

Institute for Innovation in Health and Human Services

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Mission

It is the mission of the Institute to:

- foster a culture that values cross-disciplinary interaction, communication, and collaboration to enrich teaching, learning, research, and service delivery in the area of health and human services.
- build university-community partnerships that are responsive to the communities we represent.
- enhance educational relevance of health and human services initiatives.

Goals

The IIHHS will:

- have the internal and external organizational structures to achieve its vision.
- secure and maintain the human, financial and physical resources to achieve its vision.
- engage local, state, regional, national and international constituencies in *collaborative* outreach activities.
- be a recognized leader in the provision of health and human services education.
- impact health and human service practice and policy by effectively communicating its achievements.
- be a recognized leader in health and human services research and scholarship.

The following centers, programs and activities are related to the mission of the Institute for Innovation in Health and Human Services.

Adult Health and Development Program (AHDP)

Nancy Owens, Director

The Adult Health and Development Program is an intergenerational program designed to promote health in older adults (those 55+). College students work one-on-one with older adults from the local community. An individualized program is designed to meet each program participant's unique needs. The program develops a sense of positive health and well-being in the older adult and promotes a sense of community on a broader scale.

Alpha Epsilon Delta (AED)

Deborah Ford, Program Coordinator

Alpha Epsilon Delta, the largest honor society exclusively serving pre-professional health students, has its national headquarters at JMU. It has 186 chapters and a membership of more than 145,000. *The Scalpel*, the AED journal, is published twice a year. AED is a member society of the Association of College Honor Societies.

Alvin V. Baird Attention and Learning Disabilities Center (ALDC)

TBA, Director

The Alvin V. Baird Attention and Learning Disabilities Center is

Web site: <http://www.iihhs.jmu.edu/>

dedicated to service, training and research focused on individuals with attention-deficit hyperactivity disorders (ADHD) and learning disabilities. There are many services provided including the Challenging Horizons Program, Learning Leaders, and Center for Learning Strategies. The Challenging Horizons Program is a school-based treatment program for middle school youth with ADHD and is a treatment outcome research project. Learning Leaders is a mentoring and remedial education program for children with ADHD and learning disabilities. The Center for Learning Strategies provides evaluation and consultation services for young adults enrolled in a college or university.

Alvin V. Baird Attention and Learning Disorders

Clinical Services

TBA, Coordinator

The Alvin V. Baird Attention & Learning Disabilities Center provides educational, familial and social interventions for children (ages five to eighteen) with attention and behavior disorders. Services include parent training, teacher consultation, in-home tutoring, and diagnostic evaluation of attention problems, disruptive behaviors, and learning disabilities. Its goal is to improve academic competencies, family relationships and home-school communication.

Center for Biomedical and Healthcare Informatics

Dr. Rhonda Zingraff, Director

The center is designed to provide an infrastructure for promoting, coordinating and facilitating learning opportunities, initiatives and projects in the area of Bio and Health Informatics.

Blue Ridge Area Health Education Center (AHEC) at James Madison University

TBA, Executive Director

The Blue Ridge Area Health Education Center at JMU strives to improve the health of communities through education, collaboration, and cooperation. It focuses on the health care needs of vulnerable populations. The AHEC fosters partnerships that utilize academic and community resources and directs these resources to health and human service gaps that exist within communities. The AHEC program has been a traditional link between academic health and human services programs and communities, utilizing student, faculty, and other academic resources to the benefit of the communities.

Caregivers Community Network (CCN)

Vickie Landes, Director

Caregivers Community Network provides services, companionship, and support for those who care for frail older family members. CCN also provides services for those with memory loss or Alzheimer's disease. CCN can help to give caregivers a break and provide valuable time to care for themselves as well as their loved ones.

Claude Moore Precious Time Pediatric Respite Care Program

Professor Cathy Webb, Director

The Claude Moore foundation was awarded a three-year grant to provide respite care to families who have special needs children. This respite program will use students from nursing, social work, psychology and other health and human service majors to provide caregivers with needed breaks from the demands of their family responsibilities.

Community Health Interpreter Service (CHIS)

TBA, CHIS Coordinator

Linguistic and cultural barriers seriously compromise the quality of health care received by hundreds of Shenandoah Valley residents. To address this challenge, the Community Health Interpreter Service provides training to bilingual persons to serve as interpreters for persons with limited English proficiency during health care encounters. The program schedules interpreters upon request from area health care providers.

