

**HBS**

**Department of Health and Behavior Studies**

**Teachers College**

**Columbia University**

**Annual End-of-Year Report for Academic Year 2008-09**

**Prepared by John Allegrante, Chairman**

**September 2009**

The Department of Health and Behavior Studies (HBS) was established as a result of a college-wide reorganization that was undertaken in 1996. However, many of the programs that now constitute HBS date back to the early 1900s when Teachers College (TC) founded programs of advanced study in the fields of Health, Nursing, and Nutrition Education. As Lawrence A. Cremin, the eminent historian of American education and a former President of TC, wrote in a statement about the College in 1982, “The founders of the College . . . realized that education invariably proceeds within a social context and that matters of health and nutrition are of vital concern to educators.”<sup>1</sup>

Consonant with this history, HBS was conceived as a multidisciplinary academic unit whose collective philosophical position has been that health and learning are inextricably linked. The faculty of this modern-day department believes that optimal learning cannot take place without attention to the physical, psychological, and social health problems seen in schools and other settings, and that optimal population-wide health status cannot be achieved without learning and literacy skills. Thus, the mission of HBS is to improve health, learning, and social well-being in schools and other settings and throughout the lifespan. This mission is achieved by:

- Generating the applied research on the behavioral and social determinants of health and learning that provides the evidence base to inform the design, implementation, and evaluation of interventions in schools and other community settings that can improve health and mitigate learning and other disabilities.
- Preparing practitioners, scholars, and leaders who can help people to realize their full potential, make informed decisions, and attain the best possible quality of life.

The department is committed to the professional preparation and development of graduates who will serve populations at risk or with high needs, conducting socially consequential and policy-relevant research, and fostering interdisciplinary collaboration to address problems in society that no single disciplinary approach can achieve.

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<sup>1</sup> Cremin, L. A. (1982, May). *Teachers College in the 1980's and 1990's* (Statement to the College Policy Council and adopted by the Trustees of Teachers College). New York: Author.

The academic programs of HBS are organized into three clusters: *Applied Educational Psychology*, which focuses on mental health and literacy; *Health Studies*, which focuses on health promotion and disease prevention and the behavioral management of chronic disease; and *Disabilities and Special Education*, which focuses on the prevention, treatment, and remediation of disabilities. Each cluster houses numerous individual academic programs that form the unit of analysis for institutional planning and reporting, as well as for accreditation by external accrediting bodies and registration for teacher certification programs with the State of New York and other professional preparation programs.

This *Annual End-of-Year Report* highlights both the individual and collective activities undertaken by the HBS faculty during the 2008-09 Academic Year. A faculty bibliography at the end of this report contains the peer-reviewed journal articles and significant monograph-length and other publications that have been produced by the faculty and were either published or in press between September 1, 2008 and August 31, 2009. Additional information about the faculty's other work products, presentations, and awards and honors can be obtained by viewing individual faculty web pages at the TC homepage at <http://www.tc.columbia.edu/abouttc/faculty.htm>.

Further information about the HBS department and its programs can be obtained by visiting <http://www.tc.edu/hbs/>

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#### APPLIED EDUCATIONAL PSYCHOLOGY

**Marla Brassard** pursued a number of research activities during the year. One of her major efforts involved developing and validating a Comprehensive Assessment of Psychological Maltreatment (CAPM) and investigating how adolescents feel about undergoing routine questioning about maltreatment experiences. After collecting data on a clinical sample of adolescents, she found strong support for the reliability and validity of the measure. She also found that victims of physical and psychological abuse by parents, and sexual abuse by non-parental figures, were more in favor of routine screening than not, while those reporting sexual abuse by parents were not in favor of being questioned about such experiences. She hopes to replicate her findings with a large community sample this fall. In a longitudinal project she has been directing since 1999, entitled *Modifiable Risk Factors for Aggression in Middle*

*School*, Professor Brassard is conducting a study of ratings of yearbook photos as predictors of middle-schoolers' social characteristics and adjustment by having 24 low-income, multiethnic middle-school children rate the yearbook photos of the 700 participants, now in their early 20s, on facial expression (to assess mood), attractiveness, "hotness" (i.e., would other kids like to date this person?), and pubertal status. She is also following a subset of this sample using state-wide data on their participation in the military, attendance at community and state colleges, conviction and arrest records, and child welfare involvement, as well as clinical interviews and questionnaires. The data from this study will provide an unparalleled opportunity for Professor Brassard and her colleagues to look at the sample and learn how those in it have transitioned from the sixth grade into young adulthood.

