A MESSAGE FROM THE PRESIDENT OF THE UNIVERSITY

If you have had the opportunity to visit the Loyola Clinical Centers at Loyola University Maryland, you have seen our students and faculty in action. They work side-by-side blending skill, passion, and a true, Jesuit concern for others.

As we continue to grow the programs at the Loyola Clinical Centers (LCC), offering still greater opportunities for academic research and practical hands-on training for our students, we are able to add state-of-the-art services to members of the community. Making the LCC’s extensive resources accessible to the community is of fundamental importance to achieving our strategic goals as a university, as we work both to strengthen the community along the York Road Corridor and to ensure we are recognized as a leading university throughout the nation.

The LCC’s programs benefit our students, who leave well-prepared for careers in their fields of study.

They benefit our faculty members, who have the opportunity to conduct research while teaching students in a hands-on setting.

And they benefit our community by providing affordable, accessible high-quality services.

None of this, however, would be possible without you. Thank you for your continued generosity.

Sincerely,

Rev. Brian F. Linnane, S.J.
President
Loyola University Maryland
A MESSAGE FROM THE EXECUTIVE DIRECTOR

In October the Loyola Clinical Centers had the honor of hosting author and journalist Lee Woodruff for a book-signing and lecture on traumatic brain injury. She addressed more than 250 people—students, faculty, current LCC clients and their families, community partners, and community members—on the Evergreen campus.

As a first-time visitor to the LCC who has had personal experience with the need for the type of services we provide, she left us with a fresh perspective. Seeing the LCC through her eyes gave me an even deeper appreciation of what our talented faculty, staff, and students are accomplishing here.

This year, in particular, we have much to celebrate.

We have expanded our space at the Belvedere Square location. The additional 5,000 square feet of much-needed treatment and office space has made it possible for us to serve more clients and increase the impact of our programs.

We have strengthened our brain injury and disorders prevention and rehabilitation programs—and raised visibility for the services we offer in that critical area through Lee Woodruff’s visit.

As the LCC’s reputation for exceptional service grows, we are receiving more philanthropic support from individuals, corporations, and foundations.

To keep up with the current technology available for our students and clients, we have acquired and are implementing a new electronic patient management and medical records system.

Best of all, the number of clients we serve continues to grow. That shows us we are meeting needs in our community and the programs and services we offer are needed and valued.

Thank you for recognizing the positive impact the LCC is making in the community, and how much your interest in our work, and your support of our mission, matters. To stay up-to-date on the latest programs and initiatives at the LCC, please visit www.loyola.edu/clinics or find us on Facebook.

Sincerely,

Janet Simon Schreck, M.S., CCC-SLP
Executive Director
Loyola Clinical Centers
The number of Americans living with brain injuries and brain disorders has increased significantly in recent years. This is due in part to an aging population dealing with strokes and dementia, and the medical community’s ability to save the lives of those who experience brain injuries through auto accidents and other traumatic events.

Health insurance only covers a certain amount of treatments for those affected. Patients who are still on the road to recovery can turn to the LCC for coordinated, cost-effective, interdisciplinary care.

This year, with a generous $50,000 grant from the Leonard and Helen R. Stulman Charitable Foundation, the LCC has strengthened programs for those living with brain injury and brain disorders—as well as their caregivers.

The funding supports faculty members who train graduate student service providers and enables talented graduate students to participate in graduate assistantships. The LCC also used the award to add neuropsychological expertise to the LCC’s interdisciplinary team that provides assessment and treatment for individuals with brain injuries and disorders, thus expanding the range of clients served.

“The addition of neuropsychology to the team allows for a more detailed look at the changes in behavior and thinking that patients experience, links those changes to brain structure and function, and uses them to inform rehabilitation,” said Christopher Higginson, Ph.D., an assistant professor in the department of psychology and a neuropsychologist.

