

**COLLEGE OF HEALTH AND BEHAVIORAL STUDIES
INSTITUTE FOR INNOVATION IN HEALTH AND HUMAN SERVICES
ANNUAL REPORT
2019-2020**

Academic Unit Head

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Year of Report

Academic Year 2019-2020

Unit Mission

IIHHS engages students in career preparation by promoting scholarship, providing interprofessional learning experiences and connecting our campus with communities through innovative programs that advance the quality of life.

Executive Summary

IIHHS continues to be a leading center at JMU in helping the university achieve its vision of being the national model of an engaged university. We continue to provide high quality, community-engaged educational experiences for our students and opportunities for community-engaged research and scholarship for faculty while meeting the needs and building the capacity of vulnerable members of the Harrisonburg/Rockingham County community and people throughout the Commonwealth of Virginia. In addition to offering 16 programs and eight clinics, IIHHS serves as a hub for robust interprofessional/interdisciplinary education at CHBS, including coordination of the CHBS poverty simulation, the building cultural humility workshop, and several courses designed to help students achieve the core competencies identified by the Interprofessional Education Collaborative.

This report will provide information on the statistics that represent the quantitative dimensions of student, faculty, and community engagement at and through the Institute. It will also describe particular accomplishments of and anecdotes from Institute programs and clinics. One of the most noteworthy shifts during the year was responding and adapting to the COVID-19 context, where all programs moved to telework, virtual programming, and telehealth services. This report includes a section on that as well.

IIHHS By the Numbers

Despite the transition to telework, virtual programming, and telehealth in the final three and a half months of the year (mid-March through June), IIHHS engagement with students, faculty, and the community remained strong as noted by the statistics below:

- 1024 students engaged in IIHHS programs, representing 41 undergraduate and graduate degree programs.
- 36,166 hours of student engagement in direct services, program support, service learning, and other collaborative endeavors.
- 732 students enrolled in IPE workshops and simulations.
- 255 students enrolled in IPE courses offered through IIHHS.
- 74 faculty members were engaged with IIHHS programs, representing 22 academic disciplines.
- 13,257 clients receiving Institute services.
- 6,183 clinical encounters at IIHHS sites.
- 20,334 clinical encounters at community sites.
- \$550,664.00 in clinic cost recovery to sustain training and services.
- 5,635 program outreach visits with a community focus.
- 170 events coordinated for the community.
- 216 formal reports prepared and submitted.
- 21 scholarly publications and presentations.
- Connections with CHBS, COE, COB, CISE, CALS and CVPA.
- \$7,006,831.20 in new grant awards to drive community engagement.

IIHHS continues to provide an extensive range of opportunities for JMU undergraduate and graduate students through our community engagement and clinical programs:

- 39 students were placed with IIHHS programs as interns
- 361 students volunteered with our programs in a variety of capacities
- 492 students completed their required practicum with IIHHS programs
- 5 received graduate/teaching assistantships
- 119 fulfilled class-required community service learning requirements
- 13 students were employed by IIHHS programs

Our ongoing partnership network has grown significantly. Programs reported hundreds of continuing relationships, many of which are of long duration, and also reported on a large number of engaged contacts newly identified this year. Our inventory of non-profits, schools, school districts, hospitals, health care providers, faith communities, social service agencies, businesses, other colleges/universities and government agencies numbered 364 this year. This does not include the vast network of schools to whom our Training and Technical Assistance Center provides consultation and support:

- For 59 non-profits we reported 156 program connections.
- For 105 schools & school districts we reported 380 program connections.
- For 56 hospitals & health care providers we reported 134 program connections.

- For the 144 “other” organizations (social service agencies, ministries, government agencies, businesses) we reported 250 program connections.

In all, 920 distinct program connections in the community were tracked this year:

- 10.98% (101) of these were new.
- 44.35% (408) were multi-year but under 10 years.
- 44.67% (411) were over 10 years old.

The growth, density, and duration of our community connections speaks to our commitment to the community, the quality of our work, and the relationships we have established and nurtured over time, all of which help to advanced JMU’s reputation in the community and the achievement of its vision to be the national model of the engaged university.

Unit Accomplishments

In addition to growing our connections within the community, IHHHS achieved remarkable accomplishments in adapting and innovating to the COVID-19 context while facing significant barriers and challenges. This section will start by describing our COVID-19 response, and some of the other highlights from our programs and clinics.