**Susan Masullo** continued her work in supporting the clinical component of teacher education in the Reading Specialist Program and the placement and supervision of students for their practicum experiences. In light of the development of a successful collaboration she began in the previous academic year, the New York branch of the *Say Yes to Education* initiative has again reached out to engage TC students with advanced standing in the Reading Specialist Program to work with children who have literacy and language difficulties in New York City public schools. This placement is one among many throughout New York City schools that Dr. Masullo has forged and which has proven critical to the success of our program and its students. Dr. Masullo also sponsored and supervised two TC Zankel Fellows, both students in the Reading Specialist Program, who worked during the 2008-09 Academic Year at Heritage High School, a school with an ethnically and linguistically diverse student population whose students have demonstrated historically weak literacy skills. Dr. Masullo presented once again at the International Dyslexia Association (IDA) conference in New York City this past spring, and she has been invited by the IDA to present yet again at the 2010 conference. She also contributed to IDA's quarterly publication, *Dyslexia Discourse*, in the past spring issue. This summer, Dr. Masullo conducted a four-day institute at TC called *Helping Struggling Readers and Writers in K-12 Classrooms*. The institute was offered for continuing education credit and was attended by classroom teachers, reading and learning disability specialists, as well as school principals, from the tri-state area.

**Dolores Perin** continued work during 2008-09 on a \$1-million research project, *Postsecondary Content-*

*Area Reading-Writing Intervention*, which is funded by the U.S. Department of Education, Institute of Education Sciences. Administered by the TC Community College Research Center, the project has developed and tested a literacy intervention for developmental education (remedial) students at three urban community colleges. The intervention, called the "Content Comprehension Strategy Intervention" (CCSI), was designed to prepare low-skilled students for college-level reading and writing in science and other discipline-area courses they will take as part of their future degree programs. CCSI is a self-directed, self-paced curricular supplement in which students work independently to practice reading and writing skills outside the classroom. Skills taught in developmental education—written summarization, clarification of information, and question-formulation—are practiced using text from science courses. The project is innovative in creating systematic connections between literacy skills and content-area application (science). The intervention was developed, tested, revised, and retested in collaboration with a panel of community college faculty. In the first two years of the grant, data were gathered from over 1,000 students in 48 developmental education classrooms in the three participating community colleges. Currently, the project is in a no-cost time extension; during this time, data analysis is being completed, an instructor's manual is being developed, and manuscripts reporting the work of the project are being prepared for submission to journals for publication. Some significant findings are emerging. For example, the CCSI intervention is showing positive effects on the ability of students to write accurate and effectively organized summaries of difficult science text. The work was presented at three national conferences this year and we anticipate that a number of published papers will follow.

**Steve Peverly** continued to study what happens when elementary school students perform poorly academically and whether they are referred for an assessment, tutoring, and some form of remediation. His work seeks to challenge the assumption that the cause of poor academic performance lies within the student alone. According to Professor Peverly, although there is some evidence that this may be true, there are other possible causes of poor academic performance. Two plausible explanations are the curriculum and teachers. Professor Peverly and his collaborators know, for example, that the quality of a reading curriculum in the early elementary grades can effect substantially the development of children's reading skills. And if a reading curriculum is poor, it may lead to a reading disability. Similarly, Professor

Peverly has also known that the quality of teachers and teaching in elementary school is significantly related to student academic outcomes. He has written a new book chapter (*Beyond the Monitoring of Students' Progress in Classrooms: The Assessment of Students, Curricula and Teachers*), now in press, in which he has reviewed the research on curricula (in reading) and teacher quality to argue that both factors can have substantial impact on student performance. Professor Peverly also argues that instead of focusing all of our school-based assessment efforts on children, schools should institute a school-wide assessment system called School-Based Assessment (SBA). SBA would focus concurrently on all three sources of potential variance in student academic outcomes: students, teachers, and curricula. Schools would have the responsibility of monitoring the quality of their curricula and teachers, and the progress of their students. Schools would make changes or modifications in curricula as needed, provide ongoing support for teachers through mentoring programs and professional development communities, and help students by providing them with the modifications and assistance they need to perform well academically.