The LCC provides many of the necessary services clients need under one roof, while also offering an affordable sliding-fee scale and a wrap-around treatment program.

“I am incredibly grateful for the generosity of the Stulman Charitable Foundation and its recognition of our commitment to offering our growing client base the coordinated, cost-effective, interdisciplinary care that is essential for them and their families,” said Janet Simon Schreck, executive director of the LCC.

Satisfaction surveys of these clients revealed that they strongly agreed with the following statements (Likert scale 1-5):

- A. I was pleased with the overall quality of the services provided by the LCC.
- B. The cost of services met my needs.
- C. I would recommend the LCC to a friend.
- D. I would return to the LCC if I were in need of additional services.
- E. I have made meaningful progress during my time at the LCC.

DURING FALL 2012 MORE THAN 46 INDIVIDUALS RECEIVED SOME SORT OF ASSESSMENT AND/OR TREATMENT IN THESE PROGRAMS.

Satistfaction surveys of these clients revealed that they strongly agreed with the following statements (Likert scale 1-5):
Interdisciplinary Assessment

The Interdisciplinary Assessment Program at the LCC provides a team with the expertise to clearly identify the strengths and weaknesses of each client with a brain injury or disorder and connect those clients with appropriate therapies that can produce measurable, meaningful improvements in memory, attention, communication, and quality of life.

“The brain injury prevention and rehabilitation program that we’ve started is interdisciplinary. It involves speech-language pathology, audiology, and neuropsychology. We come together as a team, to make decisions regarding diagnosis and treatment, as well as provide recommendations to the caregivers,” said Tom Thompson, CCC/SLP, coordinator of the program and visiting affiliate clinical instructor in speech-language pathology.

“Our graduate students are being afforded the opportunity to perform comprehensive assessments for a population that is desperate for help.”

Clients regularly receive these services at an average discount of 65 percent based on financial need.

“The unfortunate thing in this business is that third-party payment for outpatient neurological rehabilitation services has decreased making it difficult for many to access services,” Thompson said.

The LCC’s clinical services for adults with brain injury and brain disorders treat clients with progressive neurological disorders, early-onset dementia, stroke, and traumatic brain injury. Plans are also in place to expand this population to include post-concussion athletes and extend the rehabilitation program to include vocational and life skills.

Thanks to a grant from the Marion I. and Henry J. Knott Foundation, the LCC is including updated technology, such as iPads, in clients’ treatment, giving students training in how to use the tools and enabling faculty research, while serving LCC clients.

Cognitive Prevention Program

During the fall the LCC also started sending teams out into the community to offer cognitive screenings and education at senior centers.

“Current research has shown that by staying mentally active and engaged we have a better chance of maintaining healthy cognitive functioning as we age,” Thompson said. “‘Use it or lose it’ has become the rallying cry of our cognitive prevention program.”

LCC faculty and students have taken this message of cognitive fitness to the Parkville Senior Center in Baltimore County where they provide a one-hour Brain Fitness class weekly to a group of enthusiastic seniors. Each class provides individuals with education regarding brain-healthy living, tips for improving thinking skills, cognitive compensatory strategies, and engaging brain exercises.

“I think people are becoming more and more aware that we have some control over our cognitive functioning as we age. There is something we can do about it, and people are now becoming a bit more proactive,” Thompson said.
Lee Woodruff

Author of Those We Love Most and Perfectly Imperfect, and co-author, with her husband, journalist Bob Woodruff, of the New York Times #1 bestseller, In an Instant

Tuesday, October 23, 2012 • 7 p.m. • McGuire Hall

Ms. Woodruff will discuss the inspiration for her books—her husband, journalist Bob Woodruff’s, experiences with and recovery from a traumatic brain injury sustained while reporting from Iraq, and the impact that process had on their family.