5.1 Major Unit Accomplishments.

5.1.1 Response to COVID-19

COVID-19 required a rapid and differentiated response by various programs and clinics within IHHHS. It required dramatic shifts in teaching, service delivery, working, communicating, collaborating, and meeting the standards and expectations of our community partners and funders. The growing needs for mental health care, academic support, and social support among community members and JMU students stretched the capacity and creativity of IHHHS programs, yet they responded in heroic fashion. Some of the highlights are described below:

1. **Telehealth:** With the abrupt suspension of face-to-face teaching and clinical services, the need to explore and implement telehealth services became an urgent one for all of our clinics. The Counseling and Psychological Services (CAPS) team, led by Drs. Robin Anderson, Kelly Atwood, Emily Akerson, took the lead in developing carefully-worded, legally-approved consents, training materials, and other needed documentation for implementation. Amazingly, within about four weeks, CAPS was able to begin providing HIPAA-compliant telehealth services. New policies and procedures were implemented that faculty and staff were required to review thoroughly. Some faculty applied for licensure in other states to provide continuity of care to student clients who returned home during the pandemic. Using the approved forms for CAPS, the Occupational Therapy Educational Services (OTCES) Clinic, the Child Development Clinic, and the Communications Sciences and Disorders (CSD) Clinics were also approved to offer telehealth services. OTCES also created an OT-to-GO kit that they distributed to families that included materials and an instruction sheet to help children work different muscle groups. Brain Injury Connections worked tirelessly to

access local COVID-19 relief funding to provide clients access to groceries, medical needs, and transportation.

In addition, the IIHHS Clinical Billing office researched telehealth billing as guidance developed and has been successfully submitting claims for reimbursement. The IIHHS teams worked together to streamline processes that emerged associated with supervision needs, documentation, and video recording. Graduate student clinicians all completed their required internship counseling hours. All of these efforts enable the clinics to continue to provide counseling and other therapeutic services to families during the pandemic and to continue teaching and supervising student practice.

Another noteworthy response to the pandemic is how the Healthcare for the Homeless Suitcase Clinic provided the COVID-19 screenings for guests accessing the Open Doors shelter temporarily held in Godwin Hall. They also coordinated the medical care at Godwin as needed by our volunteer health care providers. The Suitcase Clinic also continued to deliver over-the-counter medication packs with instructions to all of the shelters in Harrisonburg. They also continued to check in with shelter providers twice a week, provided case management services via the phone, and delivered medications to our regular clients.

2. **Virtual Programming, Virtual Home Visits, and Digital Materials:** Several of the IIHHS programs converted their offerings to virtual formats. Unable to host neighborhood children in the Gus Bus, the team launched weekly virtual enrichment classes on WebEx featuring different instructors leading a variety of lessons. Topics covered science, math, literature, theater, and poetry writing. They included a comparison of viruses and other microbes, practical uses of number arrays using objects found outdoors, a dramatic reading of Jack and the Beanstalk, and more. Gus Bus also developed and is delivering summer programming that features live book read-alouds and enrichment class/activity four days per week. This includes making contactless deliveries to participating families homes to share educational materials with them.

Similarly, the Shenandoah Valley Migrant Education Program (SVMEP) shifted most of its activities to virtual formats. While school closures were disruptive to all families, they provided an added pressure on families served by SVMEP who had to begin home schooling their children in a language that was new or unfamiliar. Staff shifted to online tutoring and offered additional support as parents felt unprepared to help students maintain their academics in this new learning environment. The SVMEP staff also shifted the Parent Advisory Council meetings to a virtual format for the first time, which were successful and emerged as a more convenient and effective method to engage the parents due to their wide-ranging work schedules. The program staff is in the process of planning three virtual summer camps for students in the program to prevent summer slide.

Promotores de Salud (PDS) and the Futuro Latino Coalition (FLC) team provided educational materials, emotional support content, and other resources to the community via phone calls, WhatsApp, virtual meetings, Facebook, and Instagram. PDS and FLC worked with the Virginia Department of Health to provide COVID-19 prevention education to the refugee families and immigrants who speak Swahili, Kurdish, Arabic and Tigrinya, and

indigenous languages. FLC, in conjunction with the Virginia Health Department and the Shenandoah Valley Migrant Education Program, offered two webinars for parents in May on coping, building resilience, sustaining mental health and preventing substance abuse during COVID-19.

The Healthy Families team shifted to virtual visits which proved to be an effective method to serve families as well as to communicate with participants, supervisors, and co-workers. One home visitor conducted a virtual ‘cooking workshop’ with a family, teaching them to make homemade playdoh; another had parents send videos of their children developing new skills (walking, counting, doing puzzles, etc.) and positive parent/child interactions that were then discussed during virtual home visits. Demonstrating adaptability, another home visitor met a distressed mother in a parking lot (observing safety protocols and maintaining social distance). The staff member sang with the child in their car seat, and set a bag outside the car to be picked up after their ‘visit’. The mother said this outing helped her feel much calmer.