**Philip Saigh** extended his internationally recognized work on the epidemiology, assessment, and treatment of posttraumatic stress disorder (PTSD) in the United States and abroad during the 2008-09 Academic Year. He received a \$10,000 grant from the Provost's Investment Fund to support his efforts to initiate dialogues with colleagues in Lebanon that he anticipates will lead to the development of collaborative projects between Teachers College and overseas practitioners who provide services for traumatized children. He traveled to Lebanon to discuss such collaborative work with psychologists, psychiatrists, physicians, and administrators at Saint Joseph's University and the American University of Beirut. Professor Saigh expects that additional interactions will eventually yield Memorandums of Understanding with these and other academic institutions in the region and that these agreements can provide the context to attract private donors and or government agencies that will provide support for novel research and exchanges of students and scholars. He expects to make additional trips to the Caribbean and Africa during the next academic year to discuss the development of similar efforts in research on traumatized children in countries of these regions who have been displaced or traumatized due to natural disasters, terrorism, and war. Finally, Professor Saigh and several of his graduate students have been investigating the effects of exposure to intentional and unintentional trauma among New

York City children seen at Saint Vincent's Catholic Medical Center in Manhattan. We expect that this investigational work will expand our understanding of the scope and correlates of PTSD among children and adolescents.

## HEALTH STUDIES

**John Allegrante** continued his collaboration with physicians at Weill-Cornell Medical College as the lead health education scientist and co-investigator on three linked NIH-funded clinical trials in which he and his colleagues have assessed the impact of a positive-affect behavioral intervention on health behaviors in asthma, coronary artery disease, and hypertension patients. The studies they have conducted demonstrate that inducing positive affect produces statistically and clinically meaningful behavioral improvements in patients with coronary artery disease and hypertension. He was the organizer and convener of the *Symposium on Positive Affect and Health Behavior: Behavioral Pathways and new Evidence from Randomized Controlled Trials*, which was presented at this year's annual meeting of the Society of Behavioral Medicine in Montreal. Professor Allegrante also collaborated with colleagues at the Columbia, New York University, and Weil-Cornell medical centers on the development and submission of one CDC and three NIH applications. In other work, Professor Allegrante co-edited special issues of *Health Education & Behavior* and *Global Health Promotion*, which were devoted to the Galway Consensus Conference papers—a collection of 10 articles (five of which are authored or co-authored by Allegrante) that focus on strengthening global standards and quality assurance systems in health promotion and health education. The Galway Consensus produced a set of eight domains of core competency for health promotion and health education specialists. Professor Allegrante also made regular visits to Iceland, where he continued to work with colleagues at Reykjavik University and the Karolinska Institute on projects on the health of children and adolescents. In addition, he was named an International Scholar in the Open Society Institute's Academic Fellowship Program; he will be a member of the Institute's International Higher Education Support Program in Central Asia and Mongolia, where he will assist the Kazakhstan School of Public Health with capacity-building and research next year.

**Charles Basch** continued to give outstanding scientific leadership to a number of important research projects that have been funded by the

National Institutes of Health as well as private funding agencies in recent years. One current project, a 5-year, \$3-million study—which is funded by the NIH National Eye Institute and now in its final year—is designed to evaluate both the separate and combined effects of participant- and physician-directed educational outreach for increasing rates of diabetic retinopathy screening in a low-income, urban minority population of people with diabetes. Professor Basch also received a new \$2.1-million grant from the American Cancer Society Eastern Division for research aimed at promoting colon cancer screening in low-income and minority populations. The goal of the project is to evaluate alternative approaches for increasing early detection and treatment of colon cancer among employees of the 1199 Service Employees International Union, an organization with which Professor Basch has conducted previous studies. His new study will seek to enroll 1,300 patients and over 130 of their primary care doctors over the next five years. The grant is the largest grant ever to be awarded by the Eastern Division. In another line of work, Professor Basch drafted a major report for the Teachers College Campaign for Educational Equity, which documents the causal pathways through which specific health factors, namely vision, asthma, teen pregnancy, aggression and violence, physical activity, and breakfast, potentially influence the educational achievement gap affecting urban minority youth. He presented this work in a presentation at the fourth annual TC Equity Symposium in November 2008 and the final report is now in press. Finally, in addition to his review of health factors that influence educational achievement, he co-authored nine peer-reviewed papers during the 2008-09 Academic Year.