Lee Woodruff is a correspondent for CBS’s This Morning and, in addition to her books, has written numerous articles on her family and parenting that have appeared in publications including Parade, Health, and Redbook. She is the founder, along with her husband, journalist Bob Woodruff, who sustained a traumatic brain injury while reporting from Iraq, of the Bob Woodruff Foundation, which assists wounded service members and their families.

Ms. Woodruff appears to celebrate the launch of the Brain Injury Rehabilitation Program at the Loyola Clinical Centers (LCC), which provides state-of-the-art facilities and treatment for people experiencing difficulties in the areas of psychology, pastoral counseling, literacy, hearing, speech, and language. The LCC is devoted to wellness in every aspect—from wellness of an individual or a family, to wellness of the community as a whole.

loyola.edu/joinus/woodruff

Persons with disabilities who may require special services should contact Disability Support Services at 410-617-2062 at least 48 hours prior to the event.
As the LCC has continued in its partnership with Catholic schools in the Archdiocese of Baltimore, Loyola graduate students are providing comprehensive services in pre-literacy skills, sound production, language concepts/development, and social skills.

Through the partnership, undergraduate and graduate students—under the supervision of appropriately licensed and certified education, psychology, and/or speech-language pathology faculty members—work in four of the Archdiocese’s “community schools,” including Holy Angels School, Archbishop Borders School, Cardinal Shehan School, and Ss. James and John School.

During the 2011-12 academic year the LCC worked with 24 students in literacy groups and 74 students in social skills groups. LCC graduate students also provided speech-language and hearing screenings to hundreds of children throughout the Archdiocese. In addition to providing screenings at the “community schools,” the graduate clinicians provided early literacy, sound production, and language prevention services to large and small groups of preschool and kindergarten students, as reported by Maren Townsend, division director of speech-language pathology. Individual comprehensive evaluation and intervention services were also provided.

Classroom-based social skills groups teach students concepts for dealing with teasing, bullying, and peer pressure, as well as managing anger appropriately. Students, typically in middle school, receive direct instruction in using these skills as well as opportunities to practice them with their peers. Teachers are encouraged to reinforce these social skills on the playground and in other settings.

The graduate students also assist with the implementation of curriculum and educational materials for educators. These basic skills are essential for success in school, and are pervasively lacking in the underserved student populations served by these schools.

Teachers and administrators in the schools say they can see the difference the graduate students’ work makes for their students, who benefit from the one-on-one attention as they learn new concepts.

“The Loyola students do a good job working with small groups of children who seem to grasp the concept being taught,” said Mary Beth Day, a teacher at Cardinal Shehan School in Baltimore. “It is beneficial because it exposes the children to different teachers and activities for learning. Sometimes the younger child needs the exposure to these experiences in the familiar space for them.”

The Loyola students benefit as well because they receive hands-on training in the school settings. Interdisciplinary/team work is also a major benefit for students. They learn how to work collaboratively with peers, supervisors, regular educators, support staff, and parents in a real-world environment.

In addition, the LCC’s relationships with these schools often lead to referrals of students who need more in-depth services, such as individual speech/language therapy or psychoeducational assessment. Students can receive these services at reduced cost at either of the LCC’s locations, and teachers then receive individualized recommendations for strategies to enhance the children’s success in the classroom.

In addition to these services for students, the LCC also provided a series of workshops for parents at Holy Angels School. Graduate students from psychology and pastoral counseling, and faculty from Loyola’s Sellinger School of Business and Management, partnered to offer workshops addressing parenting issues such as providing structure and routine, healthy homework habits, praying with your family, and managing your family’s finances.

