Health Sciences Center
School of Health Technology and Management

"changing knowledge and health care through excellence"
Mission Statement

The mission of the School of Health Technology and Management (SHTM) is to provide the highest quality education in an interdisciplinary learning environment that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care. To achieve this, the School endeavors to:

- Promote patient health and well being by teaching the knowledge, attitudes, and skills needed to ensure excellence in practice;
- Expand knowledge through translational research, scholarship and creative activity;
- Encourage innovative and responsible methods of managing and delivering high quality, cost-effective, accessible health care;
- Respond to current and emerging public health challenges both locally and globally; and
- Cultivate partnerships among faculty, staff, students, and community.
Introduction

The School of Health Technology and Management was established in 1970 by Dr. Edmund McTernan. The School of Allied Health Professions, (SAHP) as it was initially known, was one of the first schools to be developed in support of what was to become the highly anticipated Stony Brook University Hospital, which opened in 1981. At a time when most allied health profession programs were hospital based certificate programs, the school met a growing local need for quality health care professionals and attracted high caliber clinical faculty to educate the next generation. By 1993, the school had a new dean in Dr. Lorna McBarnette, who ultimately decided to change the name of the school to what she felt more accurately reflected the programs and mission of the school, and so the School of Health Technology and Management was born.

Change was once again on the horizon in 1999, after McBarnette's departure, and the present administration assumed full responsibility of the school. Since then, the school has seen significant changes in its culture that have resulted in unprecedented growth in both enrollment and demand for its students. With a well deserved reputation for producing outstanding health professionals in all disciplines, SHTM has maintained its focus on high quality education with an interdisciplinary approach to the process while expanding its offerings to include graduate education in the fields of physician assistant education (MS), physical therapy (D-PT) and occupational therapy (BS/MS.) Concurrently, Dean Lehmann broadened his mandate to include a stronger focus on research efforts by the faculty. Such a change required an adjustment not only in the
number of faculty but on the training required by each. For example, in 2000, of 45 full time faculty, only 7, (or 15%), were doctorally prepared, compared to 27 of 65, (or 43%) in 2010. While such a dramatic change has required willingness on the part of all concerned to rededicate themselves to a new direction, the investment has been well worth it. Today, the school boasts a two million dollar sponsored research benchmark stemming from a diverse pool of funding agencies. From pediatric obesity and cancers, to women's cardiac issues and tele-health/e-health advances that will surely change the landscape of health care for the foreseeable future, SHTM faculty continue to embrace and indeed, lead the way in their respective fields. Now the largest school in the Health Sciences Center with over 1072 students, SHTM stands poised once again to not only serve its local and national constituencies, but to further demonstrate that it is a leader among schools of its kind. In fact, in the fall of 2010, SHTM received approval of a new PhD program in Health and Rehabilitation Sciences (HRS) which will prepare researchers, educators, and leaders with the advanced skills related to health and rehabilitation sciences needed by academic institutions, government agencies, consulting firms, and the private sector.
Executive Summary

The School of Health Technology and Management will continue to provide the highest quality education and lead the nation in creating quality health care programs that complement the countries current and emerging public health challenges. Our educational mission will continue to support a multidisciplinary learning environment, that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care. The school's national and global research initiative will continue to grow while striving to become one of the top 10 research schools among our peers.
School of Health Technology and Management's
Plan of Excellence

Education
Research
Clinical
Community
Education

- Education
- Research
- Clinical
- Community

STONY BROOK
STATE UNIVERSITY OF NEW YORK
Education Goals

Goal 1: Maintain standards of excellence
Continue to offer state of the art education, attract the best and the brightest students and graduate qualified, competent health care practitioners who will become leaders in their field.
Tactics:
• Offer scholarships
• Maintain high pass rates on national board examinations
• Receive maximum accreditation status from professional bodies
• Achieve greater student, faculty and staff diversity
• Implement state of the art technology into the classroom
• Provide opportunities for student leadership in SHTM, SBU and professional societies
• Mentor SHTM graduates and provide opportunities for leadership positions in industry, academia and clinical settings

Goal 2: Establish research training
Provide a conceptual framework for linking translational research related to health, while encouraging interdisciplinary research
Tactics:
• Implement an interdisciplinary Ph.D. program in Health and Rehabilitation Sciences to include the following concentrations:
  ➢ Disability Studies
  ➢ Behavioral Community Health
  ➢ Rehabilitation and Movement Science
• Hire seasoned researchers with grant funding
• Provide support for student research assistants
• Provide research experiences for undergraduate and graduate students
Education Goals

Goal 3: Expand curriculum
Provide educational programs to meet current demands and emerging trends in health care on a local, state, national and global level
Tactics:
• Remain responsive to educational trends and standards set by professional accrediting bodies (i.e., Physical Therapy program transitioned from BS to MS to DPT)
• Implement educational programs to meet current demands in health care (i.e., baccalaureate degree programs in nutrition and polysomnographic technology)
• Implement educational programs to meet emerging trends in health care (i.e., M.S. degrees in Health Care Quality and Patient Safety; Psychiatry and Addiction Medicine; and E-Health Technology)
• Remain responsive to community workforce needs (i.e., 37% of physical therapists, 39% of physician assistants, 59% of respiratory care therapists, and 80% of paramedics employed at SBUMC are SHTM graduates)

Goal 4: Foster teaching excellence
Develop, support and recognize excellence in teaching
Tactics:
• Provide faculty development opportunities to improve teaching skills (i.e., workshops, seminars, mentoring)
• Promote educational research for publication, dissemination and regional and national recognition
• Support faculty who contribute significant time and effort to teaching, curriculum development and development of innovative teaching strategies
• Establish promotion system to reward faculty who excel in teaching and scholarship
• Recruit faculty member with expertise in teaching excellence
School of Health Technology and Management: Education

"To provide the highest quality education in a multidisciplinary learning environment that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care."

