A MESSAGE FROM THE PRESIDENT OF THE UNIVERSITY

Whenever I visit the Loyola Clinical Centers or speak with the faculty and graduate students who work there, I am impressed with the high-quality care they offer to clients. The LCC offers a distinctive combination of teaching and learning and research and service to the community through an interprofessional model that is not only unusual, but particularly effective for those who turn to the LCC for care.

In creating the strategic plan for the LCC, the faculty and administrators considered how that plan could be a bridge between Loyola University Maryland’s current strategic plan and the next one, which we are working now to create. That concept of a plan as a bridge mirrors so beautifully the idea of the LCC building bridges among disciplines, between services, between the LCC and the community, and even creating a bridge for our graduate students as they complete their studies and training and prepare for a rewarding career after Loyola.

As a supporter of the LCC, you are helping build those bridges, strengthening the care the LCC provides, enhancing the research and teaching that is a hallmark there, and joining Loyola in supporting the residents of Baltimore and other area communities through the affordable, accessible services the LCC provides on a sliding scale.

I am particularly grateful to Janet Simon Schreck, Ph.D., ’91, M.S. ’93, for her tremendous service to the LCC as its executive director up until her departure from Loyola in December 2015. Dr. Schreck has positioned the LCC well for the future, and we are thankful that she continues to serve the LCC as a member of its board.

Working together and united in our Jesuit mission and concern for every individual, we will make a difference in our community today and tomorrow.

Sincerely,

Rev. Brian F. Linnane, S.J.
President
Loyola University Maryland
“We build too many walls and not enough bridges.”

— Isaac Newton

The Loyola Clinical Centers builds bridges among and across disciplines, uniting services in different areas, and also serving as a bridge between the LCC and the community.
AS THE UNIVERSITY CREATES ITS NEXT STRATEGIC PLAN, LCC EMBARKS ON BRIDGE PLAN

As the LCC had completed its own strategic plan ahead of schedule, a bridge plan was created to take our programs further along before the overall University Strategic Plan was completed later this year. This framework will guide the Clinical Centers’ pursuit of its mission and vision for the next several years, and allow the LCC to support its commitment to improving services for students, clients, the University, and the communities of which it is a part.

The bridge plan sets five areas for the LCC to focus on as the LCC works to establish its reputation as a leader in interprofessional education.

1. Ignatian Pedagogy

As the Clinical Centers continues to enhance and expand its services and training opportunities, it will be intentional in creating a culture that integrates the Ignatian pedagogical paradigm of context, experience, reflection, action, and evaluation into all aspects of its operations. This goal is already a key component of faculty orientations and workshops, and future strategies for advancing this goal will build from these successful programs.

2. Interprofessional Teaching, Service, and Research

The Clinical Centers’ model relies on the belief that collaboration and expertise shared among its participating disciplines are critical to its ability to provide clients with the best service possible and its students with the ideal environment for learning. The Clinical Centers will continue to engage diverse disciplines—including ones not yet officially affiliated with the Clinical Centers—to inform and strengthen its teaching, learning, service provision, and research.

3. Centers for Engagement and Practice

The Clinical Centers will develop and launch at least two Centers for Engagement and Practice designed to support the Clinical Centers’ efforts to gain national recognition in focused areas. Grounded in current strengths, these Centers will showcase the Clinical Centers’ interprofessional approach to service provision, create new clinical research opportunities for faculty and students, expand services and reach a broader segment of the community, and offer a wider variety of student training programs, including post-doctoral positions and fellowships.

4. Public Relations

Raising awareness of the Clinical Centers’ mission and services will be an important part of helping the Clinical Centers achieve national prominence. The Clinical Centers will develop and implement a marketing and communications plan that positions the Clinical Centers as a national leader in interprofessional education, service provision, and research, and supports its efforts to recruit students, faculty, and clients.

5. Physical Space and Community Presence

As the Clinical Centers continues to grow, it will require more physical space than is presently available in its locations at Belvedere Square and Columbia. As its leaders work toward expanding and strengthening its programs, they will also work in collaboration with other University offices to develop a plan for acquiring the physical space necessary to accommodate its goals and its role in the University’s strategic plan.
RAISE YOUR VOICE FOR CARE EVENT GROWS AWARENESS OF ALZHEIMER’S DISEASE

Raise Your Voice for Care, hosted on Oct. 23, 2015, by the Loyola Clinical Centers in partnership with the Alzheimer’s Foundation of America (AFA), gave great insight into Alzheimer’s disease and dementia.

