



Vinculum

A newsletter of the
College of Integrated Science & Technology

April, 2002

Volume 1, Issue 4

Collaboration

Integration

Support

Achievement

Teaching

These are the goals and values that CISAT strives to espouse.

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Vinculum, meaning a bond or tie, is derived from the Latin *vincire*. This represents the many connections among our programs, faculty, and students.

Dean's Perspective on Outreach

-Vida Huber, Associate Dean, Director of CIHHS

The fact that the forte of JMU is the quality of and emphasis on teaching has been recognized for many years. Faculty can be justifiably proud of our reputation and accomplishments in this area. The College of Integrated Science was designed to further advance that heritage and deliberately employed new pedagogical methods when developing the ISAT program. The infusion of the health and human service programs into the college, with their rich history and tradition of applied learning in practicum, field placements, and laboratory experiences, has resulted in a college of professional programs characterized by active participation; experiential and interactive learning; and the integration of scholarship and service with the educational process.

The health and human service professions have long known that learning occurs best when deeply rooted in "real life." This necessitates collaborative relationships with persons within our communities who are responsible for the provision of services and who are interested in partnering with us. It requires that we place a priority on beginning with needs identified by persons within

the community rather than assuming that those of us within the academic community have the whole or more complete picture. The opportunities are almost endless for the development of learning experiences for students that simultaneously enrich student learning while providing necessary services to individuals and agencies within our community. This marriage of learning and service through outreach and community partnerships is becoming both increasingly important and a central commitment of the health and human service programs at JMU. Thus our many outreach initiatives and partnerships are becoming increasingly important in enabling us to fulfill our educational mission.

The Center for Innovation of Health and Human Services (CIHHS) was created to facilitate such partnerships and outreach initiatives both within and outside the University. When community partners identify priorities based on their needs and students get involved with them, it becomes a win-win situation because students gain new perspective, experience the rewards of being involved with meeting real-life needs, and have the opportunity to be further socialized to their profes-

sional role as good citizens. Agency personnel, on the other hand, reap the benefits of additional person-power to extend their scope of involvement and effectiveness, experience the freshness and creativity of thought offered by students, and receive assistance in developing new systems and products that enable them to better fulfill their mission. Approaching these initiatives from a cross-disciplinary perspective adds richness and is an important added benefit. This too, is a goal of the Center.

This issue of *Vinculum* features just a few of the many JMU health and human service outreach partners and activities. Many other stories could and should be told as well. It is my goal as Director of the Center for Innovation in Health and Human Services to hear your ideas and dreams and to assist in finding ways to make them come true. It has been very satisfying and stimulating for me to explore ideas and possibilities with you. Thanks for your readiness to get involved in moving from dream to reality, forging new ways of working together, and participating in the development of significant networks and connections. Keep your ideas and creativity flowing! Together we can make a difference.

HEALTH SCIENCES' TRIP TO HONDURAS

The annual trip to Honduras. Possibly the best example of community outreach there is. The trip is headed by Patricia Brevard of the Health Sciences department. She and three to four other faculty members take between ten and fifteen students to an impoverished coffee plantation village in Honduras every year. This will be the fourth year returning to that same village. Their main goal is to provide aid and education about health and nutrition.

The trips started in the early nineties, and since the inception of the program, over one hundred students have had the opportunity to participate in the program. The trip was developed as part of the International Health and Nutrition Studies class, and only students enrolled in that class are eligible. This year the trip is lasting nine days, and at last count included ten students and three faculty members. The faculty to student ratio is kept high due to the intensity of the program.

The trip is funded by the Office of International Programs. Students pay an activity fee and pay for the three credit course. Previous students who have participated have said that it is a costly trip, but the rewards last a lifetime.

There are three main objectives for the trip, which include observing health care in a developing country, observing and experiencing the culture, and conducting educational programs.

In the past, the students conducted their own medical clinic during their stay. On this trip, there will already be an operational clinic set up thanks to a

missionary. The clinic opened in early March and is a full service facility. It has an emergency room, labor and delivery, and many other departments to serve the needs of the community.