Teen Pregnancy Program facilitators immediately shifted their focus after schools closed and created online materials that schools could distribute to students. These program materials are self-paced, online materials because the schools were not confident in their ability to have teacher-led class sessions. TPP staff were in constant communication with school leaders about how to best serve students with the continuing development and unfolding of new school plans. One annual event that was held in an innovative way was the Teen Health Fair that was scheduled for April at Harrisonburg High School. A team of TPP interns and staff, led by our Social Work Field Placement student, worked to create an online event that highlighted community agencies that serve high school aged youth. JMU interns and practicum students, community agency staff, TPP staff and Youth Council students worked together to create videos that were posted on Facebook and the Teen Health Fair website.

Students engaged in the Caregiver’s Community Network shared that the shifts of life due to the COVID-19 pandemic caused them to gain a new appreciation for the social isolation experienced by the families they had been visiting and continued to reach out to through the CCN. After shifting to a physical distancing environment, students still reached out to families via phone and sending cards through the mail. Online learning focused on ageism, dementia, and caregiving.

Campus Suicide Prevention was able to shift all of their planned trainings for Virginia campuses to online through their Project ECHO system. They purchased an additional 300 licenses to expand access to campus-based mental health professionals.

In response to the COVID-19 pandemic, the Health Education Design Group (HEDG) provided creative support to the Rapid Response – Virtual Home Visiting Collaborative. The collaborative is providing best practice principles and strategies to support all home visiting professionals in maintaining meaningful connection with families during this time of increased anxiety and need.

The programs noted above are a few examples of the rapid responses and creativity many of our programs made in short-order while facing steep learning curves, new ways of working,

and balancing the impact of COVID-19 on their own family life. In addition, several programs incurred additional expenses in obtaining materials to continue providing services and some incurred financial losses as a result of service suspension or transition.

On the whole, program staff estimate that the total cost of COVID-19 on Institute programs was approximately \$206,958. Half of this number represents lost revenue from our interpreting services as requests for interpreters plummeted from March to May representing a loss of \$104,890 in income. However, there were other impacts, including lost opportunities to attend conferences and present at conferences, to recruit more students, and to serve more individuals and families in the community.

5.1.2 Grant Support and Cost Recovery

IIHHS programs and clinics are mostly supported through grant funding, and cost recoveries from the services provided.

- In 2019-2020, IIHHS brought in **\$7,006,831.20** in new grant awards. This included 52 grant submissions, and 43 grants awarded for a success rate of 83%. These grants support the majority of programs in the areas of Research and Public Health, Training and Technical Assistance (T/TAC), Children and Youth, Health Education Design, and Community Health Education.
- Kim Hartzler-Weakley, the IIHHS Associate Director of Research and Public Health received a \$20 Million Dollar Tier recognition from OSP, awarded at their annual Noftinger Celebration of Madison Scholarship and Recognition reception held on 11-6-19.
- The Community Health Education programs also include our Community Health Interpreting Testing and Training Service (CHITTS) which recovered \$803,847.23 from interpreting services provided throughout the year.
- Clinics cover some of their costs through clinical billing, largely through the payments made from services rendered. Last year, the clinics recovered \$550,664 in payments for services rendered.

5.1.3 Program and Clinic Accomplishments

Some highlights from each of the Institute programs and clinics are provided below:

- **Baird Center:** During the past year, the Baird Center has enhanced its collaboration with the Brain Injury Connections (BIC) of the Shenandoah Valley. This partnership allows the Baird Center clinical team to partner with BIC in delivering services to adults, children and families where brain injury is associated with psychological, behavioral and developmental disorders. The therapy team involves doctoral students in clinical and school psychology, masters students in applied behavior analysis, and undergraduate students in psychology at JMU. In the past year the Baird Center initiated a collaborative training partnership with the Virginia Institute of Autism and continued an active training partnership with the Shenandoah Valley Regional Program. All of these partnerships emphasize cooperative student training while adding value to the services offered by these agencies. These agencies

provide funds for support of student stipends through contracts with JMU Sponsored Programs.

The Applied Behavioral Analysis master's program underwent a major curriculum review this past year, which was finalized last week with approval by the Association for Behavior Analysis International as a Verified Course Sequence of approved training leading to Board certification and licensure in Virginia. Extensive practicum training in the program is conducted through the Baird Center.

