



# Vinculum

## A newsletter of the College of Integrated Science & Technology

Spring, 2005

Volume 4, Issue 3

**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.

## Message from the Associate Dean

In Virginia, two of the top ten critical shortage teaching areas in K-12 education for 2004-2005 are science and mathematics. The shortages in these two areas are especially serious in the middle grades. James Madison University's history and strong reputation as a teacher preparation institution along with the expertise of its faculty position us to break new ground in teacher preparation and development. I will outline two current efforts that link our college's faculty with those in the College of Education and the College of Science and Mathematics to impact science, technology, and mathematics education in new and exciting ways.

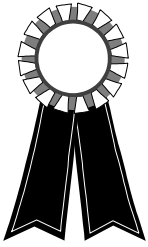
The first is a recent grant to the university of almost \$300,000 through the U.S. Department of Education Appropriations Act of 2005. The funding will allow us to build upon our partnerships with colleagues from across the campus and K-12 schools throughout the state in providing professional development for in-service middle school teachers that enhances their current instructional practices. This summer we will host a think tank of sorts in which a team of JMU faculty and area teachers will plan a curriculum workshop to be held in the summer of

2006 for in-service teachers. We anticipate developing a leadership cadre of teachers from rural areas of Virginia who will participate in two weeks of curriculum development training using geospatial tools. They will then return to their home schools to share their knowledge with other K-12 faculty. Designed to capitalize on emerging technology and integrated teaching and learning approaches that are both sound in content and engaging for students, the resulting curricula will enable students to examine real-life phenomena in their own communities using new and interesting methods.

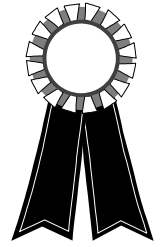
Projects such as the one just described can often occur independent of other efforts. When incorporated in an integrated, synchronized fashion, the influence may be greater and far-reaching. Thus, in the fall of 2004 the Provost charged a task force with developing a solution to the problem of coordinating and improving our efforts in science, technology, engineering, and mathematics education. The group, consisting of mathematicians, scientists, mathematics and science educators, and mathematics and science school personnel, had as its goal the creation of a sustainable structure that will attract more students to STEM

disciplines and – in response to dire teacher shortages in these areas – develop more K-12 STEM teachers as well as support them throughout their careers. After identifying the major stakeholders and their issues relative to STEM education, devising goals and objectives for the entity, and examining dedicated structures that support science and mathematics education initiatives at other universities, the task force will present its report in early May. The chief recommendation is a proposed Center for Science, Technology, Engineering and Mathematics (STEM) Outreach and Education, which will provide a means of building a collaborative infrastructure on campus and with our partners in K-12 and higher education across Virginia. The task force envisions that efforts spawned by the center, while varied in focus and impact, will highlight the role of STEM education in the experience of all JMU students. In encourage you to look for ways in which you can become involved in its work.

Sharon Lovell,  
CISAT  
Associate Dean



## 2005 Distinguished Nurse Practitioner Educator Award



presented by the Virginia Council of  
Nurse Practitioners

Sharon Strang, RN, MSN, Family Nurse Practitioner and Assistant Professor of Nursing at James Madison University, won the Distinguished Nurse Practitioner Award given by the Virginia Council of Nurse Practitioners. This was presented to her at the annual conference in Williamsburg, Virginia March 18, 2005. She is an active member of the Shenandoah Region of the Virginia Council of Nurse Practitioners and serves as Conference Chair. She also works diligently on the Master's Task Force for the Master of Science in Nursing and Adult-Geriatric Nurse Practitioner Programs initiated at James Madison University in the Fall of 2004. This goes above and beyond her scheduled teaching load at the University. Ms. Strang has almost 30 years of nursing experience in teaching and practice! Congratulations are extended to her on her outstanding contributions to the field of nursing and Nurse Practitioners in the area of education and future patient care! Her talent, dedication, devotion, and scholarship is quite honorable.