To achieve their goal of observing health care in a developing country, the students will tour local hospitals or nearby medical facilities and help with any ongoing health projects. They will also be working in the clinic, serving as pharmacists and having direct contact with the patients by gathering information from them, such as blood pressure, weight, and height.

In order to observe and experience the culture, the participants usually stay with local families in the village. This year however, the students and faculty are all staying together in one larger house in the village. They will still fully experience the culture by "adopting" different families for the week. The students will spend ample time with these families and participate in household chores and other activities.

Another way they will learn about the culture is by conducting door-to-door surveys on health and nutrition. This helps to give them a better sense of the local practices and what knowledge exists regarding health and nutrition.

Yet another very different experience they will obtain is working in a barter and trade store located next to the clinic. This is where villagers come to trade things that they have for whatever they need that is available there. For example, they might trade a bunch of bananas for some chicken. This helps instill a sense of pride for their work, knowing that they didn't just receive a hand out.

Last, but certainly not least, the students will work to educate both the children and the adults in the village on issues of health and nutrition. For the children, groups of students will be performing thirty-minute skits on different aspects of health and nutrition. The adults have possibly an even more exciting program planned. They will be listening to a lecture on health and nutrition presented in the lecture room in the new clinic which also has a generator, allowing for electricity. No other building in the village has electricity, so this is a very exciting prospect. The lecture will be conducted at night (using Power-Point) to allow more people to come since many work during the day.

This trip provides very necessary services to the community. People reportedly walked three to four hours to be seen at the student clinic, because there was no other health care available to them. They continue to do so now with the permanent clinic, but even more people might come during the students' stay because the villagers know of the program and appreciate their work in the past and their continued commitment.

Previous projects that the students have worked on were a shoe drive, helping to fill a library for the school, and a latrine project. The latrine project was attempting to get latrines for every house to help improve health and sanitation. This year, they will be focusing on trying to collect and bring school supplies. The students are also going to paint a mural on one of the school walls.

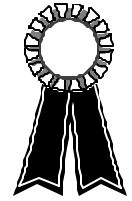
Communication Sciences & Disorders Applied Laboratory

The JMU Speech-Language-Hearing Applied Laboratory (JMUSLHAL), provides a variety of services to the community in the area of communication disorders. They do full speech-language and hearing evaluations for people of all ages. While a great majority of the clientele are children, there is a strong adult population that receives services as well. Many of these adult clients are recovering from strokes and are trying to regain lost language and speech, and some are more simply trying to reduce accents. The problems that the children present with are also varied. Some children have almost no language and some are focused solely on remediating one sound in their repertoire. Not only do clients come to the JMUSLHAL for services, there is also a team each semester that goes out into the community schools and screens children for any problems. If something is noted, they are then referred for a further evaluation, either at JMU or somewhere else of their choosing. Services are provided free of charge, as this is also a learning experience for the graduate students who are conducting the services. For more information, contact Sara Runyan at runyanse@jmu.edu or x8-3873.

Congratulations & Good luck

Congratulations to the following faculty members for Promotion or Tenure for 2002:

- * Dr. Jacqueline Williams — Kinesiology & Recreation Studies — Promoted to Professor
- * Dr. Anne Stewart — Psychology — Promoted to Professor
- * Dr. Sherry Serdikoff — Psychology — Promoted to Associate Professor and granted Tenure
- * Dr. Helmut Kraenzle — ISAT — Promoted to Professor
- * Dr. J. Archer Harris — Computer Science — Promoted to Professor
- * Dr. Steve Evans — Psychology — Granted Tenure
- * Dr. Joseph Blandino — ISAT — Promoted to Associate Professor



- ◆ Dr. Merle Mast, who has served as the Interim Department Head for the Nursing Department for the past three years, has been appointed as the Head of the Department.
- ◆ Vince Capaccio of CISAT's lab operations was mentioned in the Microsoft MSDN academic alliance newsletter in an article about providing software to students. Congratulations on this recognition!!
- ◆ Dr. Karen Ford was elected the 2001 Outstanding Social Work Educator of the Year by the Virginia Social Work Education Consortium!
- ◆ Dr. Linda Hulton has been named the 2002 – 2003 Mosier Fellow.
- ◆ Lennie Echterling, the Director of Counseling Programs and Graduate Coordinator, was named Outstanding Faculty Member by JMU's Alumni Association!
- ◆ Nicholas Bankson, of the CSD Department will be co-presenting a workshop for department chairs, at the annual conference of the Council of Academic programs in Communication Sciences and Disorders in Palm Springs, CA later this month. Charles Runyan will also be attending the conference.
- ◆ Roger Ruth of the CSD Department has been elected Vice-President of Audiology for the Speech and Hearing Association of Virginia (SHAV).