- **Blue Ridge Area Health Education Center Community Health Interpreting Testing and Training Service (CHITTS):** Over the course of 2019-2020, CHITTS filled 15,736 interpreting requests, administered 95 language proficiency tests, and trained 56 participants in Bridging the Gap to prepare them for interpreting in medical settings.
- **Brain Injury Connections of the Shenandoah Valley (BIC):** Over the past year, BIC provided services to 105 people. On average, eight to 10 clients participated in monthly support groups in two different locations (the Campbell building and the Health Place in Page County). With the onset of COVID-19, BIC increased the number of virtual support groups to twice weekly over the past two-and-a-half months, serving approximately 264 people. BIC offered quarterly Crisis Intervention Trainings in two different locations for three-quarters of this past year (the last quarter was canceled due to COVID-19), and each training served approximately 20-25 people, for a total of 135 people participating. BIC also partnered with TTAC on a Substance Abuse and Brain Injury Conference in which 75 people attended.
- **Campus Suicide Prevention Center of Virginia (CSPC):** CSPC helps campuses use a comprehensive public health approach to suicide prevention by providing training, individual consultation and professional educational to administrative support staff from 72 colleges and universities from across Virginia. The major accomplishment this year was installing Project ECHO, a platform to provide professional education and instructional networking for student support staff and administration on college and university campuses across Virginia. We are the first to use the Project ECHO platform to teach and promote suicide prevention. In this past year, CSPC has instructed approximately 1,500 people from 35 Virginia institutes of higher education in either basic skills to 'recognize and refer' or the more advanced training needed to actually do an intervention with someone at risk for suicide. We also provide advanced training for clinicians who work in a therapeutic setting with those who have thoughts of suicide. In this past year, we have trained approximately 120 mental health clinicians (and graduate students in clinical programs) in the skills needed to work with suicidal clients.
- **Caregiver's Community Network (CCN):** CCN provided the practicum experience for 69 students from 14 different majors providing 1,503 hours of direct service to caregivers and their families. CCN also coordinated two Virtual Dementia Tours, coordinated one conference with VPAS for community caregivers, and held three Dementia Friends Informational Sessions for students.

- **Counseling and Psychological Services Clinic (CAPS):** CAPS provided learning opportunities for 69 students, 53 completing practicums and 10 fulfilling community service requirements. Graduate student clinicians supervised by licensed faculty members, provided 1,680 hours of therapy, 117 intake hours, and 32 hours of testing/feedback in Campbell Hall, and 283 hours of therapy and 33 intake hours in Page County, totaling 2,145 hours. The 2019/2020 academic year was the first full year we had a Senior Clinician in Residence (SCIR) to assist the Director of CAPS in managing the Page County (Valley Health Page Memorial Hospital Suite B and The Health Place) training clinics for developing clinical and mental health professionals. The SCIR acts as an on-site licensed provider and emergent point of contact, and provides student training in counseling/psychotherapy, psychological assessment, testing, and consultation. This position significantly increased capacity for varied training and service activities. The addition of this position allowed for 95 new clients to be seen in Page County this academic year as compared to 37 new clients the previous year.
- **Claude Moore Precious Time (CMPT):** CMPT provides quality respite care that is based on trust and is tailored to meet each family's unique needs. During the 2019-2020 academic year, CMPT supported 63 families (adding 21 new families), engaged 219 students, and provided 2,490 hours (calculated per student) of free respite care involving 539 student/family visits. After serving the community for 15 years, the trust families have in CMPT and the quality of services are profoundly evident through: (1) qualitative feedback, (2) the family retention rate [Current families have participated in the program for an average of six semesters, including 19 families involved for ten or more semesters, and four families involved for 20+ semesters], and (3) results from 2019-2020 family evaluations of students, in which:

 - 100% of families reported that their children benefitted from the program
 - 100% of caregivers reported that they felt like they had a break
 - 100% of caregivers reported that they personally benefitted
 - 100% of families report that students listened to and respected the family's goals for care, and 100% reporting that they could trust the students
 - Overall, 98% of caregivers indicated that they were satisfied with the care their family had received.
- **Futuro Latino Coalition (FLC):** FLC spent several months getting the coalition operational again after a seven-month hiatus. In this process, we were able to establish new connections in the community and reestablish old connections, resulting in collaboration and productivity between the coalition and community partners. For example, we partnered with the Shenandoah Valley Migrant Education Program to offer workshops for parents regarding building resilience during the COVID-19 pandemic; conducted a presentation with Community Services Board pertaining to coping strategies during quarantine; and worked with the Central Shenandoah Health District to present on best health practices during the COVID-19 pandemic.
- **Gus Bus:** Participants made more than 2,700 visits to the Gus Bus in their neighborhoods, 818 books were checked-out on the Gus Bus, and 1,232 food bags were distributed to low-income families. Among students at Stone Spring Elementary for whom we have educational