## **GRANTS AWARDED**

*January 2005 to April 2005*



**Institute for Innovation in Health & Human Services**  
Reading Road Show: *Jane Hubbell*

### **ISAT**

Chesapeake 2000 - Technical Support: *Thomas Benzing*  
Emergency Planning Decision Support: *Michael Deaton & Steven Frysinger*

**Mine Action Information Center**  
MAIC 2005: *Dennis Barlow*

### **Nursing**

Nurse Practitioner Collaboration: *Merle Mast*



# BACK FROM SRI LANKA



By: Dr. Anne Stewart

On December 26, 2004 a tsunami struck South Asia and parts of Africa. The tsunami created a legacy of destruction and loss. In an effort to facilitate the emotional recovery of the children, the Association for Play Therapy (APT) joined with Operation USA (an NGO relief organization) to assemble a team of mental health professionals to provide play-based interventions to children in Sri Lanka. Two teams were selected to work in the country. Team 1, consisting of seven members, departed on January 28<sup>th</sup> and Team 2, consisting of eleven members, departed February 4<sup>th</sup>. I was fortunate to have participated with Team 2, with members from around the United States and Japan. After arriving in Colombo, the capital of Sri Lanka, Team 2 was broken down into 3 groups to work in the south, north and northeast. I served as team leader for the southern team.

Traveling south from the capital city of Colombo to Galle, the beauty of the coastal scenery is compelling. And then the devastation appears. The road, running parallel to the beach, becomes lined with rubble -- pile after pile of bricks, cement, and decaying tree trunks. The piles are dotted, poignantly, with colorful tangles of clothing. We are told that these are bright sari's, stripped from the women and girls during the tsunami. While we silently offer wishes that the people who once wore the clothing are safe, we know it is not likely that they survived.

The team had the opportunity to work directly with children and family members who survived the tsunami, as well as consult with teachers and caregivers. We visited one to three sites each day, seeing children who were residing in orphanages and tent camps. In most instances, the camps were in close proximity to their previous home community and very close to the sea. The children approached the team curious and shy, and very quickly joined us in our play activities. Our team included our translators and fellow playmates, Sarangani and Kumari, who helped us identify and engage with the group's leaders, and then have a playful introduction to the children, usually with a "Hello" song. We found the children also enjoyed having a time to perform for us, often singing songs they composed about the losses they had sustained.

The play activities for all the teams were derived from research regarding the components of effective treatments for child survivors of trauma. Therefore, we addressed factors in the activities that helped normalize reactions, promoted positive coping and self-soothing, corrected misattributions, encouraged social support, and instilled hope. Translated (literally and figuratively) into action, these factors were incorporated into culturally congruent puppet plays, songs, and expressive arts and experiential activities. For example, guided by information from the orphanage or camp leader, a puppet play might have characters displaying a range of trauma-related symptoms and exploring a variety of ways to feel better. A particularly powerful activity was "Rebuild your Village," in which children were asked to work together to create a new village using the materials at hand. In a few minutes the children gathered materials and collaboratively constructed a village to their liking, replete with a temple, homes, a school, bridges, roads, and, of course, a playground.

Like the team in the north, we also had the opportunity to conduct training. We discussed the rationale for our work and provided experiential training in the play activities for 25 teachers and community development officers. We first described our approach with the municipal officials and received assurances that it was just what the participants were expecting and desired. However, a short way into the program, we noticed some women seemed quite shy, and perhaps, embarrassed. Concerned that we were violating some cultural or religious norm, we asked for guidance from the officials to make sure our group was comfortable and satisfied with the training. After consulting with the participants, she approached us. We were readying ourselves to make needed adjustments, when she announced that "the women would very much like you to repeat everything, so they can learn it more thoroughly while you are here." What a delightful surprise. It was a deeply gratifying training experience and a tender and tearful parting as we genuinely told the women, "From our hearts, to your hearts, we wish you well." And we continue to, every hour, every day.

We found the devastation of the communities is more than matched by the grace, wisdom, and resilience of the children and families we met. I believe the pain and hope is best conveyed by a young teenage girl who shared:

I had to take an interval from my happy life, which I spent with my parents, brothers, and sisters.

Nature is a gift for us. We were proud to have such a beautiful gift. But today situation is different. It is so sad. Whenever I think about the day of December 26<sup>th</sup>, I feel like crying. I am helpless, because our happy home was washed away by the sea and now we have to ask someone else for a shelter. My mother used to prepare tasty meals, but now we have to keep in hunger for several meals. I have very sad memories, which I can never forget.