The program has been supported in the past by funding from the Raskob Foundation. The LCC is working to secure endowment funding for this and other programs.
### By the numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>On-Site Visits</th>
<th>On-Site Clients</th>
<th>Off-Site Visits</th>
<th>Off-Site Clients</th>
<th>Total Client Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech-Language Pathology/Audiology</td>
<td>5,564</td>
<td>601</td>
<td>2,583</td>
<td>310</td>
<td>8,147</td>
</tr>
<tr>
<td>Psychology</td>
<td>2,583</td>
<td>310</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastoral Counseling</td>
<td>115</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Clients Served**: 4,347 on and off-site

**Total Client Visits**: 12,326

**Students Trained**: 192

- Graduate Literacy Students: 9
- Undergraduate Literacy Students: 38
- Psychology Students: 31
- Speech-Language Pathology Students: 105
- Pastoral Counseling Students: 9
LCC’s group treatment programs serve children, adults, and caregivers

Working to help clients from population segments that might otherwise be overlooked, the LCC continues to support the community with group treatment offerings for people with specific needs.

The LCC’s social skills groups are aimed at students between 6 and 17 years old who have trouble making friends, negotiating conflict, expressing feelings, or dealing with peer pressure.

Speech-language pathology and psychology students work with these children, both at the clinics and at the students’ schools.

The LCC’s Care for the Caregivers program, supported through a grant from the Foundation for Spirituality and Medicine, trains therapists to treat the emotional needs of individuals caring for family members with brain injury or other neurological impairment.

Through the Care for the Caregivers program, graduate students from pastoral counseling and speech-language pathology work with caregivers to help them provide sufficient support to their family members, while also preserving their own psychological, physical, and spiritual well-being.

“The long-term goal of the Care for the Caregivers program is to serve as a model of the integration of spiritual and behavioral care by promoting the unity of health and healing,” said Janet Simon Schreck, M.S., CCC-SLP, LCC executive director.

Psychology graduate students at the LCC also offer an interpersonal process group for adult clients having relationship difficulties.

A $35,000 grant from the Horizon Foundation supported another year of Expanding Horizons: Broadway Kids. The collaborative program involving the LCC, the Columbia Center for Theatrical Arts (CCTA), and Howard County Public Schools, gives students with special needs a two-semester experience of drama and speech-language therapy-based activities to build social communication skills.

Through the program Loyola speech-language pathology master’s students work with children with Autism Spectrum Disorders and other developmental disabilities to advance their therapy goals while rehearsing for a musical theater performance with guidance from CCTA’s professional staff.

“These are kids who are often told what they can’t do rather than what they can do,” Schreck said. “With the generosity of the Horizon Foundation, we can continue working with CCTA to give children with social communication difficulties an opportunity to improve their social communication skills and celebrate strength.”
LCC updates technology to improve client service and student training

Thanks to a $78,632 grant from the Marion I. and Henry J. Knott Foundation, the LCC has added state-of-the-art technology designed to enhance the speech, language, hearing, education, and psychology services provided to both children and adults.

Thirty iPads with Airwatch software—as well as three laptops, two iPad carts, and a portable audiometer—purchased with the funding have quickly become important resources as students work with their clients.

The iPads are used in therapy and instruction with both children and adult clients.

“This mobile device, in its relatively short life to date, has inundated our healthcare professions with its multi-functionality and has quickly begun to replace many of our longstanding therapy tools,” Andrea Hirsch Atticks, speech-language pathology clinical faculty member at the LCC, wrote in an article published in Perspectives.

Expanding the Toolbox

Graduate student clinicians were trained how to use the myriad of iPad tools. That included those students providing clinical services to adults and children on site at the LCC’s two locations, as well as those providing services on site in four area Catholic elementary schools.

The iPads make it easier for students and faculty to communicate in real time during clinical sessions, since faculty are typically supervising the sessions from outside the room.

The psychology division purchased two additional iPads and a video camcorder. Psychology doctoral students now use camcorders during social skills groups with elementary school-aged children. The camcorders are used to record children practicing a variety of social skills—such as eye contact, turn taking, and recognizing emotions—and the videos are shown to the children in the subsequent session so they can observe and critique their own skills.

During 2012, the LCC also began implementation of a new electronic patient management and medical record system to gather and record clinical information. Using the new system, the LCC can provide more integrated care to clients and better train students for their future careers.