**Isobel Contento** continued to pursue several exciting activities during the 2008-09 Academic Year. Professor Contento and colleagues in the Nutrition Program hosted a major nutrition conference on April 4, 2009—*Restoring Balance: New Visions for Food and Activity*—that celebrated the 100<sup>th</sup> anniversary of the Nutrition Program’s founding at TC. The Manhattan Borough President, along with nutrition faculty and other nationally prominent speakers, addressed an audience of approximately 350 attendees. She and her colleague, Dr. Pamela Koch, and others were productively engaged both on funded projects and submissions of new grant applications. One of Professor Contento’s current projects is a major intervention study, titled *Choice, Control and Change*. Data analysis is being completed on 1,000 students in New York City who have participated in the program, which has been replicated in Michigan where another 1,000 students, using a leader teacher

model, have completed the program. Pilot-testing of procedures and processes for dissemination was conducted in Philadelphia. Isobel received several new grants, including \$200,000 in stimulus funds to supplement professional development activities; \$200,000 in NIH funds for *LiFESim*, a serious game for teens to improve eating and physical activity behaviors; \$50,000 for evaluation of a policy initiative for community empowerment in New York City as part of the Kellogg Food and Fitness Partnerships; and \$15,000 for C3 dissemination in Pennsylvania. Professor Contento and colleagues were involved in extensive outreach activities in schools and after school programs, in which youth come to the *EarthFriends* room for fieldtrips or nutrition graduate students go to the site to deliver educational sessions. She and her colleagues also began preparing for the 10-year site visit required for approval of the Dietetic Internship Program. Finally, she has been at work during the year on a revised edition of her textbook, *Nutrition Education: Linking Research, Theory and Practice*.

**Kathleen O’Connell** devoted much of the 2008-09 Academic Year working on the development of a new Master’s degree program in Diabetes Education, pursuing funding for research on Pavlovian conditioning and extinction processes in the development and treatment of overactive bladder syndrome, and collaborating with two other groups to develop proposals on smoking cessation and on early childhood dental caries. In her program development work, Professor O’Connell applied for and received a Provost’s Investment Fund grant for the development of a diabetes educator program. Diabetes educators are at the core of treatment for diabetes because they educate people in the complex range of behaviors involved in self-care. The Provost’s Investment Fund grant has allowed her to consult with national Certified Diabetes Educators to develop the curriculum and to begin to create the content for five new courses. With regard to her research agenda, Professor O’Connell submitted an investigator-initiated application for funding to NIH in October 2008, proposing to study Pavlovian processes in Overactive Bladder Syndrome. Although this application was not funded, Professor O’Connell has been working with a local urologist to design an interview study to generate new pilot data to make the subsequent application stronger. Professor O’Connell has also been collaborating on an interdisciplinary team headed by Dr. Burton Edelstein, pediatric dentist from the Columbia University College of Dental Medicine, to study the prevention and treatment of early childhood dental caries. The Challenge Grant submitted by this group

received a priority score in the 3<sup>rd</sup> percentile. In addition, she has been leading a team with Drs. Daniel Seidman and Erin Olivo from the behavioral medicine program at Columbia University Medical Center to develop an application to be submitted in October 2009 for NIH funding to study a novel team treatment approach for smoking cessation in medically complex and underserved patients.

**Barbara Wallace** directed the Fourth Annual Health Disparities Conference at TC. Due to the closing of the Center for Educational Outreach and Innovation, which supported this event, Professor Wallace made the decision that this would be the last conference. In other work, Professor Wallace founded and successfully launched a new online journal—the *Journal of Equity in Health* ([www.jehonline.org](http://www.jehonline.org))—of which she is Editor-in-Chief. Like the Annual TC Health Disparities Conferences and a subsequent volume, *Toward Equity in Health: A New Global Approach to Health Disparities* (Springer, 2008), which she edited and produced last year, the new journal is part of Professor Wallace’s larger vision to stimulate the development of a new field of equity in health, while shifting the discourse from a national focus on health disparities to a global focus on fostering equity in health for all. As the Director of Global HELP—Health Education Leadership Program, Professor Wallace has sought to build capacity and develop leadership for the delivery of health education in communities around the world, while focusing at present on the training of HIV/AIDS prevention peer educators. Professor Wallace uses her own training manual, *HIV/AIDS Peer Education Training Manual: Combining African Healing Wisdom and Evidence-Based Behavior Change Strategies* (StarSpirit Press, 2005), for this important global work. Most recently, a successful training of 32 HIV/AIDS prevention peer educators was conducted throughout the summer of 2009 in New Delhi, India; findings from this training and that of a summer 2008 training conducted in Togo, Africa, are the focus of her forthcoming publications. Professor Wallace has also shared her research on the training of peer educators conducted thus far (in Sierra Leone, Africa; Ghana, Africa; Philadelphia, PA; Togo, Africa; Haiti, Caribbean; New Delhi, India) at an international conference that was convened in Beijing, China, in July 2009.