My friends, my relatives lost their lives. The sound of weeping, crying, and shouting are still in my ears. We can't bring back those lives. We never thought such an incident would happen, even in our dreams.

I don't hate the sea. I will not be able to get anything back by blaming nature, so I will not weep by thinking about what I lost. I wish to live with what I gain.



## **WELCOME BILL MCANULTY TO CISAT**



Bill McAnulty joined the James Madison University development staff in January 2005 after a twenty-year public relations career in the electric utility industry. He is responsible for working with alumni, parents and friends of the University who may be major donors (\$25,000 and above). McAnulty is directly assigned to CISAT as its Director of Development. While his focus is on CISAT alumni, he is also responsible for some alumni of the College of Business. In addition to CISAT, Bill also calls on individuals (alumni, etc.) in North and South Carolina who are associated with any part of the University.

A double graduate from James Madison University, Bill holds a Bachelor of Science degree in Communications Arts ('81) and Master of Public Administration degree ('87). McAnulty helped co-found the Shenandoah Valley Chapter of the JMU Alumni Association. In 1989, Bill was recognized as the recipient of the University's Distinguished Alumni Service Award.

Bill is active in a number of community and youth organizations. He and his family reside in Weyers Cave, Virginia.



## **PSYCHOLOGY NEWS**



April has been a very busy month for the students and faculty in the Department of Psychology. An incredible number of psychology students and faculty have completed scholarly activities this year that have resulted in numerous conference presentations. During April 2005, 12 presentations were made at the Virginia Psychological Association (VPA) conference, 10 were made at the National Conference on Undergraduate Research (NCUR), 1 at the Colonial Academic Alliance (CAA) Conference, 2 at the Annual Meetings of the Southeastern Psychological Association, 7 at the "Raising the Bar" conference on ADHD, and 5 were made at the Association of Black Psychologists (ABPsi) symposium. Posters describing 34 research or field placement projects were described at the annual Psychology Symposium held at JMU on April 25. We are very proud of our student and faculty accomplishments. For a more comprehensive list, see <http://www.psyc.jmu.edu/undergraduate/visitors/index.html>.

The JMU School Psychology Program shone at the National Association for School Psychology Annual Convention in Atlanta this spring in spite of the rain. Our alumna, SUSAN PROUT, received the NASP School Psychologist of the Year award. This award recognizes excellence in the provision of school psychological services by a field-based practitioner. Susan practices in Lexington, Kentucky and trains school personnel across the state in English as a Second Language Assessments. She received her Ed.S. from JMU in 1996.

Congratulations to Dr. Anne Stewart of the Department of Graduate Psychology who received an All Together One award from Omicron Delta Kappa at a ceremony on the commons on Tuesday, April 19th, and to Dr. Joann Grayson who received the 2005 Commissioner's Award for Virginia from the Administration on Children, Youth and Families of the U.S. Department of Health and Human Services' Administration for Children and Families.



## Social Work News



The National Association of Social Workers (NASW), the Council on Social Work Education (CSWE), the National Association of Deans and Directors of Schools of Social Work (NADD), and the Association of Baccalaureate Social Work Program Directors (BPD) convened the Social Work Congress, March 17-18, 2005 in Washington, D.C. Eight other professional organizations co-sponsored the event. R. Ann Myers was one of approximately 400 top leaders in the social work profession who were invited to address the challenges of the profession of the next decade and to develop a common agenda for the profession over the next decade. Ideally this will lead to an action campaign that will transform the social service landscape. Imperatives were developed in the areas of behavioral health; health and health disparities; aging; and children and families. Within each of these areas, the participants also addressed education, research, practice and policy. The results of the Social Work Congress formed an action plan that will be disseminated and will serve to guide practice, education and research within the profession.