The mission statement of the School of Health Technology and Management as expressed in 2000 during the first year of the current administration, while simple in its content, has provided a detailed blueprint for success.

The continued growth of the school as reflected in the addition of programs and the expansion of existing programs is a direct result of the commitment of the faculty and staff to this mission and to the belief that it is the responsibility of health care educators to provide a well-rounded experience for our students.

In 1993, the total enrollment of undergraduate and graduate students was 284, composed primarily of students in undergraduate programs in medical technology, physical therapy, physician assistant education, and the masters in health sciences. Today, by comparison, SHTM is the largest of the HSC schools with over 1072 students enrolled in programs as diverse as athletic training (23), respiratory care (53), clinical laboratory sciences (53), and health science (332), all at the baccalaureate level. The transition of both our physician assistant (81) and physical therapy program (130) to the graduate level and the offering of a dual degree program (BS/MS) in occupational therapy, have all served to broaden the appeal of our programs. As yet another example of our continued focus on meeting the needs of the local work force, SHTM offers post professional degrees in both physician assistant and physical therapy for those professionals already employed in their respective fields but who, either by choice or necessity, decide to upgrade their skill sets to comply with the terminal degree requirements of their profession.

In 2007, with initial funding provided by a New York State Department of Education grant, a new track in occupational therapy, a so-called “ladder” format to provide education to working occupational therapy assistants, was established. Students in the program are employed as occupational therapy assistants while they attend classes and graduate prepared to work as full-fledged occupational therapists. The first class to graduate from the program in June 2010 comprised 10 students, with another 8 slated to graduate in December 2010. Current enrollment includes 24 students who entered in 2008, 25 who entered in 2009 and another 19 who entered in 2010.

Conceived in 2000 as a new model of health care education within a research institution, the health science major has become a particular source of pride for the school. With its focus on both clinical and non
clinical tracks, the major is structured in a unique way that allows it to immediately respond to trends in health care industry by:
• closing or adding a concentration of study if there is a shift in industry needs.
• closing a concentration of study if student desire for a curricula no longer is evident
• providing on going curricula changes that correspond to the evolution of the university.
• piloting a new concentration of study for one year before applying for approval from the NYS Board of Education.
• responding to student needs by creating coursework that provides job skills that lead to professional entry level employment.
The major has also significantly reduced the attrition rate on campus by identifying and supporting those whose interests lay in the medical field but for whom entering a traditional field of study such as medicine may not have been feasible. Secondarily, the major has significantly increased the percentage of minorities and women in the health care work force, in direct support of the SUNY 2000: A Vision for the New Century.
The quality of our programs speaks for itself in the consistently high pass rates on national certification exams as well as in accolades afforded to various programs via their accrediting bodies.
Our physical therapy program is recognized as #1 in the SUNY system and was granted a 10 year accreditation by CAPTE (Commission on Accreditation in Physical Therapy Education), their national accrediting organization and boasts a 97% pass rate for its first time test takers. Our physician assistant education program has consistently been identified as 11th in the nation by US News and World Report, and the #1 program of its kind in the Northeast as well as New York State. During its last accreditation site visit in 2010, the PA program was awarded the maximum of 7 years for accreditation. Graduates of the PA program who sat for the national licensing exam for the past 10 years achieved a 94% pass rate, with 95% passing the first time they took the test for the past 3 years. The occupational therapy program maintains an 82% pass rate among first time test takers, while respiratory care claims a 96% pass rate among its students. Clinical laboratory science students who sat for the national registry exam achieved a 91% pass rate, with the medical dosimetry track offered in the health science program reaching a 92% pass rate; among those who took the national registry exams and boards in other tracks of the health science major, 100% passed. Similarly, our EMT-Paramedic certificate program, which for the past 19 years has achieved a 100% pass rate on the NY State certification tests, and a pass rate on the National Certification exam of 99.3 %, compared to the national average of 67% continues to attract more applicants than it can accept in a given year.
Building on these successes, our plans for the future include the launching of several additional programs that have been developed in direct anticipation of their need based on current work force predictions for the state of New York.
School of Health Technology and Management: Education

as well as the country at large. Specifically, we intend to add the following graduate programs:
• PHD 2011 Disability Studies, Community Health, Rehabilitation and Movement Science (approved by SBU graduate council)
• MS Degree in Patient Safety 2011-2012 (under review by Albany)
• MBA/Health Care 2011-2012
• MS Degree in Prosthetics and Orthotics 2012-2013
  (only 2 programs in country)
• MS Degree in Psychiatry and Addiction Medicine for Physician Assistant 2012-2013
Within our undergraduate division, our plans include the offering of a BS in Polysomnography (study of sleep disorders) the first of its kind in the country, in 2011-12 academic year.

Our Doctor of Philosophy (Ph.D.) program in Health and Rehabilitation Sciences (HRS) will prepare researchers, educators, and leaders with the advanced skills related to health and rehabilitation sciences needed by academic institutions, government agencies, consulting firms, and the private sector. The design of this program is consistent with the recent mandate from the National Institute of Health (NIH). This mandate called for increased “translational research” in the health sciences. The NIH has asked scientists to develop interdisciplinary research teams, which consist of basic, applied, clinical, and social scientists. Translational research is defined here as research in which two or more of the four branches of health science research are involved: (1) Basic, (2) Applied, (3) Clinical Practice, and (4) Policy. The proposed program will engage the expertise of scientists and scholars in the following three main areas to develop collaborative and interdisciplinary research teams and student dissertation committees:

(1) Disability Studies,
(2) Behavioral Community Health, and
(3) Rehabilitation and Movement Sciences.