**Randi Wolf** was involved in several exciting activities in 2008-09. She continued her work as Principal Investigator on a project funded by Proctor & Gamble Pharmaceuticals that uses tailored telephone education to promote calcium, vitamin D, and osteoporosis medication compliance and

persistence. This study is a collaborative project between Teachers College, Columbia University, and Weill-Cornell Medical College. She also began work with Professor Basch this year on a \$2.1-million randomized controlled trial funded by the American Cancer Society for which she is serving as a Co-Investigator. This study will investigate the incremental effectiveness of educational interventions directed at patients and primary care physicians for increasing rates of colorectal cancer screening in a hard-to-reach low-income minority population. Her particular area of interest will be in understanding individual attitudes and beliefs related to diet and colorectal cancer prevention. In addition, Wolf continued her work as a Co-Investigator for the \$3 million NIH-funded I-CARE project (now in its sixth year), which is designed to promote diabetic retinopathy screening in a low-income, minority population with diabetes. She was also involved in the development and submission of an NIH Challenge Grant subcontract, on which she will serve as the principal investigator, that will develop, pilot test, and refine tools that can be used in the management of early childhood caries among young minority children. She served as a primary dissertation sponsor for two students, a second committee member for five others, and a reader for one, all of whom graduated in May 2009. Finally, Professor Wolf once again coordinated the annual City Harvest food drive at Teachers College, raising 3,000 pounds of food (the most ever); served as faculty editor for the Program in Nutrition’s *Grapevine* newsletter; and sponsored the Program in Nutrition book club/movie nights as a means to foster faculty and student interactions.

## DISABILITIES AND SPECIAL EDUCATION

**Peg Cummins** worked again during the 2008-09 Academic Year to provide programmatic leadership to program development and student advisement for the Program in the Visually Impaired. In addition, she continued her research work in the development of spatial representations in children with congenital total blindness and whether it is possible for them to learn how to perceive spatial representations of environmental spaces with specific techniques that are designed to reinforce understanding of spatial relations. Professor Cummins has been working on the development of a study involving such techniques and whether they can be utilized to assist individuals with total congenital blindness to become familiar with small-scale environments. She began work during 2008-09 to design and conduct a pilot study that seeks to investigate the quality of spatial

representations of individuals who are totally congenitally blind.

**Douglas Greer** continued during the 2008-09 Academic Year to deepen his work with the Promise Academy Schools that are the educational programs of the Harlem Children's Zone project. There are now five general education classrooms (K-5) in Harlem and six in Morristown that use the CABAS® Accelerated Independent Learner Model. All of the M.A. and Ph.D. students in the Teaching as Applied Behavior Analysis Program who comprise the instructional professionals in these classrooms rely entirely on scientific procedures and continuous curriculum-based measurement. In addition, Professor Greer continued to pursue multiple new sources of funding to support an ambitious five-year program of research designed to test the effects of comprehensive research based educational and developmental on eliminating the educational achievement gap. Such funding promises to support Professor Greer and his colleagues and students in conducting a broad range of research and intervention efforts with children from economically disenfranchised communities and children with autism-spectrum disorders that are designed to strengthen their academic performance. He and his colleagues published several experimental reports this year identifying language developmental milestones and interventions leading to the induction of these milestones in children who were missing them. Other studies link these levels of language development to the types of instruction that are, or are not, effective for specific children.

**Linda Hickson**, Director of the Center for Opportunities and Outcomes for People with Disabilities, continued work on several fronts. She and her colleagues have conducted a series of studies aimed at understanding how difficulties in decision-making may contribute to the high rates of victimization and abuse for individuals with intellectual disabilities (ID). The studies have led to the development of *ESCAPE-DD*, a curriculum to strengthen self-protective decision-making in adults with developmental disabilities. A study to evaluate the effectiveness of the curriculum is currently underway with 60 adults with ID and autism who have been randomly assigned to an intervention or control group. In a related study on motivational factors in decision-making, data have been collected to obtain a profile of the decision-making patterns of adolescents with ID and autism. These data are currently being utilized to design an intervention to increase the decision-making effectiveness of these adolescents; the effectiveness of the intervention will