Counseling and Psychological Services (CAPS)

Dr. Tim Schulte, Director

Counseling and Psychological Services is a teaching, research, and service mental health clinic. CAPS offers affordable outpatient mental health services to the Harrisonburg and Rockingham County community while providing students in the Department of Graduate Psychology experience in assessment and treatment of psychological problems. CAPS is equipped to provide individual, couple, and family therapy as well as to conduct intellectual and psychological assessments across the lifespan.

Crossroads to Brain Injury Recovery

Michelle Witt, Director

Crossroads to Brain Injury Recovery is a three-year, region-wide grant to provide case management and supportive services to families and individuals recovering from brain injuries.

Health Policy Center

Dr. David Cockley, Director

The JMU Health Policy Center is a research and education arm of the Institute for Innovation in Health and Human Services. It provides research expertise on the tracking, development and analysis of relevant local, regional and federal public health policies. Particular emphasis is placed on addressing policies that impact rural communities, disadvantaged populations, and the geriatric and immigrant populations that are prominent in the western Virginia region. The center also supports the education arm of the university by providing interdisciplinary resources for the instruction and application of health policy in organizational and community settings.

Healthy Families Page County (HFPC)

Emily Akerson, Director

Healthy Families Page County is based on a national program model and provides education, resources and support for the most vulnerable first time parents in Page County through voluntary home visiting services.

Interprofessional Services for Learning Assessment

Dr. Tim Schulte, Director

The Center for Learning Strategies offers diagnostic evaluation, consultation and support services for adults enrolled in a college or university. Diagnostic evaluation and testing services are provided by inter-professional evaluation teams consisting of professionals

from clinical psychology, communication sciences, clinical neuropsychology, special education and nursing. The Center for Learning Strategies works closely with individuals to build on strengths, identify areas of need, and design positive ways to promote meaningful learning and educational experiences.

Lifelong Learning Institute (LLI)

Nancy Owens, Director

The Lifelong Learning Institute, a partnership between JMU and adults over the age of 50 from the region, offers participants college level courses on a non-credit basis. Undergraduate students can assist in the classroom by enrolling in a one-credit workshop course.

Office on Children and Youth (OCY)

Kim Hartzler-Weakley, Director

The Office on Children and Youth, a partnership program, provides information and referral services to children and youth with the goal of promoting positive development. OCY is a central contact point for services in the Shenandoah Valley to support, coordinate, and examine the needs of our children and youth. OCY administers the Youth Data Survey bi-annually in the Harrisonburg City and Rockingham County schools.

Promotoras de Salud (Lay Health Promoters)

Joyce Sanchez, Coordinator

Through a 40-hour curriculum in basic health promotion and disease prevention, Hispanic women are empowered to take greater control of their health and to assist members of their community by providing health information and directing them to appropriate community resources.

The Reading Road Show, Gus Bus Program

Pat Kennedy, Program Director

This grant-funded initiative is a mobile literacy program that brings books and literacy skills to the community targeting the 0- to 5-year-old population and their families. The program serves Harrisonburg, Rockingham County and Page County with a book exchange program that visits low-income neighborhoods and day care centers throughout the area.

Ryan White II Care Act Grant

Jane Hubbell and Gary Race, Co-Lead Agents

The Institute for Innovation in Health and Human Services administers Ryan White II Care Act funds for northwest Virginia. The Ryan White Comprehensive AIDS Resources Emergency (CARE) Act is federal legislation that addresses the unmet health needs of persons living with HIV disease by funding primary health care and support services. The CARE Act was named after Ryan White, an Indiana teenager whose courageous struggle with HIV/AIDS and against AIDS-related discrimination helped educate the nation.

Shenandoah Valley Child Development Clinic (CDC)

Penny Critzer, Director

The CDC provides individualized, interdisciplinary evaluations that may include medical, social work, nursing, educational, psychological, speech/language and audiology components depending upon the specialized needs of the child/adolescent. Children/adolescents evaluated may have developmental, educational, emotional or behavioral concerns. By partnering with families and community service providers, the CDC provides care coordination services to assist children/adolescents and families in accessing medical,

educational, social and mental health services. Services are provided on a sliding fee scale and Medicaid/FAMIS are accepted. The CDC serves as a resource to the community by providing consultation, training and advocacy for children, adolescents, families and service providers. Training opportunities are available in the CDC for students from a variety of disciplines.

Shenandoah Valley Migrant Education Program (MEP)

Kim Hartzler-Weakly, Director

The Migrant Education Program provides free, supplemental education services to children and youth aged 3-21 of migrant and highly mobile agricultural workers. Services include tutoring/mentoring, school readiness initiatives, dropout prevention activities, educational interpretations (Spanish/English) and facilitation of families' stabilization in the community. The SVMEP serves as a point of contact for the Hispanic Services Council, a networking organization of agencies interested in the Latino population.