The day-long event featured panel discussions about Alzheimer’s, free memory screenings, free hearing screenings, information about living with hearing loss, and a virtual dementia tour. The day ended with a concert on the Quad by Washington, D.C.-based band Honor By August. The event also marked the official launch of Loyola’s AFA student chapter.

One of the most emotional sessions was “Caring for a loved one with Alzheimer’s disease,” featuring Amanda Thomas, Ph.D., dean of Loyola College, and members of the Kammerer family. The Kammerer family, including Patrick, ’14, Colleen, ’16, and Katie, ’17, spoke about their father, Brian, who was diagnosed with early onset Alzheimer’s 15 years ago. Their mother, Kathleen, was also on the panel.

Patrick read a poem he wrote about his father while on a retreat during his undergraduate years at Loyola. His sisters are two of the founding members of Loyola’s AFA student chapter.

During her talk, Thomas discussed being patient with someone suffering from Alzheimer’s, along with finding humor in certain situations. She shared a personal example: when her mother began hoarding strange items, like paper cups.

“You can get upset, or you can say, ‘look at these 150 paper cups she hoarded and never used,’” Thomas said.

Thomas also reflected on the teachings of St. Ignatius, and how his words helped her as a caretaker.

“St. Ignatius said you have to meet a person where they are. I had to meet my mother where she was. I had to pay attention to her needs. Alzheimer’s is awful. My mother was awesome.”

The Loyola Clinical Centers offers cognitive screening and programs to keep the brain healthy; integrated assessments by neuropsychology, speech-language pathology, and audiology for persons who are demonstrating symptoms associated with mild cognitive impairment, and dementia; and counseling, psychological or pastoral, to individuals with dementia and/or their family and caregivers. In addition, speech-language pathology provides individual and group therapy for persons who require assistance with optimizing their cognitive-communication skills.
Katie Kammerer, '17; Patrick Kammerer, '14; Kathleen Kammerer, Parent '14, '16, '17; Colleen Kammerer, '16; Performance by Honor By August on the Quad.
Before Hope Meisinger-Blaschak’s daughter participated in Ready, Set, Read! at the LCC, she struggled with reading.

“Reading was a nightmare,” said Meisinger-Blaschak. “Despite my best efforts to make reading fun, she avoided reading. Homework time was filled with tears, as were parent/teacher conferences. After Ready, Set, Read! my daughter is using the strategies she learned to read successfully at home and at school. Her teacher this year complemented her on how well she uses reading strategies and has asked her to help other students in her reading group! I never imagined that this kind of progress was possible. I am so grateful for Loyola Clinical Center’s Literacy Programs!”

The LCC’s interprofessional reading readiness program for children ages 4-6 helps by addressing the skills children need to be successful in literacy and language development. Through the intensive program that runs for an hour and a half three days per week during the month of July, children are placed in small groups and engage in play-based learning activities led by two Loyola graduate students, one from the School of Education’s literacy program and one from the speech-language pathology/audiology program. As with many of the programs at the LCC, the collaboration between disciplines is what makes Ready, Set, Read! so valuable.

“It is essential for language and literacy to be paired together to help children develop the skills we know are necessary to be academically successful,” said Kara Tignor, division director of speech-language pathology and audiology and the interim executive director of the LCC. “This is an innovative program. Reading readiness services rarely offer language and literacy components together.”

Ready, Set, Read! is not a remediation program for children with reading disorders; instead, the interactive learning environment serves children with a range of needs. Some parents and caregivers have
enrolled children who show signs of struggling with early language and literacy tasks, while other parents and caregivers enrolled their children to reinforce skills learned in preschool over the previous year in an effort to counteract regression that commonly takes place during the summer.

Tignor created Ready, Set, Read! with Dana Reinhardt, division director of LCC’s literacy clinic. They team with clinical faculty members, Ashley Rice, M.S., CCC-SLP, and Erin Stauder, M.S., CCC-SLP, to supervise the graduate students working in the program to provide the ongoing support and guidance.