records releases, 100% of kindergartens participating in Gus Bus programming were reading on grade-level, or were on target to reach grade reading level, by quarter two of the 2019-2020 school year. The 2019-2020 Virginia 21st CCLC Program Quality Self-Assessment (PQSA) Report, indicated that 100% of respondents (including 16 parents) reported that “The program is well-rounded, that is, it addresses academic, physical, social, and emotional needs of the participants.” Additionally, 92.3% of respondents indicated that “Families of students are provided with enriching literacy and other educational opportunities.” Also, 88.5% of respondents agree that “Families of students are provided with strategies and encouragement to support student learning needs.” Parents also report that “The program has been an amazing confidence booster for my child when it comes to her reading and writing this year. She actually enjoys reading this year when normally it is a fight and struggle.” as well as “This program is great for the kids to learn social skills and educational activities.” Of the families surveyed in Page County and Shenandoah County in Fall 2019, 100% indicated they felt the Gus Bus program is “Very Important” for their child’s academic achievement and 100% felt that the Gus Bus has “Definitely” helped their child’s reading ability.

The Gus Bus continues to partner with several community organizations to enhance the program’s offerings. The Blue Ridge Area Food Bank (BRAFB) has been a long standing Gus Bus partner. In the summer of 2019, Dr. Walsh (Dietetics) and Dr. Thomas (Health Sciences) conducted research at the markets, supported by a CHBS Collaborative Grant, that included interviews with families which led to the development of a survey instrument that was administered in the fall of 2019. This effort brought together the Gus Bus program, JMU Faculty, and the BRAFB for a mutually beneficial experience to examine the impact of the markets after several years of operation.

- **Health Education Design Group (HEDG):** HEDG specializes in developing and producing engaging, entertaining, educational online trainings, and videos for organizations. Over the past year, 15,866 Virginia users have completed 43 of the Early Impact Virginia (EIV) web-based learning modules designed and developed by HEDG.
- **Health Place:** The Health Place, a satellite of the IIHHS in rural Page County celebrating 20 years this year, is the site of active and growing interprofessional services and practices. Students, interns, and practicum students join with faculty and community partners to provide services that are identified as high priority by the community. The Health Place opened in February 2000. The goal was that programs and initiatives at The Health Place would be responsive to community-identified needs, and involve collaborative partnerships with community members, faculty and students to provide unduplicated, holistic, interprofessional health and outreach services.
- **Healthy Families:** The long-time Healthy Families program coordinator, Yvonne Frazier, was awarded the Governor’s award for Enhancing the Prosperity and Quality of Life in Rural Virginia. In her role with Healthy Families, Ms. Frazier recognized the critical shortage of affordable, quality childcare and preschool services to allow low-income parents to maintain employment and children to be prepared for and successful in school. She worked with several community partners to secure Virginia Early Childhood Foundation Mixed Delivery funds which resulted in the opening of a new non-profit childcare center

located on the border of Shenandoah and Page Counties. Healthy Families staff have also prepared self-study materials for each county for submission to Healthy Families America for re-accreditation of the two programs which will take place in January 2021.

