned in 10-week group sessions. Rajan explains that she and Leonard’s research team are looking to employ interventions that are even more immedi- ate. “We’re testing out a series of them – a text message that has a calming message, a video with a peer, or something encouraging, a picture of their baby sleeping to remind them that this will pass.” Much of Rajan’s future work will focus on evaluating the feasibility and efficacy of school-based programs that educate teens on noncognitive skills, such as making choices. “We live in an era where underlying risky behaviors are everywhere – and how they make them – are very similar across the board,” she explains, “whether they choose to smoke, engage in substance use or not use condoms. At the end of the day, they’re learning to make decisions, and they’re learning how to navigate their world.”

AFENCER WITH AN EDGE

BY JEANNE JACOIN DEVOE

Her familiarity with other cultures helped Olympian Maya Lawrence in London

Maya Lawrence (M.A. ’05) recently returned to the Col-lege as Assistant Professor in the TESOL (the teaching of English to speakers of other languages) from TC, where she worked as a language assist-ant in a high school and taught English to businesspeople. Around that time, Lawrence, who didn’t start fencing until she was 15 – significantly later than most Olympians – was also rising rapidly. Without Borders. Lawrence says her TC degree has helped her not only support herself as an English teacher abroad but also make the move living in a foreign country. “If you’re living in a foreign environment, it can be quite overwhelming,” she says. “I wasn’t scared to go, and the fact that I had previously been supported by people from many countries of the world was a huge reason why.” In Paris, Lawrence trained with top fencers from Brazil, Venezuela, Tunisia, Australia, Italy and Cameroon. In the summer, Leavassou taught the Swedes, the Chinese (who took gold in London), the Koreans and the Russians, to take the time to observe and train. That experience, along with having twice recovered from anterior cruciate ligament injuries, gave Lawrence an extra tough-ness that served her well in London. The American team was young and less battle-tested than many other teams, having won only a couple of medals in international competition during the run-up to the Olympics. Lawrence – at 32, the second-oldest member of the team – was a stabilizing influence. “There are some athletes out there, in fencing specifically, who don’t handle the bad times as well as she has,” says Michael Auffrich- tig, the head men’s and women’s fencing coach at the Club. “When something goes wrong, she isn’t happy, and she doesn’t find excuses. She just tackles it.” As it turned out, Lawrence needed to summon all her internal resources. During the individual competition, she drew a first-round bye and won her first match in the second round against Maria Navarra of Italy, but then lost to another Italian, Rossella Fiamingo. It was hard to bounce back from that,” she admits. “I had to convince myself, even though I wasn’t happy, it was still the best result I had ever achieved.” Then came the team competition, and after losing to Korea, the eventual silver medalist, it Americans found themselves facing Rus-sia, to get a medal. Motivated by their presumptive underdog status, Lawrence and her teammates pulled a victory. “No one expected us to get a medal, so it was really great to come out and show them we could do it,” she says. “Up on the podium, I felt it was just as special for us as it was for the other two teams.” After a vacation in the south of France, Lawrence was back training by September. Still, she took a break to visit the White House, where, with other Olympic athletes, she met President Obama, First Lady Michelle Obama and Vice-President Joseph Biden. Might another Olympics be in store? Lawrence says she has dreams of competing internationally for at least another year. Her goal is to achieve a solid result at the 2013 World Championships in Budapest next summer. “I feel that all fencers, and probably all athletes, can’t really go until they’ve accomplished a lot of the things they want to,” Lawrence says. “I feel like I can’t get a book out. You have to be kind of obsessive and manic to be an athlete. Letting that go and doing something else can be difficult because you have to find out how to replace it.”