This is consistent with the goal of the Health Sciences Center (HSC) at Stony Brook University in the development of new interdisciplinary programs involving existing health related disciplines, of which the proposed Ph.D. program in Health and Rehabilitation Sciences would be the first. In summary, the new Ph.D. in HRS will develop the next generation of translational research scientists in the areas of disability, community health and rehabilitation science.
School of Health Technology and Management: Education

Individuals from the School of Health Technology and Management have provided scholarly writings (papers and chapters as well as presentations (i.e. United Nations, NIH-NIBIB Indo workshop). The figures shown in this document address in great detail the academic success of our programs. In order to provide an accurate and complete picture of the school however, it's important to include at least a few of the awards and recognitions that have been bestowed upon our faculty, who continue in their own pursuits of excellence.

- Outstanding Contributions in Education Awards (American Assoc for Clinical Chemistry)
- SUNY Chancellors Award for Excellence in Teaching
- Master Faculty Award, Physician Assistant Education Association
- Outstanding Leadership Award, National Assoc of Puerto Rican and Hispanic Social Workers
- Stanford Award – National Award for most influential article of the year, PT Education
Research
Research Goals

Goal 1: Increase Sponsored Research Programs
Expand the depth and breadth of sponsored research programs and provide a research infrastructure
Tactics:
• Increase the number of federal research grant applications (i.e., NIH, NSF, HRSA, AHRQ) for
  which SHTM is a PI, Co-PI, and Co-I
• Increase the number of research applications to private Foundations (i.e., Bill and Melinda Gates
  Foundation, Christopher and Dana Reeve Foundation, W.K. Kellogg Foundation, Robert Wood
  Johnson)
• Provide seed grants to SHTM faculty to stimulate promising new research
• Enhance linkages with other research offices on campus (Office of VP for Research,
  Office of Sponsored Programs, Research Foundation)
• Hire a grant manager/writer

Goal 2: Increase the number of research-prepared faculty
Develop new training pathways and programs
Tactics:
• Hire new research faculty at the senior scientist level
• Hire mid-career research faculty who have mature programs of research
• Hire junior scholars with growth potential in priority research areas
• Mentor existing junior research faculty for enhanced research productivity
• Provide support (scholarships/stipends) for student research assistants to enhance faculty
  productivity (undergraduate and graduate) and trainees (pre-doctoral trainees)
• Provide cutting-edge professional development opportunities to recruit, nurture, and retain
  excellent research faculty
Research Goals

Goal 3: Speed translation of research into practice
Focus and integrate our strengths in research, education, clinical practice, and community service to speed translation of research into practice
Tactics
• Support interdisciplinary interactions, working groups and team-based research endeavors
• Establish Centers focused on priority themes including, but not limited to: spinal cord injury and molecular research; health services, policy, and clinical outcomes research; rehabilitation science and wellness; childhood obesity and cancer survivorship; e-health technology; disability studies; minority health and health disparities and community-based participatory research
• Establish a wellness research lab and treatment facility for patients with spinal cord injury, amputees and other chronic medical conditions to speed translation of research into clinical solutions
• Establish a unified technology infrastructure to support interdisciplinary research across schools and settings (academic, community; inpatient and outpatient; local, domestic and global)
• Promote resource sharing across the HSC, University Hospital, Medicine, Engineering, Arts and Sciences, and other partners

Goal 4: Expand partnerships
Expand partnerships with industry, community-based and grass root organizations, and professional networks locally and globally to strengthen our capacity for translational research while promoting sustainable improvements in the health of communities
Tactics:
• Create new partnerships as well as maintain existing partnerships to lead research programs that will use community-based participatory research principles and methods (with shared goals and priorities that invest resources to promote the health and human capital of communities)
• Establish SHTM community-academic advisory committee (with representation from research, education, clinical practice, and community stakeholders) to identify priorities and opportunities for research and strategically harness available resources
As previously shown, SHTM has four specific research goals for the next ten years. As we continue to grow in our research capacity and our ability to attract sponsors, we will maintain working relationships with new and existing University and outside collaborators to meet the health and health care needs of the various communities we have the privilege to serve. To better understand the significance of where we are now and where we plan to be in ten years, it is imperative to understand and appreciate where SHTM was positioned relative to research efforts ten years ago.

In the last decade, the faculty of the School of Health Technology and Management has grown dramatically both in research capacity and productivity, leading and collaborating on important scientific projects to address priority health and health care problems locally, nationally, and internationally. The dean of SHTM, a visionary for research advancement and graduate education, has been a powerful change agent since his tenure as dean began in 1999.

At the start of the new millennium, SHTM had only a handful of research-prepared faculty (7 of 45 full-time, 15%). In the last 10 years, the proportion of research faculty has exploded to approximately 27 doctoral-level scientists (of 65 full-time faculty, 43%), with approximately 9 faculty who have research-oriented doctoral degrees in progress, and 2 faculty holding a Juris Doctorate in addition to maintaining clinical licenses and certifications in fields including physician assistant, occupational therapy, physical therapy, respiratory care, and clinical laboratory sciences.