Tignor and Reinhardt designed the activities children experience in Ready, Set, Read! using existing research and evidence-based practice. From the literacy discipline, the program emphasizes emergent literacy skills such as alphabetic knowledge, print awareness, and phonemic awareness. Language elements focus on narrative development, vocabulary skills, and phonological awareness skills such as rhyming, segmentation, and blending. Ready, Set, Read! combines the skills in fun activities that include arts and crafts, storytelling, playtime, rhyme time, learning songs, and letter games, all catering to young children.

“We’re confident this is a best practice to deliver effective instruction to this population, and we have already seen growth in both the children and the graduate students,” said Reinhardt.

Part of LCC’s core mission is to provide opportunities for interprofessional work. This program both furthers that mission and gives graduate students experience that will be valued highly by future employers, most notably K-12 schools.
THE IMPACT OF A GIFT

Barbara Ness was a psychiatric social worker for nearly eight years before she left the workforce to take care of her children full time. Ten years later she wanted a new profession where she could interact directly with children, so she went back to school and received her Master’s Degree in Speech-Language Pathology from Loyola in 1995.

After graduation Ness was hired by the Kennedy Krieger Institute in Baltimore to work in school-based autism programs and provide home services for medically fragile children. In 1998 she returned to Loyola, this time as a clinical supervisor teaching speech/language clinical skills to first-year graduate students training at LCC. She retired from Loyola in 2013.

“My experience at the Loyola Clinical Centers connected me with the most amazing parents and children I ever met—and those people were an inspiration to my life,” Ness said. “I worked with absolutely fantastic students and with really engaged and creative faculty. I loved what I did, I learned more than I could ever teach anybody.”

Her donations of $15,000 over three years, beginning in 2014, have made it possible for the LCC to launch Ready, Set, Read! and expand its offerings into Columbia. Her gift is also supporting the development of new and innovative pediatric programs at LCC focused on speech and psychology. Ness is also making a planned $250,000 gift to establish the Ness Family Endowed Fellowship, a scholarship fund for speech-language pathology/audiology graduate students who are training at LCC.

“We are deeply appreciative of Barbara’s extraordinary generosity and her years of service to students and clients at the Loyola Clinical Centers,” said Janet Simon Schreck, ’91, M.S. ’93, former executive director of the LCC. “There is an increasing need for people with degrees in speech-language pathology to ensure the aging population and children with special needs have access to care.”
Loyola University Maryland is adding new priorities to its ongoing $100 million *Bright Minds, Bold Hearts* comprehensive fundraising campaign to focus more of the overall goal on initiatives that will benefit Baltimore City, enhancing neighborhoods and strengthening community.

“By putting more of the campaign funds toward bettering our community, we are putting our mission into action—investing in Baltimore, striving to be part of the healing in our city and in our world,” said Rev. Brian F. Linnane, S.J., president of Loyola.

The campaign now includes a funding priority for the Center for Community Service and Justice (CCSJ) and an increase to the original goal set for the York Road Initiative (YRI). The fundraising goal for Campus Ministry also received a significant boost, from $1 million to $2 million. Combined, the three moves represent a $2.9 million shift in priorities from a mix of academic and programmatic goals set when the campaign launched in 2013.

As a key campus partner in serving the community, the Loyola Clinical Centers is benefiting from the funds raised through the *Bright Minds, Bold Hearts* campaign. The LCC provides a range of integrated, affordable services to all members of the greater Baltimore community, regardless of their age or ability to pay.

The LCC also serves as a valuable clinical training environment for Loyola master’s and doctoral students in these disciplines as well as a hub of interprofessional scholarly research by LCC administrators, faculty, and students. Particularly with its presence at Belvedere Square on York Road in Baltimore, the LCC serves as a true community resource.

A gift to Loyola’s Commitment to Baltimore campaign helps the LCC offer speech, educational, and counseling services to those who are unable to pay by creating an endowment to offset fees. This program ensures high-quality treatment for those that need it most but can afford it the least.

To date, Loyola’s *Bright Minds, Bold Hearts* campaign has raised more than $66 million for strategic academic, service, and experiential programs and initiatives. A substantial subset of the campaign’s priorities connects Loyola to Baltimore in meaningful ways.
BRIDGING THE LIFESPAN

Luis, Speech-Language Pathology
At just five months old, Luis, an infant with Down Syndrome participated with his parents in a six-week program called “My Baby and Me,” which focused on language and communication development in children under 12 months old.