- **Healthcare for the Homeless Suitcase Clinic:** The Suitcase Clinic provided services to 338 people over the course of 2019-2020 with 3,507 care encounters. The Suitcase Clinic served as a practicum site for 36 students and 20 student volunteers. The Suitcase Clinic has collaborated closely with the City of Harrisonburg, Our Community Place, Open Doors, Mercy House, and Social Services to ensure the health and safety of the homeless population. Staff and volunteer health care providers have been screening Open Doors guests for COVID-19 every evening between 3/30/20 and 6/20/20. The Suitcase Clinic provided daily telehealth calls to clients quarantined in motels until the test result was negative or the client was no longer contagious. Staff have made the needed determinations about which clients are most vulnerable so they can be placed in motels (paid for by Mercy House) to prevent contact with the virus. These medically vulnerable clients have also received regular check in phone calls from our Nurse Case Manager.
- **Interprofessional Services for Learning Assessment (ISLA):** ISLA provided an opportunity for students to participate in monthly interprofessional triage meetings with students and faculty present from disciplines including neuropsychology, clinical psychology, school psychology, counseling, and communication sciences and disorders. During these meetings a graduate assistant presented screening information gathered from complex referrals from the Office of Disability Services. Referral concerns included learning concerns, cognitive concerns and/or emotional concerns that interfered with the client's academic work. Triage allowed for application of skills related to interprofessional teamwork and communication and allowed students to learn with, from, and about other professionals and the clients, while developing comprehensive recommendations for clients. Graduate student clinicians with supervision of licensed faculty provided 209 hours of clinical service through ISLA.
- **Occupational Therapy Clinical Education Services (OTCES):** The OCTES clinic provided 1121 hours of direct services to members of our community, and afforded 21 Occupational Therapy students an opportunity to complete their practicum. In their switch to telehealth services, the OT staff and students developed OT-to-Go kits. The staff assembled the kits with materials so children can do activities that focus on gross and fine motor skills, sensory processing, executive functioning, and other cognitive processing. The staff packaged the materials in plastic buckets and bins and a set of instructions for the activities organized according to a theme such as "stress management and coping," "springtime and Easter," "environment and nature" and "chores and spring cleaning." This is one example of several creative innovations the OT staff initiated to continue serving area families.
- **Promotores de Salud (PDS):** PDS graduated 10 Waynesboro residents from the PDS training program. The PDS training program made a lasting impact on many of the graduates' lives as they are still actively working with and committed to the program. For instance, one of the graduates was able to obtain a job through the networks and outreach

efforts of the program. After two other Promotores completed their training, they became aware that they were each victims of domestic violence, and they sought to leave their abusive relationships. These Promotores express their gratitude towards the PDS program for these long-standing impressions. The PDS program also established strong partnerships with the Waynesboro community. These partnerships have yielded facilitators who have helped with PDS training and improved community engagement within Waynesboro.

- **Rural Engagement and Coordinating Hub (REACH):** Building on a history of successful community partnerships involving faculty, students and community partners, the IIHHS, School for Strategic Leadership, School of Nursing, Department of Social Work, Center for Service Learning and others, are working on gathering input from community members from six rural communities to inform next steps in partnering to respond to community-identified priorities.
- **Sexual Risk Avoidance Education (SRAE):** The SRAE's continued partnership with Harrisonburg City and Page County schools is one of the best achievements of the program. Project AIM facilitators have worked to develop strong relationships with both the classroom teachers and school administrative personnel which has ensured that the schools always prioritize scheduling our programming. When schools shut down due to COVID-19, the schools immediately reached out for materials from Project AIM so they could ensure that students would not miss out on learning the important future orientation and career preparation skills. Although we were not able to facilitate full programming during COVID, teachers reaching out to our SRAE staff reflects our strong, reciprocal partnership.
- **Shenandoah Valley Child Development Center (CDC):** The CDC provided practicum learning experiences for 46 students including 90 hours of direct service and 60 hours allowing students to observe interprofessional evaluations. A total of 250 people received services from the CDC this year, a decrease that reflects the COVID-19 context when we had to suspend many services for nearly three months and slowly return to operations in a way that maximized physical distancing. The decrease in services also resulted in a significant loss of revenue for the CDC.
- **Shenandoah Valley Migrant Education Program (SVMEP):** SVMEP served a total of 143 students for this period. Students received home visits once or twice a month. Out of the 143 students, 119 students received transportation to medical, school, and social services appointments from once to twice a month. Thirty students were newly qualified in the program and each one received referrals to doctors, dentists, social services, and all necessary community resources. Seventy-one JMU students volunteered with our program, and 30 completed their community service learning requirement through the SVMEP. JMU student tutors reported that the experience was valuable for them. One wrote "This program is a great option for future teachers, but especially for future ESL teachers in particular. I participated in the program as my practicum for a JMU language acquisition class... the learning experience of working closely with a student over a semester's period of time proved to be very helpful in showing me some of the particular struggles that ESL students face, and pushed me to help the students overcome those struggles in order to reach success." Another student reported that this experience was "a great way to learn more and practice your

teaching skills. It helps you go beyond your classes and connect with the community,” and another reported that “it was educational for me to work with the student to figure out different strategies and activities to go about learning a topic or idea... it also allowed me to think creatively and understand that not every student learns the same way or at the same pace.”