The change in the composition of the faculty of SHTM is due in large part to strategic hiring decisions to bolster the research capacity of the school, as well as professional development support for our existing clinical faculty who pursued doctoral studies while continuing to excel in areas of clinical education and practice. Among our current faculty are scholars with independent programs of research and reputations nationally for expertise in disability studies, community-based participatory research and minority health / health disparities research, rehabilitation and movement science, and telemedicine/e-health solutions to chronic disease management. Members of SHTM's faculty have collaborative relationships with scientists and clinicians in the Schools of Medicine (cardiology, psychiatry, neurology, and oncology), Nursing, and Social Welfare, in addition to contributions to interdisciplinary studies with scientists in fields including engineering (CEWIT), psychology, business, economics, gerontology, and political science.
Faculty are actively engaged in projects that involve collaboration with University Hospital leadership and a network of health care facilities throughout the region. SHTM faculty have pioneered programs and Centers—such as the Center for Public Health Education, the Research, Rehabilitation and Movement Performance laboratory (RRAMP), Play Fit – Stay Fit!, and Par FORE—that combine service with research through community-campus partnerships and community engaged scholarship, on Long Island and throughout the country, as well as budding programs of research in other countries including Brazil, Israel, and Africa.

SHTM faculty continue to aggressively pursue sponsored research funding from private and government sources. There exists an impressive track record of continuous growth in both the total number of awards and dollars, as well as diversity in the type of sponsors we attract. In the year 2000-2001, SHTM had 3 awards (2 from HRSA, 1 from NYS) totaling $700,000 in externally sponsored programs for educational efforts. Ten years later, SHTM has grown 4-fold in this area, leading over a dozen programs with external sponsorship (including funding from NIH, NSF, HRSA, and a diverse portfolio of private foundations such as the W.K. Kellogg Foundation and the Robert Wood Johnson Foundation), totaling over two million dollars in sponsored research, service, and health professional training programs. In addition, SHTM has assisted other University divisions to secure funding, including SHTM Dean’s extensive leadership role in University Hospital’s Regional Health Information Organization (RHIO), and other ongoing DOH funded projects along with School of Nursing faculty, the Department of Pediatrics and University Hospital, to provide alternative models of primary care to underserved children using e-health technologies coupled with lay health promoters known as community health workers (CHWs) supervised by an MD-NP team.

Members of our faculty also have successfully competed for internal support of promising interdisciplinary clinical research through the Targeted Research Opportunities (TRO) program in collaboration with the General Clinical Research Center, School of Medicine faculty, and University Hospital staff. For example, one project currently in place is a randomized trial to test an intervention to improve cardiac care transitions using an innovative cardiac patient navigation program developed by Dr. Lisa Benz Scott. Another project is testing a trial of a pediatric obesity prevention intervention led by Dr. Sharon Martino (Physical Therapy) and Dr. Peter Morelli (School of Medicine). Several of our faculty will hold leadership positions in the proposed Center for Clinical and Translational Research that is currently under review by the NIH – CTSA mechanism, as co-directors of core program areas, which further demonstrates that SHTM faculty are well poised to make significant contributions to the University’s research goals.
School of Health Technology and Management: Research

After nearly two years of planning and development, in 2009 SHTM opened the RRAMP (Rehabilitation Research and Movement Performance) lab in the university's new research and development park. An outstanding example of the SHTM multidisciplinary approach, the focus at RRAMP has been on creating an environment in which scientists from a variety of disciplines can collaborate on their research.

With a focus on areas of research such as spinal cord injury, traumatic brain injury, stroke, Huntington's Disease, multiple sclerosis, Parkinson's Disease, as well as amputations, orthopedic disorders, pediatric disorders (cerebral palsy and pediatric cancers) and other disorders in the geriatric area in addition to cardiovascular disease and obesity, scientists not only from the School of Health Technology and Management but from our colleagues in the departments of biomedical, mechanical, and electrical engineering from the School of Engineering; the School of Neurobiology, Brookhaven National Lab (BNL) the General Clinical Research Center (GCRC); the School of Medicine; and the School of Public Health in the School of Medicine.

The concept of the RRAMP lab is to provide opportunities to link not only colleagues with parallel areas of interest, but to link areas in SHTM such as the International Center for Chronic Diseases, the newly created PhD in HRS in a mutually supportive atmosphere that is conducive to producing the types of research that will benefit the greatest number of people.

In 2007, SHTM successfully recruited Dr. Sue Ann Sisto, a well-known spinal cord researcher who had developed and run a similar facility at the Kessler Institute in New Jersey. Appointed as the director of research for the school, Sisto oversees not only the RRAPM lab, but with her expertise and past success, she has become a valuable resource to her peers.

The expectation is that the individual faculty in the division of rehabilitation sciences in SHTM will be able to obtain grants in a collaborative effort with the related program faculty indicated above. Secondly, the grants should be mutually beneficial in that the faculty co-publish, and develop depth in that area of study. The work can then advance to multi-year awards as well as multi-center awards with collaborative institutions regionally, nationally, and internationally. Ultimately, the lab will be the site of large center grants such as post-doctoral training grants to train new and junior research fellows to provide support in emerging research scientists in their respective fields.