Congratulations to our 2002 retiring faculty. We all wish them good luck in their future endeavors and a happy and healthy retirement!!

- * Dr. Jean Dalton — Kinesiology & Recreation Studies
- * Dr. Cletus M. Sellers — Health Sciences
- * Mr. Robert W. Vanderwarker — Kinesiology & Recreation Studies
- * Mr. Gregory R. Versen — Social Work

Grant Awards (February-April)

Conventional Explosives Radio Frequency: George Baker — ISAT

Synthesis Regional Support Center @ JMU: Steven Frysinger — ISAT

Rural Health Outreach: Christopher Nye — Blue Ridge AHEC



Harrisonburg-Rockingham Tobacco Use Prevention Project (HRTUPP)

The Harrisonburg-Rockingham Tobacco Use Prevention Project (HRTUPP) is a grant from the Virginia Tobacco Settlement Foundation. The foundation was formed after the national settlement with the tobacco companies. Jeanne Martino-McAllister serves on the northwest region board for the foundation.

The grant was written as a collaborative effort between JMU, Rockingham Memorial Hospital (RMH), and the Office on Children and Youth (OCY). It targets youth under eighteen, so that disqualifies JMU students from being involved in that respect, but they are involved in different ways.

HRTUPP has three areas of focus which include prevention, research, and a media campaign. JMU's role is to assist in the administration and implementation of the evaluation of the Anti-Tobacco Media Blitz (ATMB).

To properly promote the campaign, a model of social norms marketing is being employed. This means that the message will be marketed to the appropriate age group. In order to figure out how to do this and to carry it out to its full extent, there are five steps that need to be followed:

1. *Collect Data*—This will be done by having middle school and high

school aged students complete surveys regarding their perceptions of tobacco use, where they get messages from the community about tobacco use, and how well they think these messages work. Focus groups will also be held to gather information about these same issues. This is one place that JMU students are involved. They will be conducting the focus groups and gathering information.

2. *Develop the Message*—Once the data has been reviewed, a project coordinator will work with the HRTUPP Advisory Committee to help decide upon the most appropriate messages.

3. *Ensure Credibility*—This step helps determine which information sources the students being targeted deem credible, or pay attention to. Those deemed most credible by the students will be used to disseminate the messages.

4. *Deliver the Message*—Once the message has been decided upon, it will most likely be promoted in schools, ads in local and school newspapers, T.V. and radio ads, websites, and student and faculty education programs.

5. *Support Message Retention*—Small prizes and other incentives will be used to encourage students to become familiar with the information that is being promoted.

The four main goals of this project include the following:

- ◆ Decrease tobacco use by 10% as measured by the Youth Data Survey.
- ◆ Decrease the perception of friend's tobacco use by 10% as measured by the Youth Data Survey.
- ◆ Delay the age of the first use of tobacco as measured on the Youth Data Survey.
- ◆ Increase the perception of tobacco harm to health by 10% as indicated on the Youth Data Survey.

RMH is using the campaign of "Samantha the Skunk—Smoking Stinks", to target the elementary school level.

JMU students can get involved with the campaign by first being involved in the athletic training or health education classes. Students can be involved as part of a practicum, graduate assistantship, or as an internship. Students may also become involved on a volunteer basis.

What is notable and important about this particular campaign, is that the messages will be positive, inclusive, and empowering. It will attempt to engage students, rather than using scare tactics.

For more information contact Jeanne McAllister at x8-7097 or martinjm@jmu.edu

Adult Health and Development Program

This program started in 1999 and was modeled off of the program at the University of Maryland. Marilyn Wakefield of Social Work and David Cockley of Health Sciences were trained at UMD for their involvement in AHDP.