be evaluated in the next phase of the research. An STTR proposal was submitted to NIH to design a distance-learning course on abuse prevention for service providers (in collaboration with colleagues at Praxis and the Shriver Center/UMass Medical School). Although that proposal was not funded, it received a promising priority score and has been revised and resubmitted. In addition, in April, Professor Hickson was an invited guest speaker at the UNED International Conference on the Educational Treatment of Diversity in Majorca. She also received \$141,920 in funding support from the Dar Al-Hekma College for Women in Saudi Arabia to develop a Master's program in Special Education. Finally, for the past three years, Professor Hickson has served as Director of the *Mind and Body in Autism* Conference, a two-day TC conference, presented in collaboration with Columbia University Medical Center, which draws top researchers in the field of autism.

**Robert Kretschmer**, Coordinator of the Program in the Education of the Deaf and Hard of Hearing, is interested in the implicit linguistic and textual knowledge individuals have and the inferencing process that can be derived from it. His work is guided by the assumption that the more implicit knowledge can be made explicit, the more teachable it is. He continued during 2008-09 to work on a project that involves an analysis of the editorials within *The New York Times* and *The Wall Street Journal* in order to identify a taxonomy of editorials types, the implicit speech acts associated with these different types of editorials, how they may be coded in the discourse and syntax of the language, and to explore editorials as a specific type of narrative that reflects American cultural values similar to the work of Livia Polanyi in her book, *Telling the American Story* (1989). Once completed, he will attempt to develop a curricular unit to teach deaf children how to both consume and produce news editorials. He also continues to explore the idea that certain forms of American Sign Language (ASL) production may be simply a function of one's knowledge of the gestural system and certain physical constraints. Working with an eye tracker device, he is interested in tracking the acquisition of English word order of infant and preschool children who have been recently implanted with cochlear implants and their stages of eye movement when learning ASL as a second language. Professor Kretschmer also collaborated with colleagues on the preparation of two manuscripts that are in submission and worked with Professor Rusty Rosen on an application for funding to the Institute of Education Sciences to support a study of second language acquisition of ASL and

social development of signing deaf, hard of hearing and hearing students.

**Russell Rosen** focuses on the teaching and acquisition of American Sign Language (ASL); ASL curriculum development; the anthropology and history of deaf community and culture; and the use of ASL to enhance social, cognitive and language development by children. Professor Rosen's work on the acquisition of ASL as a second language explores how several ASL linguistic constructions are learned. His study of deaf arts and literature examines works by deaf people on experiences regarding deafness, language, identity, relationships, community, and culture. In conjunction with this study is a description of the deaf world as a sensory world, grounded on sensory characteristics of individuals who are deaf and hard of hearing, and consisting of sensory meanings and objects, and its utilization in interactional practices and architectural spaces. Professor Rosen is currently working to revise a two-year high school curriculum in response to the lack of a comprehensive curriculum for secondary school students. In conjunction with this curriculum development is a study of the history, approaches, and issues in the teaching and curricular design in ASL. Professor Rosen's current work focuses on American deaf culture history, including an examination of the antecedents of current ideologies, artifacts, and practices developed in the American deaf community. These studies are helping Professor Rosen and his colleagues to develop materials for the teaching of ASL and deaf community and culture. Professor Rosen's other work includes the study of socio-educational and literacy development of deaf and hard of hearing students after their immersion in ASL classes. His future research activities will include the study of the use of ASL by infants who hear as well as children with autism and learning disabilities as a means of enhancing cognitive and language development, and preparation of future teacher-leaders in sign language at the national and international levels.

#### **CHAIRMAN'S CODA**

This is my third *Annual End-of-Year Report* and, as these highlights of our faculty activities demonstrate, HBS continues to be a robust academic unit that contributes significantly to the intellectual life and financial position of TC and to the respective fields of research and scholarship represented among its faculty. During the 2008-09 Academic Year, HBS department faculty and collaborating students produced a bibliography of 52 peer-reviewed journal

articles, 9 book chapters, and 5 other publications, including editorials, book reviews, and reports. In addition, the annual faculty research and development portfolio funded through external grants and contracts continued to exceed \$3 million this year.