In addition, the RRAMP lab will be the driving force behind the development and construction of the Brooke E. Ellison Wellness Center. A state-of-the-art facility that will provide specialized workout equipment for those with disabilities in a supportive environment with the supervision of trained physical therapists.
Although our faculty size is small relative to other divisions of the University and Health Science Center, our faculty members have authored or co-authored an average of approximately 100 scholarly peer-reviewed works per year, including keynote and plenary presentations at national and international professional meetings, peer-reviewed or invited scientific talks and poster sessions, as well as indexed journals, text books, and book chapters. Just this year the clinical laboratory science faculty were listed as one of the top 15 programs in the United States for faculty research productivity. Many of our faculty members currently hold editorial board positions on scientific and professional journals in fields that are representative of our diverse expertise such as women’s health, disability studies, cardiopulmonary rehabilitation, physical therapy, occupational therapy, emergency medicine, and related areas of behavioral health science and medicine. In addition, SHTM has faculty members who serve on influential peer-review panels by invitation-only, for research proposals under review by the NIH, CDC, and private foundations.

In the coming decade, the SHTM faculty will harness its talents in the classroom and in the community and clinic settings, along with our growing research capacity, to successfully launch SHTM’s first Ph.D. program, with concentrations in disability studies, behavioral science and community health, rehabilitation and movement science. This innovative program will prepare the next generation of scholars who will translate research into practice and utilize an interdisciplinary approach to solve health care problems. Current plans include growing our faculty in the following focal areas that intersect with our research expertise and resources to support them: e-health solutions to chronic disease management; child health (including but not limited to children with disabilities, childhood obesity prevention, and wellness); disability studies, rehabilitation and movement science, health policy (including comparative effectiveness and clinical outcomes research), and community health.
Clinical

Education

Research

Community

Clinical

STONY BROOK
STATE UNIVERSITY OF NEW YORK
Clinical Goals

**Goal 1:** Explore an SHTM clinical practice plan
Explore the feasibility of implementing an SHTM clinical practice plan to provide patient care services
Tactics:
- Determine which SHTM faculty/professions would be involved in a practice plan
- Establish contacts at Stony Brook University Medical Center
- Hire consultant to develop a business plan

**Goal 2:** Expand and retain clinical sites and clinical faculty
Continue to initiate affiliation agreements with new clinical sites and implement strategies to retain current clinical sites and clinical faculty
Tactics:
- Initiate contact with new clinical sites
- Provide continuing education and professional development for clinical faculty
- Create an incentive package for clinical faculty (i.e., voluntary appointment, on-line access to library, continuing education)

**Goal 3:** Promote leadership
Encourage SHTM faculty and alumni to become leaders in their respective fields on a local, state, national and global level
Tactics:
- Provide travel money
- Provide release time
- Provide a reward system for faculty who excel in leadership
The clinical aspect of education at the School of Health Technology and Management has been a major key to its continued success in producing high quality practitioners. Specifically, both the degree bearing programs and the certificate programs in the school, offer students a wide range of choices in clinical sites. Those sites, whether in a major urban hospital or a small rural clinic, provide exposure to the breadth and depth of the diverse health care needs across the country. At each site, students benefit from the experience and supervision of a clinical instructor skilled in their particular discipline who is equipped to supplement the didactic education the students receive in the classroom setting. So essential are our clinical instructors to the educational experiences of our students, that we have endeavored to expand and retain our clinical sites and faculty by providing them with an incentive package. With the advent of additional schools offering programs similar to those offered at SHTM (i.e., Touro and the soon to be opened Hofstra University HSC), competition for placement of our students at clinical sites has become fierce, but the high caliber of our students provides us with a distinct advantage. University Hospital Medical Center is a primary site for many of our disciplines, and our affiliation benefits our students as well as UH, but additional quality sites are needed in order to meet the expectations of our growing student base. In fact, with the increased enrollment of out of state students, many of whom have expressed a desire to complete their clinical trainings closer to home, the need to expand those clinical locations has become imperative. One method of enticing clinical faculty to continue their association with us has been to provide a clinical appointment in our academic departments, a prestigious connection for them. Our hope is to expand these offerings to include providing on line access to the university library systems and to offer continuing education opportunities that will enable them to maintain their clinical skills. Not surprisingly, many of these instructors are successful alumni of the school who have become leaders in their fields on either a local, state, national or global level who have chosen to share their expertise with the next generation of providers. As part of our continuing effort to retain these instructors, another goal is to provide the resources for them to travel to professional conferences so they can continue their own professional growth, and to establish a reward system for consideration of merit compensation for those who excel in leadership positions.
With more than 574 clinical contracts within NY State and another 221 contracts nationwide, the School of Health Technology and Management has begun exploring the feasibility of the implementation of a clinical practice plan in order to provide patient care services. A first step towards making this decision is to determine which professions will be included in such a practice plan, and to consider the hiring of a skilled consultant to develop a business plan for this endeavor. Our goal is to continue to expand our clinical sites as well as clinical faculty beyond our local region and upstate New York as well as in communities that are under served, which will enable us to continue to provide our students with the broad based proficiencies which they have come to expect, and to also support those locales most in need of allied health professionals.

The second prong of the clinical aspect to our educational approach is that of developing programs that support the clinical needs of the health care system in New York State. As a an academic unit at one of the premier research universities within SUNY, it is a fundamental part of our mission to anticipate and concentrate on the needs of our State on both a very local (Long Island) and statewide level. Our faculty – regular, clinical and research – have already established a foot hold in the regions infrastructure, with contacts in government as well as private industry that will continue to enable them to remain on the cutting edge of technology and as well as its applications in the health care arena. Our community involvement has been discussed at length in another section of this document (see “Research”) but its overall importance and track record are worth noting again herein.