AHDP works to promote health and wellness in the older community and cooperative learning. It strives to have both the students and the older

adults learn from each other. This is done through social, educational, and physical activities.

AHDP meets on Saturdays and part of their time together is termed the "Health Hour", when different health issues are addressed. Topics range from diet changes associated with aging to acceptance and loss. Specialists from JMU and the surrounding community are often brought in

to lead these discussions and help provide information.

JMU students serve as small group leaders. They can join this program through classes taken in a variety of departments, including Social Work, Nursing, Gerontology, Kinesiology, and Health Sciences.

For more information contact Marilyn Wakefield at x8-2924 or wakefimo@jmu.edu

The Health Place

The Health Place (THP) is a clinic that provides both mental and physical health services to Page County. It is located on East Main Street in Stanley. It is a collaboration between the Blue Ridge Area Health Education Center (AHEC) and JMU's Nursing Research and Outreach Center (NROC). Services provided there are based upon community need.

The Health Place works off of several basic philosophies. One of the most important of these ideals is that THP strives to provide services that are not already available in the Page County community. In this sense, they hope to increase access to health

and human services for the area residents.

Another goal is to provide interdisciplinary services which is more convenient for people making use of THP. Along the same idea is that THP will allow health care providers the opportunity to expand their services.

One goal very important for a college community is to provide faculty the opportunity to practice, teach, and conduct research. For the students of the community, THP provides learning opportunities with volunteer and externship experiences.

Volunteering is not just restricted to students at JMU. THP also encourages other members of the community to volunteer to promote community service.

For more information, contact Emily Akerson at 568-6120 or akersoek@jmu.edu.



Community Health Interpreter Service

Harrisonburg is a quickly expanding community, and with that expansion, the populations of several different nationalities are growing. This often presents a problem in everyday life due to the language barrier. These difficulties are even more prevalent when it comes to obtaining health services. That is where the Community Health Interpreter Service comes in. It is one of the many services that the Blue Ridge AHEC provides.

This program serves the Limited English Proficient (LEP) community. They interpret spoken language and translate many different kinds of written documents for the LEP community. This benefits both the service providers and the receivers of the services.

There are several different languages that the program can interpret, including the following: Arabic, Kurdish, French, Spanish, Russian, and

Ukrainian. Languages which are available for translation are Russian, Spanish, and Kurdish.

There are fees for both interpreting and translating, however this is a valuable service to take advantage of. It takes away much of the risk involved in a medical relationship when two different languages are spoken. This in turn will improve patient outcomes. For more information, contact Beth Rodgers at 568-3383.

Promotoras de Salud

The Promotoras de Salud or Lay Health Promoter Program, works to promote healthy living among the local Hispanic population. This program was established with grant money that the Blue Ridge AHEC received from the Virginia Health Care Foundation.

The program trains people to promote healthy living through educational contacts in different

settings throughout the community. Duties included in the program are, detecting health problems in people in the community through health screenings; referring people to existing health care systems and documenting these referrals; teaching about insurance; assisting in enrolling eligible children in Medicaid or FAMIS; distributing and explaining Spanish language health materials; and participating in community health activities for neighborhoods.

Each promoter is furnished with a Spanish-language community-based health and human services directory to help them in locating primary health care for those in need.

Programs like this are vital to promoting the overall health of our community.

For more information, contact Beth Rodgers at 568-3383 or Magda Bullock at 568-8029.

ACTING OUT

Acting Out started three and a half years ago, born out of Marilyn Wakefield's ten year old dream. This program lets teenagers use theater to act out their life experiences and express their feelings about these experiences. Ms. Wakefield started Acting Out to provide an opportunity for those students who were not participating in school theater or other acting troops.

The group meets on Thursdays and a typical meeting begins with theater games and improvisation. The students then break up into small groups to discuss the theme of the day. The discussions are facilitated by JMU students. Within these smaller groups, the students develop a script and then present it to the rest of the groups and receive feedback.