New Video Recording System

During 2011-12 academic year, the LCC partnered with the University’s Technology Services team to update its closed-circuit, DVD-based video-streaming and recording system to an Internet-hosted digital one called Panopto, which offers added flexibility and streamlines the review process for students and faculty.

The recording devices previously used did not offer the ability for faculty and students to tag parts of the recordings for viewing later. So, while reviewing the recordings, students and faculty formerly spent a lot of time watching them and searching for segments that revealed key moments during a session.

Qualitative feedback from faculty indicates that Panopto’s improved quality of recordings, coupled with its ability to digitally mark specific points in sessions for joint student-instructor review, has improved supervisors’ abilities to instruct graduate student clinicians.

As part of the Belvedere Square location expansion, all 19 of its treatment rooms were fitted with upgraded Internet cameras and one-piece, wall-mounted computers to support the application.

The LCC’s Columbia Graduate Center location will also be upgraded by the start of Spring 2013 semester.
LCC offers first interprofessional seminar for graduate students

Faculty members from the departments of education specialties, psychology, and speech-language pathology/audiology collaborated last fall to offer graduate students a seminar, “Cultivating an Interprofessional Community: The Advancement of Exemplary Collaboration and Service.”

The seminar, held Nov. 2 at the Timonium Graduate Center, discussed the shared and distinctive scopes of practice of the professions and disciplines represented at the LCC and the seminar. More than 100 graduate students from education, pastoral counseling, psychology, and speech-language pathology participated.

The purpose of the interprofessional seminar was to lay the groundwork for development of competency in interprofessional team-based service provision, a skill now required for success in educational and healthcare settings. The students considered the relationship between multidisciplinary and interdisciplinary practice, and the communicative competence needed to form respectful and productive relationships with other professions.

“The speakers brought the theories into real-life experiences which helps students understand and relate,” said one student.

The guest speakers at the conference, who were well-received by the students attending, were:

KATHLEEN KORTTE, PH.D., a clinical psychologist who specializes in rehabilitation psychology, neuropsychology and is the program director of the Johns Hopkins Outpatient Neuro Rehabilitation Program.

RABBI DANA SAROKEN, assistant rabbi at the Beth El Congregation of Baltimore, where she became the congregation’s first female rabbi in 2007.

BRIAN FLYNN, ED.D., an associate director of the Center for the Study of Traumatic Stress and adjunct professor in the psychiatry department for the Uniformed Services University of the Health Sciences in Bethesda, Md. Flynn is an internationally recognized expert on the individual, family, and community psychosocial factors in large-scale trauma, disasters, and emergencies.

“I loved the guest speakers. Hearing their stories gave me concrete examples,” said a student who attended.

“They did a great job demonstrating what interprofessional collaboration looks like outside of Loyola,” said another.
FY 2011-12 Expenses - $1,912,168

- Salaries and Benefits: $1,148,068
- Service Fee Reductions: $236,807
- General Operating: $90,255
- Rent and Utilities: $437,038

FY 2011-12 Income - $1,912,168

- Tuition for Internships: $775,000
- Fees for Service: $485,289
- Endowment Income: $37,642
- Annual Giving: $7,196
- Foundation Giving: $123,632
- Corporate Giving: $10,000
- Loyola University Maryland Subsidy: $473,409
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 2011-12, the LCC provided clients with services valued at $485,289, but charged just $283,010 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 Associated Jewish Charities of Baltimore
CareFirst BlueCross BlueShield
The Foundation for Spirituality and Medicine
Horizon Foundation of Howard County
LexisNexis
The Marion I. and Henry J. Knott Foundation

**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 2011-12, the LCC provided clients with services valued at $485,289, but charged just $283,010 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.