By most measures and benchmarks of quality, the scholarship and research our faculty generates continues to compare favorably with that of faculty in similar programs at peer institutions. I believe the work bespeaks a commitment to the values of multidisciplinary and data-driven scholarly inquiry, as well as a cosmopolitan perspective, that animate much of the work we do and that we believe contributes not only to the evidence base of our fields but also to the common good of society.

Moreover, despite the challenging economic environment facing all of higher education, our department budget remained remarkably stable. The HBS department operating budget for fiscal year 2008-09, excluding grants and contracts, was \$4,338,740.

#### ***Follow-Up to Academic Program Review***

As part of the College-wide academic program review of departments during 2007-08, we began taking up the report and recommendations of the HBS External Review Committee, as well as those of a group of College-wide reviewers that were charged with looking across departments for "big ideas"—and the potential synergies for pursuing such ideas—that would enable TC to continue to lead and innovate. In that vein, we worked in the autumn with Matthew Camp, Director of Government Relations, to develop a proposal to establish a National Center for Advancing the Science and Practice of School-Based Health Promotion whose goal would be to document, support, and sustain the potentially important strategic role that schools have to play in promoting child and adolescent health and educational outcomes through high-quality research, demonstration, and service. In addition, several HBS faculty members participated in the spring Domain Dinner on Health at which such a center and other potential health-related initiatives were discussed with faculty from other corners of TC.

In light of several recommendations that emerged from our department program review, we also initiated new efforts to strengthen HBS as a department. We redesigned and updated the HBS website, which now contains several new features; we initiated new community-building events to bring

faculty, students and staff together for informal gatherings on a regular basis; and we put forward successful proposals for permission to establish full-time Lecturer positions in the Nutrition and School Psychology programs to meet the increasing demands of field-based clinical professional preparation and to free up senior faculty to devote more time to funded research and development. Finally, we also succeeded in procuring permission from the Provost to mount a national search during the 2009-10 Academic Year to recruit a new tenure-track professor in autism-spectrum disorders.

### ***International Activities***

HBS faculty members were engaged on several global fronts in an array of international efforts that promote scholarly exchange, collaborative cross-cultural research, and student internships. Linda Hickson worked with the Dar Al-Hekma College for Women in Saudi Arabia on development of a new Master's program in special education; Philip Saigh pursued discussions with colleagues at Saint Joseph's University and the American University in Beirut, Lebanon, on research initiatives focused on traumatized children; and Barbara Wallace extended her work in Africa by facilitating the involvement of students in several African countries.

I also continued to build the collaboration I initiated five years ago with Reykjavik University, Iceland, which now supports several research initiatives and student exchanges between TC, Columbia University, and Reykjavik University. Along with TC President Susan Fuhrman, I hosted the President of Iceland, Olafur Ragner Grimsson, during his visit to Columbia and moderated at his address to the Columbia University World Leaders Forum in September. In addition, I continued to Co-Chair the Galway Consensus Conference initiative with Professor Margaret Barry of the National University of Ireland, Galway. Professor Barry and I are now planning a follow-up meeting in July 2010 to convene representatives from the developing world to refine the Galway Consensus Conference Statement on Domains of Core Competency in Health Promotion and Health Education.

### ***Kudos for HBS Students***

Each year HBS is fortunate to attract a remarkably diverse and intellectually talented group of students to its programs and 2008-09 proved no exception. Our students came from throughout the United States and many parts of the world, including the Caribbean, China, Iceland, Japan, South Korea, and

several African nations, among others, with each pursuing equally diverse academic programs of professional preparation and research. Having interacted with many of our students across the breadth of the programs in HBS, I can tell you that the leitmotif that seems to guide our students is the desire, motivation, and commitment to help the populations with which they will eventually work—often among our society's most disadvantaged—to realize their full potential as learners who can attain not only the highest academic achievement, but also the best possible health status and quality of life.

It is not surprising that several HBS students competed successfully for key awards and honors this year, both at the College and in their respective fields. Two HBS students were selected in a College-wide competition to receive 2009-10 Research Fellowships from the Office of Policy and Research: Christel Hyden, a doctoral candidate in Health Education, for her study, *Testing Locations in New York City: An Adolescent Consumer Level Evaluation* (under the sponsorship of Professor John Allegrante); and Pooja Vakeria, a doctoral candidate in School Psychology, for her study, *Lecture-Note Taking in College Students with or without Attention-Deficit/Hyperactivity Disorder* (under the sponsorship of Professor Stephen Peverly). And one student, Grace Clarke Hillyer, a doctoral candidate in Health Education (under the sponsorship of Professor Charles Basch), received one of the College's Diversity Grants for her research on the need to educate uninsured Hispanic women in New York City about colorectal cancer prevention.