Garcia, Literacy
First-grader Garcia just couldn’t seem to make progress in his reading skills, despite his mother’s dedicated efforts to help him. She had his hearing evaluated twice, and spent many sleepless nights wondering why he continued to have so much trouble. His classroom teacher, a master’s student in Loyola’s literacy specialists program, encouraged him to enroll in Literacy Scholars.
Barbara, Pastoral Counseling

Since her husband Walt’s stroke in 2004, Barbara has devoted much of her time, much of her energy, and much of her spirit to his care. The stroke left Walt with significant aphasia, an impairment of communication abilities common in those who have experienced strokes and other brain injuries.

Kevin, Interprofessional Studies

A Loyola master’s student, 54-year-old Kevin grew concerned when he began experiencing memory lapses that affected his ability to keep up with his course work. A family history of Alzheimer’s Disease and a stroke he suffered about 10 years ago suggested that something more serious than absent-mindedness or overwork was involved.

Tom, Psychology

At 38, Tom had been through a complex series of personal difficulties, battling depression, overcoming addiction, and navigating a challenging relationship. As he neared the end of an outpatient drug and alcohol counseling program, his therapist there recommended he consider additional psychotherapy through Loyola’s Clinical Centers.
By the numbers

During 2014-15, the LCC provided services to fewer unique individuals last year as compared to previous years. However, the data regarding number of client visits indicates that the individuals served received a greater number of cross-disciplinary services and visits. So, although fewer clients were seen, a greater number of those clients received service from more than one discipline.

This is a positive outcome that is directly related to the LCC’s interprofessional education and practice model and suggests that the LCC is accomplishing the piece of its mission that calls for providing “care for the whole person.”

Also worth noting is that during 2014-15 the LCC continued to serve more children than adults. The small declines in the number of clients served in literacy and pastoral counseling divisions were related to fewer graduate student clinicians requiring training.

Last year, Baltimore City Head Start Programs experienced a change in screening regulations. As a result, the LCC no longer serves as the primary speech, language, and hearing screener for that organization. This resulted in a significant decline in off-site visits for both services.

Psychology nearly doubled its off-site visits with the addition of on-site school-based social skills.

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**CLIENTS SERVED**

- **on and off-site**: 2,621
- **off-site**: 1,898

**TOTAL CLIENT VISITS**

- **14,768**
- **Literacy**: 1,200, **73**
- **Pastoral Counseling**: 65, **15**
- **Psychology**: 2,500, **275**
- **Speech-Language Pathology/Audiology**: 5,869, **411**

**STUDENTS TRAINED**

- **106**
- **Literacy Students (Graduate and Undergraduate)**: **16**
- **Pastoral Counseling Students (Master’s and Ph.D.)**: **4**
- **Psychology Students (Master’s and Psy.D.)**: **34**
- **Speech-Language Pathology/Audiology Students (Master’s and Undergraduate)**: **52**

**of on-site clients were pediatric**: 55%

**of on-site clients were adult**: 45%
FY 2014-15 Expenses - $2,682,461

- SALARIES AND BENEFITS $1,656,659
- SERVICE FEE REDUCTIONS $284,004
- GENERAL OPERATING $118,676
- RENT AND UTILITIES $623,122

FY 2014-15 Income - $2,678,178

- TUITION FOR INTERNSHIPS $771,248
- FEES FOR SERVICE $498,642
- ENDOWMENT INCOME $44,342
- ANNUAL GIVING $57,315
- LOYOLA UNIVERSITY MARYLAND SUBSIDY $1,306,625
PHILANTHROPY AND OTHER FINANCIALS

The Loyola Clinical Centers is committed to providing exceptional, comprehensive services to a diverse range of clients, without regard for the clients’ ability to pay. Most clients benefit from the LCC’s sliding fee scale, with some receiving as much as a 90 percent reduction in fees. In 2014-15, the LCC provided clients with services valued at $498,642, but charged just $214,638 for these valuable assessments and interventions.

The LCC would not be able to sustain this approach to wellness and care—or its deep commitment to community partnership, hands-on learning, ambitious research, and comprehensive treatment—without philanthropic support. The LCC is profoundly grateful to the following people and organizations, whose generosity has made a remarkable difference in the lives of the LCC’s clients—men, women, and children from throughout the Greater Baltimore area.