Speech-Language-Hearing Applied Laboratory

Dr. Carol Dudding, Director

The JMU Speech-Language-Hearing Applied Laboratory, formerly referred to as the JMU Speech and Hearing Center, provides communication evaluation and treatment services to individuals with known or suspected speech and/or hearing impairments. For over 25 years this center has provided assistance to residents of the Shenandoah Valley ranging in age from infants to senior citizens. Hearing testing and aid advising is available for those with concerns regarding hearing. Evaluation and treatment of communication impairments, including speech, sound disorders, language impairments, voice disorders, and stuttering problems are additional services offered in the applied laboratory. Graduate students supervised by faculty who are licensed audiologists or speech-language pathologists serve as clinicians in this lab.

Success By 6 Academy

Pat Kennedy, Director

The Success By 6 Academy is a grant-funded program through the Virginia Early Childhood Foundation. The goal of this program is to help work in partnership with parents to have their children ready to enter school successfully by age 6. In collaboration with the community, the academy provides training resources, educational opportunities and support for families to ensure that all children will be healthy and ready to learn when they enter school.

Teen Pregnancy Prevention Initiative

Kim Hartzler-Weakley, Director

The grant-funded Teen Pregnancy Prevention program is a region-wide initiative to reduce teen pregnancies and educate youth concerning health and wellness issues. Working in the schools and community, the program serves the Shenandoah Health District and works with thousands of youth each year, providing "Vision of You" classes as well as the "Baby Think it Over" doll program.

The Health Place (THP)

Emily Akerson, Director

The Health Place, an initiative of the Institute for Innovation in Health and Human Services, serves as a resource that promotes the provision of interdisciplinary health and human services that are affordable, accessible, responsive to, and advance the physical, mental and developmental health of Page County residents.

Programs and services provided through or supported by THP are characterized by their responsiveness to community-identified needs, quality, dignity and respect accorded each individual.

Training /Technical Assistance Centers (T/TAC)

Cheryl Henderson and Melinda Bright, Co-directors

The mission of Virginia's Training/Technical Assistance Centers is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth through 22 years). The centers provide quality training and technical assistance in response to local, regional and state needs. T/TAC services increase the capacity of schools, school personnel, service providers and families to meet the needs of children and youth. The Region 5 T/TAC serves as the fiscal agent for the Northwestern T/TAC Consortium, which includes the Region 4 T/TAC located at George Mason University.

Valley AIDS Network (VAN)

Shannon Porter, Executive Director

The Valley AIDS Network (VAN) provides support service to people living with HIV and/or AIDS in the Central Shenandoah Valley. VAN provides case management, medical and dental assistance, transportation support, client advocacy, housing assistance, and nutritional support. Through information, education, outreach, and referral, VAN aims to prevent the spread of the HIV virus in the Central Shenandoah Valley.

Valley Program for Aging Services (VPAS)

Cathy Galvin, Director of Senior Services for Harrisonburg and Rockingham

The mission of VPAS is to assist individuals age 60 and older to maintain or improve the quality of their lives by providing them with educational and support services, which enable them to live as independently as possible. VPAS' services which promote personal dignity, privacy and individuality, include the following: adult day care; information and assistance; care coordination; disease prevention and health promotion; emergency assistance; health education and screening; home delivered meals, personal care, and homemaker services in a person's home; legal assistance; congregate meals, socialization, recreation and transportation in senior centers; insurance counseling; elder abuse prevention, and the Long Term Care Ombudsman program; medication management; and public information and education.

Virginia Center for Health Outreach (VCHO)

Christopher Nye, Executive Director

The Virginia Center for Health Outreach is developing an infrastructure to strengthen the practice, policy and research of the Community Health Worker (CHW) field in Virginia. CHWs are trained laypersons that serve as health resource persons in the communities where they live and work. The center works to acknowledge and help CHWs capitalize upon the key roles they play in improving public health through the provision of preventive services and facilitating access to primary care.

Youth Suicide Prevention Program

Dr. Jane Wiggins, Program Coordinator

This grant-funded program provides education concerning depression and suicide prevention throughout the region. The goal is to educate school personnel, students and communities about warning signs of suicide, coping skills for depression and resources for the Shenandoah Valley to reduce incidences of youth suicide.