A perfect example of the careful planning and sensitivity to the myriad needs of the State of New York is the Health Science major, created in 2000 with a built in flexibility to respond to a rapidly changing environment. The program has maintained its status as the third largest major on the campus for the past five years. With 900 + declared majors in their freshman, sophomore and junior years, the major has continued to meet the workforce demands of the area. The program offers tracks in non clinical specialties as well, but the clinical tracks have met the growing demand for professionals in fields such as medical dosimetry, radiologic technology, anesthesia technology, nuclear medicine and emergency and critical care, all of whom graduate with a baccalaureate degree in health science.
As further testament to the caliber and demand for our graduates, it is essential to note that in the field of respiratory care at University Hospital, 59% of UHMC employees are graduates of our RC program; 35 CLS graduates are currently working in UHMC laboratories; and, 7 anesthesia and 9 imaging technologists are employed at UHMC. 80% of the UHMC paramedic staff and 100% of those in the EMS supervisory suite are alumni. In the department of physical therapy in UHMC, 37% are SHTM graduates, while 30% of the PA's employed at UHMC have graduated from our physician assistant education program. Clearly, the symbiotic relationship between UHMC and SHTM has been mutually beneficial and will continue to flourish under our current plan; it serves as yet another example of what can be accomplished in a collaborative atmosphere that supports our aspiration to practice what we preach with respect to the “team approach in health care”. Our aspiration is to expand this model to other institutions locally as well as nationally.
Community

Education

Research

Clinical

Community

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Community Goals

Goal 1: Increase community engagement, participation and research
Provide opportunities for community engagement, participation and research
Tactics:
• As outlined under research and education, build research and education programs of excellence
• Create a marketing plan

Goal 2: Increase national and global community based experiences
Provide opportunities for participation in national and global community based experiences
Tactics:
• Develop infrastructure to better coordinate national and global research and education initiatives
• Expand programs in locations where we already have a presence
• Establish new partnerships
• Establish a Coordinator for Community Outreach position
• Conduct ongoing strategic planning to identify priorities for research, education, and clinical initiatives
• Develop a model for sustainability of community based initiatives
Community Goals

Goal 3: Brand SBU/SHTM community engagement
Expand the “SBU/SHTM BRAND” of community engagement beyond the New York area
Tactics:
• Seek additional sources of funding to expand present programs and initiatives and to develop new ones
• Provide visibility of SHTM in community engaged scholarship, research, education and practice

Goal 4: Provide HIV education for clinicians
Continue to provide HIV education to health care clinicians in Nassau, Suffolk and Queens counties through the Center for Public Health Education in the School of Health Technology and Management
Tactics:
• Expand HIV awareness and training for local health care clinicians
• Seek continuing funding sources in collaboration with other institutions
While involvement in and support of the community began during the height of the HIV/AIDS crisis, the School of Health Technology and Management truly made community efforts part of its focus when Dr. Lehmann assumed the mantle of dean in 1999.

The Center for Public Health Education, originally known as the AIDS Education Resource Center, was opened in 1984 in response to a regional need to train health care workers in the care of patients who were afflicted with HIV or AIDS. The first and only unit within SHTM with a mandate that is completely community focused, the Center, now known as CPHE, continues to provide critical and relevant information on HIV/AIDS and related topics. Throughout its existence, the Center has been supported completely through grants, the largest of which, through HRSA, is administered by Columbia University; its current funding for 2010-11 is $222,835.

HRSA grant has supported the Center since 1990 and provides training to clinicians throughout Nassau, Suffolk and Queens counties. Additional funding is provided through two additional grants, the NY State Dept of Health AIDS Institute Regional Training Center Initiative, (current year $104,500) and the NY State Department of Health center of Expertise in HIV Case Management (current year $120,000). Since the inception of the Center in 1984, over 42,700 individuals have been trained through the support of these three grants. It is worth noting that in addition to training health care workers under the auspices of the HRSA grant, (approximately 27,000 clinicians), non clinical personnel (approximately 13,000) throughout Nassau and Suffolk Counties have also been trained; HIV Case Management personnel throughout NY State have also benefitted from the services of this unit as the Center has trained over 2700 individuals since its inception. The Center continues to be recognized today as one of the top facilities of its kind Statewide.

Early in his tenure our dean, along with 20 other department heads campus wide, were challenged by then President Shirley Kenny, to raise funds to support the construction of a home for Habitat for Humanity. A competition among those 21 campus units was initiated, with each unit assigned a monetary target to hit in an effort to engender some friendly rivalries among departments. SHTM not only won the competition that year, for which it won the coveted "Gold Hammer" award, but it went on to build the house, and 8 subsequent homes over the years. The faculty, staff and students have embraced the Habitat for Humanity cause, due in no small part to the fact that this is a tangible community effort that encourages team work for the benefit of neighbors in need. Today, Lehmann remains campus leader for the effort, which has remained successful despite the recent economic downturn.

The faculty of SHTM have become leaders in their own right when it comes to the development of programs that will benefit others. Whether they are trained in the fields of physical therapy, clinical laboratory sciences, respiratory care or physician assistant education, faculty members
practice the rubric they preach for healthcare today – the importance of a team approach. A key example of this, is 

**Play Fit-Stay Fit**, a collaborative effort of physicians, academicians and clinicians from Stony Brook University, who have joined with a community based physical therapy and wellness center (Body in Balance) to focus on improving the quality of life for survivors of childhood cancers and their families.

The effort developed out of a need that was expressed by the fathers of two cancer survivors who were frustrated with the challenges they faced in getting their children back to their pre-cancer physical activities. While their children were doing well from a medical standpoint, finding a program that understood the struggles of childhood cancer survivors and their families proved nearly impossible.