Organizations

The Association of Baltimore City Speech-Language Pathologists
Beth Tfiloh Dahan Community School
The Bradley T. MacDonald Family Foundation
Chesapeake Down Syndrome Parents Group Inc.
Fidelity Charitable Gift Fund
Jason Pharmaceuticals, Inc.
Kenneth S. Battye Charitable Trust
Medifast, Inc.
Robert and Joan Dircks Foundation
Schwab Charitable Fund
United Way of Central Maryland

Individuals and Families

Anonymous (2)
Mr. Robert L. Abercrombie, Jr.
Mrs. Catherine Schmitz Albin
Ms. Katherine M. Albino
Ms. Marisa A. Annunziata
Mrs. Jennifer Shea Auerhan
Ms. Helen R. Barnes
Sheila McIntire Barry, Ph.D.
Mr. John B. Bendell
Ms. Whitney D. Benzik
Mr. and Mrs. Richard T. Betz
The Rev. William M. Boteler, M.M.
Ms. Tanisha S. Bracey
Ms. Alison M. Brady
Ms. Caitlyn V. Brown
Dr. and Mrs. James J. Buckley
Mrs. Rita F. Buetnner
Dr. Jocelyn M. Buhain
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Ms. Tracey D. Frey
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Ms. Jessica A. Gallo
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Dr. Timothy Houghton and Dr. Cynthia L. Moore
Ms. Lindsay K. Moore
Ms. Margaret M. Morton
Dr. Maria Mouratidis
Judith M. Muller, Ph.D.
Dr. and Mrs. Alan G. Nemerofsky
Paul M. Ness, M.D. and Ms. Barbara D. Ness
MISSION STATEMENT

COMMUNITY PARTNERS 2014-15
The LCC has built partnerships and extended its services to organizations throughout the region, including:

**Schools & Head Start Programs**
- Archbishop Borders School
- Bais Yaakov School
- Beth Tfiloh Dahan Community School
- Cardinal Shehan School
- Cathedral School
- Holy Angels School
- Maryland School for the Blind
- Mother Seton Academy School
- Mount Calvary AME Church
- Mount Hebron School (Howard County Public School)
- Our Lady of Fatima School
- Our Lady Of Perpetual Help
- The Park School of Baltimore
- Patterson Park School
- St. John Parish Day School
- St. Elizabeth School
- St. Thomas Aquinas School
- St. Vincent DePaul
- Union Baptist Headstart School

**Senior Centers**
- Bain Center
- Blakehurst Retirement Community
- Bykota Center
- Elkridge Senior Center
- Parkville Senior Centers

**Medical Facilities**
- Kernan Hospital

**Other Partners**
- Project Homeless Connection United Way
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Psy.D. Candidate at the Loyola Clinical Centers

Keith Trumbull
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Michael Vanaria, DMD
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Michael Vanaria General Dentistry

LOYOLA CLINICAL CENTERS STEERING COUNCIL 2014-15

The interprofessional character of the Loyola Clinical Centers extends to the advisors who guide the LCC’s future development and strategic initiatives. This Steering Council, representing key disciplines and administrative areas across Loyola University Maryland, provides valuable insights on how its members’ respective departments can work together to advance the clinical services, teaching, research, and community outreach taking place at the LCC.

Janet Simon Schreck, Ph.D., CCC-SLP, FNAP
Executive Director, LCC

Marie Kerins, Ed.D., CCC-SLP
Associate Vice President for Research and Graduate Programs

Amy R. Wolfson, Ph.D.
Vice President for Academic Affairs

Jenny Lowry, Ph.D.
Associate Vice President, Academic Affairs

Jim Buckley, Ph.D.
Interim Dean, Loyola College of Arts and Sciences

Jeffrey Barnett, Psy.D.
Associate Dean for Social Sciences, Loyola College of Arts and Sciences

Robert Heffenbein, Ph.D.
Associate Dean, School of Education

Joshua Smith, Ph.D.
Dean, School of Education

Lisa Schoenbrodt, Ed.D.
Chair, Speech-Language Pathology & Audiology

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Chair, Psychology

Wendy Smith, Ed.D.
Chair, Teacher Education

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Founding members of Loyola’s
AFA Student Group: Left to right:
Kathleen R. Kammerer, ’17
Alba Sanchez Fabelo, ’16
Patrick J. Delaney, ’16
Colleen A. Kammerer, ’16
Andrew J. Zimmerly, ’16