- **Teen Pregnancy Prevention (TPP):** The TPP program has delivered high quality programming to area schools for multiple years. After many years of schools offering abstinence-only Family Life Education, the Competitive PREP grant provided funding and opportunity to work with schools to offer abstinence-plus programming, including a condom demonstration for 8th, 9th, and 10th graders. Building on this change this year, Harrisonburg City Schools created a Family Life Education advisory committee, which Kati Derrick co-lead with a member of HCPS administration to review FLE standards for HCPS and work to adopt a comprehensive FLE program moving forward. This truly represents years of work to establish a relationship of trust and respect. Although the COVID closure has set the process back by a year, the FLE committee continues to meet in an effort to adopt inclusive and comprehensive Family Life programming for all Harrisonburg City School students.
- **Training and Technical Assistance Center (T/TAC):** For many years, JMU has housed the Region 5 office of the Virginia Department of Education Office of Special Education and Student Services, charged with assisting school divisions as they improve educational opportunities and contribute to the success of children and youth with disabilities (ages birth-22 years). Region 5 T/TAC at JMU provides professional training and networking opportunities to ensure that administrators, teachers, parents, and others are able to meet the needs of youth with disabilities in our region. In 2019-2020, TTAC hosted numerous events serving families with children with disabilities and administrators and teachers who are responsible for the education of children with disabilities. Between July 1, 2019 and May 18, 2020, 3,112 people participated in TTAC events. Effective May 2020, TTAC transitioned from CHBS IIHHS to the College of Education.
- **Virginia Personal Responsibility Education Innovative Strategies (VPREIS):** Despite the COVID-19 pandemic, VPREIS exceeded their enrollment targets, with a final number of 791 students enrolled in the VPREIS study over the two-and-a-half years of implementation (401 randomly assigned to treatment and 390 to control). VPREIS partners with 23 sites across Virginia including: 1) juvenile detention centers (105 students); 2) community service boards (74 students), 3) alternative education programs (532 students), and 4) third party providers (e.g., impact living sites – 60 students). The study is testing an innovative Visions of You (VOY) sexuality education program. Some preliminary results at the end of the year include:
 - 79% of youth liked the VOY program better than other sexual health education programs they have had in the past. In fact, 64% liked it "much better" than other programs.
 - 77% of youth say they intend to use a physical barrier the next time they have oral, anal, or vaginal sex.
 - 70% of youth say they feel "very comfortable" with getting tested for STIs in the future

- 57% of youth said that completing the VOY program has made them "much more likely" to be the best they can be.
- 87% said they liked it better than other programs covering similar topics

Comments from youth regarding what they liked best about the VOY program:

- I liked that Vision (of You) helped me understand more about HIV and healthy relationships.
- I liked the program because it explains everything in great detail to teach those who may not know these things. And they are essential to staying protected in life against bad situations.
- I love how inclusive it was and nonjudgmental.
- While it encouraged abstinence as the safest option, it didn't preach it as the only option.
- I felt like I could relate to most of the characters in the scenes and to most situations that happened on here.
- The best thing is I'm learning a lot of new stuff I didn't know.
- I liked that it was private.
- I liked that it was online and I could go at my own pace.
- I liked how interactive the program was including the use of graphs and games.
- It was very informative, more so than a Sex Ed class.

In May 2020, Cathy McKay (from Kinesiology) and Kim Hartzler-Weakley started a qualitative research study related to undergraduate health and physical education teacher education student experiences with the Vision of You program and the potential impact on their future teaching. We are currently analyzing the qualitative response to 15 reflection questions and plan to submit for publication at the end of FA20/beginning of SP21.

- **Research and Public Health:** We were invited by Power to Decide (formerly the National Campaign to Prevent Teen Pregnancy) to be a partner in their “Reproductive Well-Being Shared Learning Collaborative” project. We are one of 10 partners they selected across the US to build a system of support for reproductive well-being in our region. This is a three-year project with \$10,000 being awarded annually for a total of \$30,000. The goals of the project are: 1) Build our capacity to establish a collaborative approach to implementing a portfolio of evidence-informed interventions that support reproductive well-being; 2) Develop and implement a plan to lead a collective impact effort to increase reproductive well-being in our communities 3) Foster and catalyze innovation within our own team and across teams through participation in a learning community; and 4) Aggregate and share learnings, stories, and innovations to seed and inform place-based work in other locations.
- **Youth Data Survey (YDS):** Every two years IIHHS staff coordinate the administration of a Youth Data Survey to approximately half of all 8th, 10th, and 12th grade students in Harrisonburg and Rockingham. The goal of the YDS is to examine the current as well as longitudinal trends around local youth risk behaviors with an approach that taps into the larger community question of what assets we need in our community to help people

successfully navigate from infancy to adulthood. The survey provides key data about local youth risk behaviors and provides data which enables the community to develop priority areas around youth issues. Surveys were completed by 1,825 students. Results will be published in late summer 2020.