**Individuals and Families**
Theresa N. Amann
Ann Bennett
Leonora R. Berneisheil
Michael D. Betts
Kelly L. Birzes
Br. James A. Boyle, TOR
Irene H. Briskin, Sc.D.
Christine K. and James Buckley, Ph.D.
Jocelyn M. Buhain, Ph.D.
Stephanie Melofsky Bunin, Psy.D.
Raul Bustos and Melba Zamora
Christine H. Cable
Surindr Chittivaranon
Jane S. Connelly
Frances Wendy Dorsey
Linda Easterling-Hill
Dena M. Ebert
Mary R. Ebinger
Sally W. Edwards
Peter J. Ellsworth
James H. Erickson, M.D.
Kathleen E. Finnegan
Richard C. and Sally J. Gallena
Mina S. and Lee A. Goodman, M.D.
Michael S. and Mary K. Greenberg
Claire A. Grenier
Cecilia Herrera
The Rev. James I. Higginbotham, Ph.D.
Jennifer M. Hoffman
Deborah Hollander
E. Rebecca Kelley
Eugene E. and Christine B. Kelly
Sr. Margaret M. Kennedy
Shari L. Kidwell
Nancy L. Klueh
Stephen F. Kopp
Robert and Beth A. Kotchick, Ph.D.
Mary B. Kremer
Valerie F. Levy, Ph.D.
Priscilla D. Lippincott
Elaine A. Masso
James May and Kathleen A. Siren, Ph.D.
Claire F. McCaig
Kathleen Byrnes McCarthy
Lois M. McClave
Kathleen M. McDevitt
Mary Lou McKenna
Anne F. Michaels
Katherine S. Milam
The Rev. James J. Miracky, S.J.
Christine M. Mitchell
Mary Beth Mudric
Judith M. Muller, Ph.D.
Carol P. Nusser
Barbara D. Ness
Doris V. Obenshain, LPCMH, CADC
Jenna L. O’Sullivan
Nancy M. Panepento
Mary C. Praheims Penska
Tina D. Pierce
Donna L. Pitts
Jenna M. Prisco
Theresa E. Quinn
The Rev. William A. Reid
Robert D. Robinson
Caroline Sauter
Eric Schantz
Paul R. Schratz, Jr., Ph.D.
Patrick J. Schrappen
Janet S. Schreck
Ann E. Sentman
Jessica L. Silinont
Amy Goettlicher Smith
Timothy Law Snyder, Ph.D.
Nancy Summers
Sally B. Swayze
Amanda M. Thomas, Ph.D.
Mary F. Turos
Karen L. Waganer
Ronald J. and Kathleen A. Ward
Scott M. Watts
Shannon Sprague Winter
Karen N. Wires
Doris F. Witmer
Amanda A. Zeller
The interdisciplinary 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.

Marie Kerins, Ed.D.
Chair, Speech-Language Pathology/Audiology

Beth Kotchick, Ph.D.
Chair, Psychology

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

Rev. James J. Miracky, S.J.
Dean, Loyola College

Sharon Nell, Ph.D.
Associate Dean for Graduate Programs, Loyola College

Cheryl Moore-Thomas, Ph.D.
Interim Associate Dean, School of Education

Sharon Cheston, Ph.D.
Chair, Pastoral Counseling

Janet Simon Schreck, M.S., CCC-SLP
Executive Director, Loyola Clinical Centers

L. Mickey Fenzel, Ph.D.
Interim Dean, School of Education

Wendy Smith, Ph.D.
Chair, Teacher Education

Timothy Law Snyder, Ph.D.
Vice President for Academic Affairs

Amanda Thomas, Ph.D.
Associate Vice President for Graduate Studies

The Loyola Clinical Centers is a community-based organization operated under the auspices of Loyola University Maryland, providing comprehensive education and training of graduate students in and across a variety of disciplines; committed to the ideal of social change in service to the community, the city, the nation and the world; and dedicated to research and scholarship of the issues that most affect the ability of people to develop, change, and lead fulfilled and meaningful lives.