The students also keep a weekly journal to expand upon the topics spoken about during their meetings. Along with brainstormed ideas, these journals help the students to write the fi-

nal play that they perform at the end of the semester. Students always have the option of requesting that an idea or an incident be kept out of the script and no one ever plays the role they played in the actual experience. This ensures anonymity on the sensitive subjects that they often address.

The scripts are all original and new each semester. They focus on different themes that affect teenagers, such as substance abuse and divorce.

The overall theme of Acting Out is self-empowerment. Through talking about experiences and acting them out, it is hoped that the students learn to accept responsibility for their actions and learn to make wise choices based upon their and others experiences.

Acting Out will be performing at the Court Square Theater on April 12, 13, and 14. This is the time when families, teachers, and administrators get to see what they have been working on.

They also get to view these experiences as seen and felt by the students themselves, which is a unique perspective.

Another part of the program is called Acting OutREACH. This involves the JMU students and the middle and high schoolers going to in-school or after-school programs. There, they do scenes from previous semesters and discuss them with the other students. They try to emphasize personal relevance in these discussions. To get the children more involved, they also play theater games, not unlike the ones in which they participate.

JMU student involvement mostly centers on facilitating the smaller groups in both Acting Out and Acting Out-REACH. They are also required to keep a journal and they meet every other week. There, they discuss how things went in the previous week and issues related to group dynamics.

For more information, contact Marilyn Wakefield at x8-2924 or wakefimo@jmu.edu.



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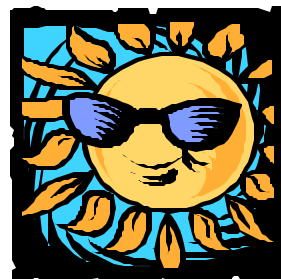
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Visit us on the Web at

www.jmu.edu/cisat/

Comments about this issue and suggestions for future issues can be e-mailed to Julie Love at lovejl@jmu.edu

The Office of the Dean of
CISAT wishes everyone a
happy and safe
summer!



Happy Birthday Wishes

June



- 2 - Jim Barnes, ISAT
Lu Foster, Lab Operations
Tony Teate, ISAT
Jon Thompson, Health Sciences
- 4 - Ray Schneider, Computer Science
- 5 - Maria Clymer, Shen. Valley Mi-
grant Education
Lynn Hart, HDC
Sherry Serdikoff, Psychology
Jeanne Wenos, Health Sciences
- 6 - Kathy Hiltner, Social Work
- 9 - David Bernstein, Computer Science
Jon Miles, ISAT
- 12 - Kenneth Barron, Psychology
Arnold Kahn, Psychology
- 15 - Dave Lawrence, ISAT
- 16 - Rob Koslow, Health Sciences
- 17 - Nat Puffer, Madison Medialab
Richard West, Psychology
- 18 - Jeanne Martino-McAllister,
Health Sciences
- 21 - Michael Goldberger, Kines. & Rec
- 22 - Dick Roberds, ISAT
- 23 - Gail Ham, Kines. & Rec.
Deb Juliana, Health Sciences
Joseph Lynch, Social Work

- 6 - Polly Cushman, ISAT
- 10 - Mark Starnes, Lab Operations
- 14 - Jane Halonen, Psychology
- 16 - Emily Akerson, Nursing
Glen Gustafson, ISAT
Charles Lockett, Psychology
Susan Nicholas, Health Sciences
Fasha Strange, ISAT

- 17 - Lenny Echterling, Psychology
- 18 - Linda Sobel, Nursing
- 19 - Mohamed Eltoweissy, Computer
Science
- 20 - Rory DePaolis, CSD
Anthony Paolitto, Psychology
- 21 - Lawrence Ham, Kines. & Rec.
- 22 - Mike Norton, Computer Science
- 25 - Judith Flohr, Kines. & Rec.
Peter Calvert, TSEC
- 31 - Toni Grainer, Health Sciences

August

- 26 - Linda Hulton, Nursing
- 27 - Kent Todd, Kines. & Rec.
- 28 - Stephanie Forbes, CSD
- July**
- 2 - Julie Love, Dean's Office
- 3 - Maggie Buse, MAIC
Danielle Torisky, Health Sciences
- 4 - Vicki Martin, Nursing
Vi Showalter, CSD