Pre-professional Health Programs

Dr. Sharon Babcock, Coordinator

The Institute for Innovation in Health and Human Services offers advising and evaluation services for students pursuing professional health careers. Pre-professional health programs are not majors or minors; they are preparation programs that outline a set of JMU courses and requirements that commonly serve as prerequisites for admission to graduate-level professional programs. Schools of professional health are most concerned with the overall scope and quality of a student's undergraduate performance and it is important that students select a major based on their interests and aptitudes. Program coordinators are available to assist students in making career decisions. Additional information about each pre-professional health program is available on the Web at www.iihs.jmu.edu.

Service activity and experience in a health-care setting are highly recommended to students considering a professional health career. Requirements for these types of activities vary among programs; students should inquire with their respective program coordinator for guidance. Student organizations provide multiple venues to participate in community service and to interact with health professionals; thus, students are encouraged to participate in AED (Health Pre-professional Honor Society), Pre-Dental Organization, Pre-Medical Association, Pre-Occupational Therapy Society, Pre-Pharmacy Society, Pre-Physical Therapy Society, or the Pre-Veterinary Society.

The pre-professional programs outlined here are intended as guidelines only and will fulfill the admissions requirements of many, but not all, graduate professional programs. Since different professional schools often have unique requirements, students must inquire with their school(s) of interest for definitive admission policies and requirements.

Pre-dentistry¹

Dr. Jeanne Wenos, Coordinator

	Credit Hours
BIO 114. Organisms	4
BIO 214. Cell and Molecular Biology	4
CHEM 131-132. General Chemistry (including laboratory 131L-132L)	8
CHEM 341-342. Organic Chemistry (including laboratory 346L)	8
PHYS 140-150. General Physics (including laboratory 140L-150L)	8
Mathematics (calculus and statistics)	6
English (ENG, <i>G</i> ENG, <i>G</i> HUM 200, or <i>G</i> WRIT)	6

Students are encouraged to take additional course work in genetics (BIO 224 or BIO 230), physiology (BIO 270 or BIO 370) and/or biochemistry (CHEM 361).

Pre-forensic Studies¹

Dr. Leslie Harlacker and Dr. Donna Amenta, Coordinators

Forensic studies refer to a wide array of disciplines that apply the knowledge and techniques of science to the investigation of crime and the courts of law. Preparation guidelines are provided below for four common areas of graduate study in forensic studies.

Forensic Biology

A biology or chemistry major is recommended with the following course work:

	Credit Hours
BIO 114. Organisms	4
BIO 214. Cell and Molecular Biology	4
BIO 224. Genetics and Development	4
BIO 430. Human Genetics	3
BIO 442. Immunology	3
BIO/CHEM 361. Biochemistry	3
CRJU 215. Introduction to Criminal Justice	3

Forensic Chemistry

A biology or chemistry major is recommended with the following course work:

	Credit Hours
CHEM/PHYS/MATS 275. Introduction to Materials Science	3
CHEM 331. Physical Chemistry	3
CHEM 351. Analytical Chemistry	4
CHEM/BIO 361. Biochemistry	3
CRJU 215. Introduction to Criminal Justice	3

Forensic Anthropology

An anthropology (biological anthropology concentration) or biology major is recommended with the following course work:

	Credit Hours
<i>G</i> ANTH 196. Biological Anthropology	3
BIO 290. Human Anatomy	4
BIO 270. Human Physiology or BIO 370 Animal Physiology	4
BIO 325/ANTH 395. Forensic Anatomy	4
Choose two of the following:	
MATH 321. ANOVA and Exp. Design	3
MATH 324. Applied Nonparametric Statistics	3
MATH 421. Applied Multivariate Statistics	3

Students are encouraged to take additional course work in anatomy such as BIO 410. Advanced Anatomy.

Pre-medicine¹

Dr. Sharon Babcock, Coordinator

	Credit Hours
BIO 114. Organisms	4
BIO 214. Cell and Molecular Biology	4
CHEM 131-132. General Chemistry (including laboratory 131L-132L)	8
CHEM 341-342. Organic Chemistry (including laboratory 346L)	8
PHYS 140-150. General Physics (including laboratory 140L-150L)	8
Mathematics (calculus and statistics)	6
English (ENG, <i>G</i> ENG, <i>G</i> HUM 200, or <i>G</i> WRIT)	6

Students are strongly encouraged to take additional course work in genetics (BIO 224 or BIO 230), physiology (BIO 270 or BIO 370) and biochemistry (CHEM 361).