In addition, a team of TC and Mailman School of Public Health students, including Katie Hornung, Diana Cardona, Xiaomeng Li, and Amy Patel (Mailman), are the recipients of the American Public Health Association's Public Health Education and Health Promotion Section 2009 Student Research Award for their work on the Harlem Fruit Project, a social marketing campaign to increase fruit and vegetable consumption among adolescents in the Harlem neighborhoods of New York City that was developed in a course taught by Adjunct Associate Professor Ray Marks.

### ***Comings and Goings***

HBS experienced several important personnel changes during the year. We welcomed Maeve O'Grady as our new secretary for the Applied Educational Psychology cluster. Maeve replaced Ashley Khwaja, secretary for the Disabilities and Special Education cluster, who departed at the end of

the academic year to pursue full-time study toward her degree in Speech and Language Pathology. Maeve holds a Baccalaureate degree in English from Providence College, Rhode Island.

HBS academic assistant Clara Rodriguez also departed HBS for new full-time position in Virginia upon her graduation from the TC Program in Organizational Psychology. Clara was instrumental in assisting Robert Tucker, HBS Director of Academic Affairs, during the last year, launching the newly designed HBS website, and serving as the HBS webmaster.

Faculty member Dennis Mithaug, Professor of Education in Special Education, retired from TC at the end of the 2008-09 Academic Year. Prior to coming to TC, Professor Mithaug served as the Dean of the School of Education at the University of Colorado. Dennis arrived at TC in 1991 and served as the Chairman of the Department of Special Education from 1991 to 1996, maintaining an active program of research and publication throughout his tenure at TC. In addition to an impressive corpus of published articles, chapters and technical reports, his most recent books include *Self-Instruction Pedagogy: How to Teach Self-Determined Learning* (Charles C. Thomas Publisher), *Self-Determined Learning Theory: Construction, Verification, and Evaluation* (Earlbaum); and *Learning to Theorize: A Four-Step Strategy* (Sage). Dennis was an outstanding teacher, prolific author, and a lively citizen of the department whose wry sense of humor (and tap dancing) will be missed.

After conducting a national search, I am delighted to report that we selected and recommended the appointment of Dr. Jessica Singer-Dudek as an Assistant Professor of Psychology and Education in the Program in Applied Behavior Analysis. Dr. Singer-Dudek will take up her position with the beginning of the 2009-10 academic year. She holds a B.A. in English from William Smith College and the M.A., Ed.M., and Ph.D. in Special Education from Teachers College and Columbia University. Dr. Singer-Dudek previously served on the faculty of the St. John's University School of Education from 2001 to 2007 before becoming a full-time Lecturer at TC last year.

We will also welcome Dr. Lora Sporny to the department in 2009-10 as a new, full-time Lecturer in the Program in Nutrition. Dr. Sporny, a graduate of the program and a long-time member of our adjunct faculty in Nutrition, will be directing the Didactic

Program in Dietetics, undertaking student advisement, and teaching several courses.

Congratulations also go to Professor Marla Brassard and Dolores Perin, both of whom underwent rigorous promotion reviews and were recommended by the department and the College for promotion to the rank of full professor, as well as to Professor Peg Cummins, who was recommended by the department for reappointment in the Program in the Visually Impaired.

I want to thank the full-time professorial faculty for their contributions to scholarship and the work of the department and the College; our research faculty and project staff that lead and support specialized research and development efforts and important service programs that benefit the department and community; and our dedicated adjunct faculty and other instructional staff that teach and provide academic advisement in the various programs.

Finally, as always, my appreciation goes to our outstanding HBS office staff for all that they did to assist our faculty and students during the year. I thank our 2008-09 cohort of student assistants, Ariel Berman, Salvatore Bonaccorso, Viveka Borum, Angela DiMaggio, Rachel Flank, Justin Giles, Kimberly Glazier, Mia Hood, Kimberly Mantilla, Kathleen Porter, Rebecca Riopelle, Kelly Sichel, Lauren Tichy, and Pooja Vekaria; Mary Peace of the TC housekeeping staff; and our full-time HBS secretarial and professional staff, Cynthia Green, Maeve O'Grady, Evelyn Quinones, Marsha Streeter, and Robert Tucker. ■

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