Two faculty members in the School of Health Technology and Management physical therapy program had a vision for such a program and applied for a $150,000, 3 year, Lance Armstrong Evolution Grant, which allowed the **Play Fit-Stay Fit** program to become a reality. The program, which is free of charge to childhood survivors ages 4-18 and their families, addresses the physical, nutritional and psychosocial needs of all concerned. The overarching goal of course is to improve the quality of life for the entire family, who enroll in a 12 week program that is offered each spring and fall. In 2007, the first session of **Play Fit-Stay Fit** enrolled 6 children; presently, been 19 children are enrolled, with over 50 families having been served since the inception of the program. The majority of the families have repeated the program at least once. **Play Fit-Stay Fit** is now supported via donations and fund raising efforts through the Sunrise Fund, which supports the pediatric oncology department at Stony Brook University Medical Center. Two major events are held each year in order to garner additional financial support; “The Bench 5k Road Race”, which is held in May, and the Stony Brook University “Help Tackle Pediatric Cancer” event, with proceeds earmarked for the benefit of **Play Fit-Stay Fit**.

Recognizing that the health care disciplines taught at the School of Health Technology and Management are frequently lesser known than those of doctor or nurse, in 2005 faculty members at SHTM were awarded a Health Careers Opportunity (HCOP) grant. Based on the success of that program, in 2009, faculty once again submitted a proposal to the Health Resources and Services Administration (HRSA) which was funded in 2010 for a period of three years, for $1.3 million. The purpose of the grant is to conduct an educational outreach project to recruit, accept, educate and graduate students from under-represented backgrounds. The Health Careers Opportunity Program (HCOP) is partnered with the Amityville, Brentwood,
William Floyd and Wyandanch School Districts, and six other community-based organizations* that provide services to a diverse population. The goal of HCOP is to develop a pipeline of more diverse and competitive applicants from under-represented backgrounds to enter careers in the allied health professions. HCOP will accomplish this by offering exciting and engaging programs for students in grades 7 through 12, parents and community members. Some of the planned activities include health care career fairs; health clubs; Saturday workshops; a six-week Summer Academy program at Stony Brook University for high school students who have completed their junior year; and parent and community workshops.

*The other members of the partnership are Adelante of Suffolk County, Colonial Youth and Family Services, Mentoring Partnership of Long Island, United North Amityville Youth Organization, Inc, Wyandanch Youth Services, and Youth Enrichment Services, Inc.

The first Summer Academy was held in July and August 2010, at which 61 students from the four participating school districts were enrolled in career exploration and academic preparation classes. Classes were held in the Health Sciences Center over a 6 week period, during which students attended lectures 3 mornings per week given by regular University faculty on topics as diverse as English and Communications, math and science. In the afternoons, the students participated in hands on activities related to the fields of study offered at SHTM. The pool of 61 was admitted based on an application process that included a written application, interviews, parental consent and recommendations. The students were bused to campus and back from their home districts, and were provided with a $40 weekly stipend.

This diverse group, comprised of 38 females and 23 males, of which 31 were of Hispanic/Latino heritage and 30 were non Hispanic/Latino, became a cohesive group that learned not only the relevance of higher education and about the variety of health careers that are available to them, but they learned first hand, the importance of working together as a team. The students also benefitted from being exposed to a wide variety of topics including, but not limited to, college admissions, financial assistance, EOP/AIM, diversity in health care, stress management, healthy relationships and team building.
Par FORE (Fellowship, Opportunity, Resilience and Empowerment), an intergenerational community based team mentor program, was established in 2008 with the support of a seed grant from the School of Health Technology and Management.

The brain child of occupational therapy program faculty Alex Lopez, the Par FORE program was developed with the goal of incorporating therapeutic principles inherent in the sport of golf, to foster positive personal, social and physical growth and development for youth of Suffolk County who are affiliated with gang activity. While enrolled in the program, kids have the opportunity to not only learn about the game of golf, but develop relationships with mentors that will carry them through the challenge filled teen age years. Currently, there are 45 student mentors from Stony Brook University participating in the program as well. The mentorship aspect of the program has proven to be key, as the students value the opportunity to spend time with a non parental, knowledgeable adult who they find trustworthy.

The vision of the Par FORE program is that by exposing these at risk youngsters to the game of golf, they cannot help but be affected by the environmental context and activity demands of the game, which fosters a sense of self, a cooperative spirit and productive personal, social, cultural and physical skills needed for adult success in life.

In its inaugural year, Par FORE had 8 students from the under-represented areas in Selden and Brentwood. Since that time, the program has increased its enrollment to a total of 80 students and garnered considerable success nationwide. Par FORE now partners with the occupational therapy program at the University of Utah, and has secured funding with them. The program at the University at Utah differs slightly from the inaugural program here in that it serves 15 at risk Somali refugees, but utilizes the same principles and goals.

The demand for this program has far exceeded expectations. The faculty leaders have been approached by organizations in New York City, Georgia, and South Carolina. They have obtained grant funding from the United States Golf Association, and from local school districts such as Brentwood, Central Islip and Bay Shore. They were featured on WNBC during the 2009 Women’s Golf Open, and were recently filmed by the Golf Channel for the “PGA Year in Review”.