## First Ph.D. Graduate In Speech-Language Pathology



### *Communication Skills of Young Children Diagnosed with Autism: Comparative Effectiveness of Applied Behavioral Analysis and Developmental, Individual-Difference Relationship-Based Interventions*

Jane Hilton's doctoral research these past 3 years at JMU examined the comparative outcomes of ABA and DIR intervention in three cohorts, first with monozygotic twin brothers at 2.4 years old. One twin was enrolled in an intensive ABA treatment program while the other twin was enrolled in a DIR treatment program. Results revealed that neither of these two polar-opposite interventions was superior in improving the twins' communication scores on the Communication and Symbolic Behavior Scales (CSBS). The gains made by the two boys were in stark contrast to each other, however, and it was concluded that the two interventions offered differential contributions that required more research.

Ten autistic children enrolled in the David Kruger Scottish Rite's Language Disorders Clinic in the summer of 2003 were participants in the second investigation. Five children were randomly assigned to DIR intervention and 5 to ABA intervention. Post-test CSBS scores were compared to pre-test scores and revealed again that neither ABA nor DIR intervention offered superior evidence. The inability to contribute growth to the experimental intervention led to Jane's dissertation proposal: Matching the children on pre-test measures and developmental ages, restricting the intervention only to the experimental treatment, and increasing the intervention training to 3 hours daily in determining if an advantage in DIR or ABA would be evidenced in the children's communication outcomes.

Ten children with autism were selected to participate in the third comparative investigation. This time both ABA and DIR were administered on a rotating basis. Results again revealed no group statistical advantages in the CSBS composite scores outcomes for either intervention, with one exception: The ABA children out-scored their DIR peers in improved language comprehension. Repeated measures testing also revealed children from both groups to show gains in their gestural communication and losses in behavior regulation and joint attention. Respondent acts, rate of communicative acts and use of repair strategies also improved across all children, but the DIR children showed a slight advantage in their use of repairs.

Dr. Brenda Seal (Committee Chair) and Jane have submitted a postdoctoral grant to the National Alliance for Autism Research in hopes of funding Jane for two years' continued re-



# HAPPY BIRTHDAY WISHES



## MAY

- 1 - Janis Babbitt, CSD
- 6 - Vince Capaccio, Lab Operations
- 11 - Christina Meyer, Health Sciences
- 14 - Monica Reis- Bergan, Psychology
- 16 - Mo Zarrugh, ISAT
- 17 - Cathy Webb, Nursing
- Tracy Zinn, Pscyhology
- 19 - Tom Benzing, ISAT
- Vicki Reed, CSD
- 20 - William Ernst, Graduate Psychology
- 21 - Arch Harris, Computer Science
- 23 - Blair Bigger, TSEC
- Brandon Schultz, Attention & Learning Disability
- 24 - Jeff Loveland, Health Sciences
- 26 - Michael Stoloff, Psychology
- 27 - Stephanie Chisolm, Health Sciences
- Patricia Kennedy, Office on Children & Youth
- Ed McKee, Graduate Psychology
- 28 - Louise White, Dean's Office
- Christopher Watts, CSD
- 29 - Cheryl Talley, Psychology
- 30 - Hallie Harrison, Attention & Learning Disability
- 31 - Steven Evans, Attention & Learning Disability

## JUNE

- 2 - Jon Thompson, Health Sciences
- Tony Teate, ISAT
- Jim Barnes, ISAT
- 3 - Karen McMillen, Nursing
- 5 - Jeanne Wenos, Health Sciences
- Sherry Serdikoff, Psychology
- Lyn Hart, Attention & Learning Disability
- Philip Riley, Computer Science
- 7 - Dolores Lackovitch, IIHHS
- 9 - Jon Miles, ISAT
- David Bernstein, Computer Science
- 10 - Natalie Kerr, Psychology
- 11 - Sharon Strang, Nursing
- 13 - Kenneth Barron, Psychology
- Arnold Kahn, Psychology
- 15 - Dave Lawrence, ISAT
- 16 - Rob Koslow, Health Sciences
- 17 - Hyong Yeom, Social Work
- Richard West, Graduate Psychology
- 18 - Jeanne Martino-McAllister, Health Sciences

- 20 - Jesse Pappas, ISAT
- 21 - Michael Goldberger, Kinesiology
- 23 - Joseph Lynch, Social Work
- 25 - Claudia O'Neill, Nursing
- Justine Neitzey, MAIC
- 26 - Linda Hulton, Nursing
- Bonnie Sullivan, Blue Ridge AHEC-JMU Outreach
- 27 - Kent Todd, Kinesiology
- 28 - Stephanie Forbes, CSD
- Nancy Wingfield, Social Work