Pre-occupational Therapy¹

Dr. Jeffrey Loveland, Coordinator

	Credit Hours
BIO 270. Human Physiology	4
BIO 290. Human Anatomy	4
CHEM 120+L. Concepts in Chemistry and lab	4
MATH 220. Elementary Statistics	3
Choose one:	3-4
PHYS 125. Principles of Physics with Biological Applications I	
PHYS 140. General Physics (including laboratory 140L) or	
HTH 441/KIN 407. Rehabilitative Biomechanics	
GPSYC 160. Life Span Human Development	3
PSYC 250. Abnormal Psychology	3
GSOCI 210. Social Issues in a Global Context, or	3
GSOCI 240. Individual in Society	

NOTE: Students interested in applying to the JMU Occupational Studies concentration (health science concentration that can lead toward the Master of Occupational Therapy degree at JMU) should refer to pages 195-196.

Pre-optometry¹**Dr. Jeffrey Andre, Coordinator**

	Credit Hours
BIO 114. Organisms	4
BIO 214. Cell and Molecular Biology	4
BIO 280 or 380. Microbiology	4
CHEM 131-132. General Chemistry (including laboratory 131L-132L)	8
CHEM 341-342. Organic Chemistry (including laboratory 346L)	8
PHYS 140-150. General Physics (including laboratory 140L-150L)	8
Mathematics (calculus and statistics)	6
English (ENG, GENG, GHUM 200, or GWRTC)	6
GPSYC 101. General Psychology	3

Students are strongly encouraged to take additional course work in anatomy (BIO 290 or BIO 320), physiology (BIO 270 or BIO 370), and biochemistry (CHEM 361).

NOTE: Students should check admission requirements of individual optometry schools for additional recommended courses.

Pre-pharmacy¹**Dr. Donna Amenta, Coordinator**

	Credit Hours
BIO 114. Organisms	4
BIO 214. Cell and Molecular Biology	4
CHEM 131-132. General Chemistry (including laboratory 131L-132L)	8
CHEM 341-342. Organic Chemistry (including laboratory 346L)	8
GCOM 121. Fundamental Human Communication: Presentations, or GCOM 122. Fundamental Human Communication: Individual Presentations	3
MATH 220. Elementary Statistics	
Choose one:	6
MATH 155-MATH 205. College Algebra and Introductory Calculus	
MATH 231-232. Calculus with Functions	
PHYS 140-150. General Physics (including laboratory 140L-150L)	8
English (ENG, GENG, GHUM 200, or GWRTC)	6
Electives ¹	18

¹ Requirements depend on program.

Pre-physical Therapy¹**Dr. Kristi Lewis, Coordinator**

	Credit Hours
BIO 270. Human Physiology	4
BIO 290. Human Anatomy	4
CHEM 131-132. General Chemistry (including laboratory 131L-132L)	8
MATH 205. Introductory Calculus I	3
MATH 220. Elementary Statistics	3
PHYS 140-150. General Physics (including laboratory 140L-150L)	8
English (ENG, GENG, GHUM 200, or GWRTC)	6
GPSYC 101. General Psychology	3
GPSYC 160. Life Span Human Development	3
PSYC 250. Abnormal Psychology	3
GSOCI 210. Social Issues in a Global Context	3
NOTE: Physical therapy schools often have varying prerequisite requirements for admission. Classes listed here may differ from what some PT schools require.	

Pre-physician Assistant¹**James Hammond, Coordinator**

	Credit Hours
BIO 114. Organisms	4
BIO 124. Ecology and Evolution	4
BIO 214. Cell and Molecular Biology	4
BIO 224. Genetics and Development	4
BIO 270. Human Physiology	4
BIO 290. Human Anatomy	4
CHEM 131/132. General Chemistry (including laboratory 131L-132L)	8
CHEM 221+L. Concepts of Organic Chemistry	4
CHEM 222. Concepts of Biochemistry (CHEM 222L recommended, 1 credit)	3
HTH 300. Medical Terminology	3
MATH 220. Statistics	3

Pre-veterinary Medicine¹**Dr. Christopher Rose, Coordinator**

	Credit Hours
BIO 114. Organisms	4
BIO 214. Cell and Molecular Biology	4
BIO 224. Genetics and Development	4
BIO 370. Animal Physiology	4
BIO 380. General Microbiology	4
CHEM 131/132. General Chemistry (including laboratory 131L-132L)	8
CHEM 341/342/346. Organic Chemistry	8
CHEM 361. Biochemistry	3
MATH 220. Elementary Statistics	3
MATH 231/232. Calculus with Functions	8
PHYS 140/150. General Physics (including laboratory 140L-150L)	8

¹ These pre-professional health programs do not ensure that all requirements at all professional schools, including JMU, are met. Consult with each professional school of interest to establish a full listing of prerequisites for that program.