It's hard to argue with the success of this program, which continues to enjoy an attendance rate of upwards of 80%. Parents report improved social skills and behavior, motivation, and initiation as seen in improvements in academic performance. Parents also indicate that their children are now more engaged in extracurricular activities, including joining local golf teams. Internally, the pre and post program participation assessments all indicate that the young people who participate in Par FORE are more resilient and less vulnerable to gangs, drug activity and violence.
Beyond the environs of New York State and indeed, of the continental United States, the faculty of SHTM have embraced those in need of quality health care in other countries around the globe. From the long-term program in the department of physician education to send its students to Guatemala to provide health care services in the rural community of Nueva Santa Rosa, to the commitment of two faculty in the department of clinical laboratory sciences to the efforts of PEPFAR (President’s Emergency Plan for AIDS Relief), our faculty personify the meaning of community involvement.

In 1998, the physician assistant program formed a partnership with Glens Falls Medical Mission Foundation (GFMMF) to offer an international fellowship to two outstanding second year students to travel to Nueva Santa Rosa for a one week international rotation. While there, and under the supervision of a licensed physician assistant and/or physician, the fellows see patients in general medicine, pediatric or women’s clinics, which expose them to a variety of tropical diseases not ordinarily seen in typical US clinical practice. In addition, the fellows gain a perspective on global health and how it is impacted by outside factors such as local politics as well as changes in policy, especially in developing countries. Their experiences in Guatemala provide exposure to non-Western, alternative treatments that are more common in other countries and learn how to integrate those treatments into their patient care. An oft seen side benefit has been that students on international rotations such as this develop a global understanding of health care by witnessing poverty, infectious diseases, and problems that arise from famine, population growth, personal sanitation issues, housing issues, the lack of clean water and limited access to education. Experiences such as this have served to broaden the student’s cultural competency, while simultaneously strengthening any underlying commitment to provide care for under-served communities. Since 2008, faculty from the physician assistant program have joined their students on the Guatemalan medical mission, resulting in experiential learning for them as well as the students, that has continued to impact the classroom experience at home.

In 2003, the United States Congress approved the expenditure of $15 billion dollars over the course of five year to fight the war against HIV/AIDS. PEPFAR (Presidents Emergency Plan for AIDS Relief) as it is known, is a comprehensive plan to prevent new HIV/AIDS infections, treat the disease with life extending drugs, and provide education and training to health care workers in many African countries. The American Society for Clinical Pathology, (ASCP) a professional organization to which many of our clinical laboratory sciences faculty belong, has been involved with outreach programs to help improve detection, diagnosis and treatment of AIDS for a number of years. ASCP leaders approached two of our faculty and invited them to become part of their effort by sharing their lab and teaching expertise with the
local people in Africa. With 25 million people in Africa infected with the AIDS viruses, and a 29% infection rate in the province of Lesotho, Africa has among the highest infections rates in the world. Sadly, the African continent also suffers from a severe lack of adequately trained personnel, poor equipment, limited resources and an acute need for better testing for more accurate diagnosis and treatment of HIV patients. With an assignment to educate locals (who are referred to as “HIV counselors”) in the art of phlebotomy and pre-analytical variables, our faculty have made numerous trips to various areas of Africa where they have been met with enthusiasm and gratitude. Their objective on every trip is to set good standards for good specimen collection and quality specimen integrity, in a country where no such standards existed before their arrival. While much remains to be done in Africa, our faculty remain committed to their continued involvement in the education of the African people as they endeavor to tame the demon that has ravaged so much of their country.

The dean of SHTM continues his tele-health research efforts in Africa as well, but in the area known as Meru, in Kenya. For the last 4 years, he has been working with orphanages in Meru, to provide cost effective, quality health care to the orphans as well as others in the area. Meru, located in a remote area in the northeast of Kenya, is a business, agricultural and commercial center known for its coffee producing expertise. Meru is home also to the Kenya Methodist University, where he has engaged officials to develop an MOU with Stony Brook University, which will allow the two universities to join hands in community and research endeavors. He presently serves on the Board of Directors of the Hope Children’s Fund, a not for profit organization committed to mentoring the orphans of the area and providing them with an education in a safe haven. The number of orphans increases daily due to the AIDS crisis, so the need for mentors as well as financial support to keep the orphanages running, is tremendous.
Education, Research, Clinical and Community
Summary Goals and Time line:

Next 10 years
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<thead>
<tr>
<th>Education</th>
<th>2010</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
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<tr>
<td>IT/Equipment support for classrooms</td>
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<td>Implement PhD program</td>
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<td>Recruit 20 seasoned researchers with grant funding to teach in the Ph.D. program</td>
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<td>Recruit faculty to teach in new educational programs</td>
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<td>Recruit a faculty member with expertise in teaching excellence</td>
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<td>Mentor SHTM graduates for leadership positions in industry, academia and clinical settings</td>
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<td>Increase the number of federal grant applications</td>
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<td>Increase the number of applications to private foundations</td>
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<td>Provide pilot/seed grants to stimulate research</td>
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<td>Recruit research-prepared faculty</td>
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<td>Establish SHTM community-academic advisory committee</td>
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<td>Create new partnerships to lead research programs</td>
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<th>Clinical</th>
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<td>Initiate contact with new clinical sites</td>
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<td>Provide continuing education and professional development for clinical faculty</td>
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<td>Initiate contact with SBUMC re: practice plan</td>
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<td>Hire a consultant to develop a business plan for the clinical practice plan</td>
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<th>Community</th>
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<td>Recruit a Community Outreach Coordinator</td>
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<td>Create a model for sustainability of community based initiatives</td>
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<td>Develop a marketing plan to expand the &quot;SBU/SHTM BRAND&quot; of community engagement</td>
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<tr>
<td>Develop infrastructure to coordinate national and global research and education initiatives</td>
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<tr>
<td>Expand national and global community based experiences in locations where we already have a presence</td>
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