## JULY

- 1- Cynthia O'Donoghue, CSD
- Jean Dunsmore, Health Sciences
- Beverly Robertson, Child Development Clinic
- 2- Julie Love, Dean's Office
- 3- Danielle Torisky, Health Sciences
- 4- Vi Sherman, CSD
- Vicki Martin, Nursing
- 6- Polly Cushman, ISAT
- 7 - Etty Vandsburger, Social Work
- Mike Norton, Computer Science
- 10- Mark Starnes, Lab Operations
- 16- Fasha Strange, ISAT
- Glen Gustafson, ISAT
- Emily Akerson, IIHHS
- Susan Nicholas, Health Sciences
- Aashir Nasim, Psychology
- 17- Lenny Echterling, Graduate Psychology
- Laura Phelps, Free Clinic
- 18- Linda Sobel, Nursing
- Brett Tjaden, Computer Science
- Elizabeth Simmons, Child Development Clinic
- 20- Rory DePaolis, CSD
- Subir Vasanth, Computer Science
- 21- Lawrence Ham, Kinesiology
- 22-Mike Norton, Computer Science
- Wei Wu, Computer Science
- 25- Judith Flohr, Kinesiology
- Peter Calvert, TSEC

## AUGUST

- 1- Diane Schwalbach, CSD
- Ryan Christie, Madison Medialab
- 2 - Theresa Sullivan, Madison Medialab
- 5 - Bryan Saville, Psychology
- 7- W.C. Sheets, Lab Operations
- 8- Jeffrey Andre, Psychology
- JoAnne Brewster, Graduate Psychology

- Christine Stephan, MAIC
- 9- Ginger Griffin, Child Development Clinic
- 10- Sara Runyan, CSD
- 20 - Rachel Sheets, Health Sciences
- 21- Steve Frysinger, ISAT
- Herb Amato, Health Sciences
- Timothy Schulte, Graduate Psychology
- 22- Chris Fox, Computer Science
- Cathy Fogarty, Health Sciences
- 25- Julia Couto, ISAT
- 26- David McGraw, ISAT
- Jim West, TSEC
- 28- Ming Ivory, ISAT
- 29- Wayne Teel, ISAT
- 30- Jerry Benson, Dean's Office
- Gregg Henriques, Graduate Psychology
- 31- Laurence DeGaris, Kinesiology
- Ramon Mata-Toledo, Computer Science

## SEPTEMBER

- 1- Sam Redwine, Jr., Computer Science
- 2- Roger Ruth, CSD
- Cathy Jerome, Psychology
- Sheena Rogers, Graduate Psychology
- 3- Carole Ritchie, Computer Science
- 4- Judith Rocchiccioli, Nursing
- 11- Kimberlee Hartzler-Weakley, Office of Children & Youth
- 14- Cynthia Hunter, Social Work
- John Singer, Kinesiology
- 15- Tony Bopp, Health Sciences
- 17- Ron Kander, ISAT
- Jane Hubbell, Office of Children & Youth
- 21- Maria Papadakis, ISAT
- 22- Christine Letsky-Anderson, Madison Medialab
- 23- Daniel Kane, Computer Science
- Sandra Miramontes, Blue Ridge AHEC-JMU Outreach
- 25- Debbie Sutton, Health Sciences
- 26 - Dwight Sart, ISAT
- 28- Eric Cowan, Graduate Psychology
- Chuck Runyan, CSD
- 29- Geoff Egekwu, ISAT
- 30- Gretta Evick, ISAT
- Jack Gentile, ISAT

# COLLEGE & DEPARTMENT ANNOUNCEMENTS



May 7

*Graduation*

***NEW: Health Science Department Newsletter  
"The Pulse"***

***<http://www.healthsci.jmu.edu/pulse/>***



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Comments about this issue and suggestions  
for future issues can be e-mailed to Julie  
Love at [lovejl@jmu.edu](mailto:lovejl@jmu.edu)

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