- 1 - Diane Schwalbach, CSD
- 6 - James Wilson, ISAT
- 7 - Kristie Mowbray, Nursing
W.C. Sheets, CSD
- 8 - Jeffrey Andre, Psychology
JoAnne Brewster, Psychology
Joshua Hammett, Health Sciences
- 10 - Sara Runyan, CSD
Bijan Saadatmand, Psychology

- 18 - Diane Jones, HDC
Libby Sellers, Health Sciences
- 21 - Herb Amato, Health Sciences
Steve Frysinger, ISAT
Timothy Schulte, HDC
- 22 - Chris Fox, Computer Science
- 26 - David McGraw, ISAT
Jim West, TSEC
- 28 - Ming Ivory, ISAT
- 29 - Wayne Teel, ISAT
- 30 - Jerry Benson, Dean's Office
- 31 - Ramon Mata-Toledo, Computer
Science

September

- 1 - Sam Redwine, Jr., Comp. Science
- 2 - Cathy Jerome, Psychology
Sheena Rogers, Psychology
Roger Ruth, CSD
- 3 - Carole Ritchie, Computer Science
- 12 - Sheila Lam, Health Sciences
- 15 - Tony Bopp, Health Sciences
Carolyn Ericson, Social Work
- 17 - Ron Kander, ISAT
- 22 - Christine Letsky-Anderson,
Madison MediaLab
- 25 - Debbie Sutton, Health Sciences
- 27 - Abdulrahman Hijazi, Comp. Sci.
- 28 - Eric Cowan, Psychology
Chuck Runyan, CSD
- 29 - Geoff Egekwa, ISAT
- 30 - Gretta Evick, ISAT
Jack Gentile, ISAT
Karla Stoltzfus, BRAHEC

Generations Together

Generations Together, which made its debut in the Fall of 2001, is a multi-generational outreach program started by Marylin Wakefield and Carolyn Ericson of Social Work. It pairs an older adult with a college student to mentor a 5th to 8th grader. The two mentors meet and for their first two sessions plan activities for the remaining sessions when they'll meet with their assigned child. Types of activities that they do are movie day, nature walks, scavenger hunts, and talent day. All of the trios involved in the program meet together, but each set of three usually does their activity together.

Generations Together really works to develop relationships and contacts with people in different age groups who are not in the same family. Many children only have exposure to older adults by way of their grandparents, but often times this is very limited due to distance or other family dynamics. This gives them an opportunity to forge these relationships and let both age groups learn from each other.

JMU students typically get involved by either taking Social Gerontology or Child Development classes. They can also join in as a volunteer. For more information, contact Marylin Wakefield at x8-2924 or wakefimo@jmu.edu.



Coming Attractions & Department Highlights

April 22	The Psychology Department will host its first all-school symposium. Contact the Department for more information.	for more information at hulveyjd@jmu.edu	May 4	Graduation
April 25	Brown Bag lunch and tour of arboretum for all CISAT classified and PT staff. 11:00-12:00 tour, 12:00-1:00 lunch. Meet at Pavilion		May 23-24	Biotechnology Education Conference. Contact Rita Teutonico for more information at teutonra@jmu.edu or x8-2735
April 22	Grants and Contracts Financial Services will host a 'post award' training course. Contact John Hulvey		April 30	CISAT Faculty Awards Reception at 3:30 in the nTelos Room
			June 20-21	CSD will have a re-accreditation visit from ASHA

Sponsored Programs Quarterly Activity Report July 1, 2001 — April 12, 2002

Number of Proposals Received: 203		
Number of Proposals Awarded: 171		
Awarded Amount: \$17,048,006.96		
	Breakdown by College	
	Academic Affairs	\$25,000.00
	College of Arts and Letters	\$383,678.67
	College of Business	\$567,605.34
	College of Education	\$2,609,068.72
	College of Integrated Science and Technology	\$7,105,575.76
	College of Science and Mathematics	\$2,016,016.78
	Finance and Administration	\$3,981,090.00
	Institutional Effectiveness	\$90,758.00
	Research and Program Innovation	\$252,388.69
	Student Affairs	\$16,825.00