ALUMNI FOCUS

FALL/WINTER 2012 www.te.edu/Tuesday

BY RAJAN GIRODIA

Senior research scientist at the Center for Drug Use and HIV Research, Sonali Rajan (Ph.D. ’10) employs data to help predict what works for at-risk youth. She’s also developed a preliminary intervention that utilizes smartphone technology to collect data from mothers. With a young family and a fledgling program to address, she says. By using statistical data to inform more programs that will address key noncognitive skills, such as decision-making or social and emotional competence) alongside the behavioral. Rajan hopes to increase the quality of health, particularly among children and early adolescent youth. It’s no accident that Rajan takes a synergistic approach to health issues. Her adviser and mentor at TC, Charles Basch, Richard March-Hotch Professor of Health Education, has worked for years to coordinate efforts to improve students’ health as a means of overcoming the minority-ity achievement gap (see the story on page 32). “My research interests really emerged in working with Chuck,” says Rajan. “We have programs that target so many issues in schools, but the question of how to do it feasibility, which is something he has focused on, is just as important as the programs themselves.” Following her student days at TC, Rajan completed a postdoctoral fellowship at the National Development and Research Center for Children. There she began working with Noelle Leonard, a senior research scientist at the Center for Drug Use and HIV Research at New York University, where, using specially designed wristbands to monitor stress levels in adolescent mothers at risk for a range of parenting issues. When the wearers sweat, the wristband collects sweat and sends it to a smartphone that then forwards it to the researcher and the mothers themselves. This immediate feedback about their stress levels is intended to prompt the young mothers to use stress-reduction techniques they’ve previously learned in 10-week group sessions. Rajan explains that she and Leonard’s research team are looking to employ interventions that are even more immediate. “We’re testing out a series of them – a text message that has a calming message, a video with a peer, or something encouraging, a picture of their baby sleeping to remind them that this will pass.” Much of Rajan’s future work will focus on evaluating the feasibility and efficacy of school-based programs that educate teens on noncognitive skills, such as making choices. “We live in an era where underlying risky behaviors are everywhere – and how they make them – are very similar across the board,” she explains, “whether they choose to smoke, engage in substance use or not use condoms. At the end of the day, they’re learning to make decisions, and they’re learning how to navigate their world.”
Danielle Moss Lee, an after-school director, combines her passion for young people with a love of learning. After beginning her career as an assistant principal at the Bronx Academy for Green Career Development, she earned a master’s degree in engineering from Columbia. “They’re teaching me a lot about being green. I told them I want to be environmentally.”

Lee, who has a 16-year-old daughter, says her goal at the YWCA is “to reach out to women ‘from all walks of life’” as a country is to ask the question of who defines what ‘it all’ is,” she says. “Any time women start talking about work-life balance, people hear ‘weakness,’ ‘lack of professionalism,’ ‘not ambitious enough’. The YWCA offers after-school programs for children and high school students and a variety of programs for women, such as computer training, child care and workforce development.

Lee also wants to involve more young women in leadership and to encourage girls to pursue STEM careers. She says, “I think what we’ve failed to do as a country is to ask the question of who defines what ‘it all’ is,” she says. “Any time women start talking about work-life balance, people hear ‘weakness,’ ‘lack of professionalism,’ ‘not ambitious enough.’

Danielle is someone who is reaching out to all levels, and that was reluctant to let their daughter leave home and go to college,” Lee says. “There are still social disparities, there are still opportunity disparities.”

As the new leader of the nation’s oldest YWCA, Danielle Moss Lee is reaching out to overcome disparities for women at all levels.
"Imagine a loud rap at your door at five a.m., and an unabashed woman saying, 'Wake up, I'm driving you to school today so you stop ditching class!'

Speaking at a memorial service in 2010, Tiffany Griego Crowe was recalling her former teacher Betty Fairfax.

A pioneering African American educator and counselor in the Phoenix, Arizona, public schools from the segregated 1950s until her retirement in 2006, Fairfax got involved in the small details of her students' lives.

"Betty believed in home visits," says her sister, Jean Fairfax, a longtime civil rights activist. "She would spend nights, weekends, holidays going to see students in troubled areas. Her goal was to make students responsible for the preparation of their own careers, and she expected accountability from them — as well as from school and district officials."

Fairfax was a celebrated figure in Phoenix, where she began as a science and physical education teacher at all-black Carver High School in 1950 and, after desegregation, became counselor and Dean of Students at Central High School. She earned numerous civic awards, and in 2007 the Phoenix school district named a new high school after her, the first time it had ever so honored one of its employees.

Fairfax was also a philanthropist who offered grants to encourage students to persevere. In 1987 the two Fairfax sisters promised 92 eighth-graders $1,000 for each year of college if they finished high school. They made the same commitment to the 500-strong first class at the Betty H. Fairfax High School.

Through the fund, scores of TC students also have received some of the motivational strength that Betty Fairfax gave to so many students in Arizona over the years — a gift that she distilled in her trademark phrase: "Now make me proud!"
OLD DOORS, NEW ERA
To coincide with its 125th anniversary celebration, TC is restoring the 80-year-old exterior entrance doors to Russell Hall. The work has exposed a medallion and shield that says “Teachers College – Incorporated 1892. (Founded in 1887, TC reincorporated under its current name five years later.) The medallion is inlaid with a tree – perhaps the tree of life, a symbol of interconnection and knowledge.