5.2 Engagement

5.2.1 Community Engagement

As stated above, IIHHS clinics and programs grew to 920 distinct program connections in the community, 90% of which were multi-year, and 44.67% being more than 10 years old. The figures below provide a quantitative dimension to IIHHS community engagement, and the growth in several of these figures (indicated by an *) is particularly impressive given the COVID-19 context that began in mid-March:

- 1024* students engaged in IIHHS programs, representing 41* undergraduate and graduate degree programs.
- 36,166 hours of student engagement in direct services, program support, service learning and other collaborative endeavors.
- 74 faculty members were engaged with IIHHS programs, representing 22 academic disciplines.
- 13,257* clients received Institute services.
- 6,183 clinical encounters occurred at IIHHS sites.
- 20,334* clinical encounters occurred at community sites.
- 5,635 program outreach visits with a community focus were conducted.
- 170 events were coordinated for the community.

These numbers reflect the deep engagement that IIHHS programs have within the local community and throughout the Commonwealth. As noted above, nearly 45% of our program connections to Virginia-based agencies and institutions extend over 10 or more years. These longstanding relationships with community partners speak to the trust and quality of the relationships based on mutual respect and collaboration. Below are just a few examples of ways in which our programs are engaged with the community:

- Valley Health Page Memorial Hospital requested that the CAPS Clinic explore possibilities for broadening the scope of integrated behavioral health and primary care in Page County. This resulted in placing a part-time Clinician-in-Residence in Page County to see clients and provide supervision to students. This resulted in 95 new client intakes over the past year, in addition to seeing ongoing clients. Four graduate student clinicians received training and supervision and 45 nursing students shadowed mental health services. JMU licensed faculty providers have offered free counseling services to providers in a Page County nursing home severely impacted by COVID-19 to address trauma, loss and other mental health needs that may arise during the year period following the outbreak.

- The Virginia Department of Health and the Virginia Department of Education reached out to our Research and Public Health unit to provide sexuality education trainings to teachers to help meet a pressing need throughout the Commonwealth. We partnered with the Virginia League of Planned Parenthood to develop a training (to be held virtually in July 2020).
- The City of Harrisonburg requested that the Suitcase Clinic provide ongoing medical screening with our homeless population for COVID-19 and follow up on positive COVID individuals. This has been done in collaboration with Our Community Place, Mercy House and Open Doors to provide vital medical assistance and keep Open Doors Emergency Shelter open for our vulnerable clients. The Suitcase Clinic nurses have also made the determination about what individuals are most medically fragile and need to be temporarily isolated in local motels (paid for by Mercy House).
- In addition to providing interpreter services for medical and other appointments, CHIITS has received requests to provide interpreting services for various community events: Skyline Literacy asked for interpreters for an immigration meeting and asked us to spread the word to our interpreters; Harrisonburg City requested interpreters for community meetings, COVID screenings, and to disseminate information about the census and census-taking jobs.
- Brain Injury Connections (BIC) partnered with Kawneer Manufacturing, in Harrisonburg, for Brain Waves, an educational outreach and support for our clients. BIC trained Kawneer volunteers on brain injury then provided an outing at Bella Luna restaurant, for a time of social interaction with clients and caregivers. BIC also collaborated with TTAC on a conference related to Substance Abuse and Brain Injury in which 75 people attended. BIC also hosted an Inclusion Community Event where 55 people attended, and Community Resource Fair that 35 people attended.
- TTAC services are provided to school personnel and others who work with students with disabilities, birth to grade 12, therefore TTAC has a deep community engagement reach into over 20 school divisions.
- The Gus Bus holds a number of community events throughout the year to promote literacy among children and families in the community. This past year, their Fall Family Engagement Nights at Stone Spring Elementary School were attended by 180 people (105 children, 75 adult family members). The Blue Ridge Area Food Bank has been a long standing Gus Bus partner. The growth and expansion of the neighborhood produce markets have continued to be a prime example of community partnership for community engagement. Between June 2019 and October 2019 and March 2020, the Gus Bus participated in 85 Neighborhood Produce Markets that were attended by 2,434 households, including 5,261 children, 10,389 individuals (duplicated numbers).
- The Caregiver's Community Network sponsored two Virtual Dementia Tours this year, one for JMU students and one for JMU's Lifelong Learning Institute. They also co-sponsored with VPAS a Community Caregivers conference that was held at JMU attended by 150 caregivers in the community.

- Promotores de Salud held numerous trainings, workshops, and health fairs in the Shenandoah Valley that covered topics such as nutrition, parenting, domestic violence, stress and resilience, and COVID-19 information.
- The Youth Data Survey would not be possible without our school partners (Harrisonburg City Public Schools, Rockingham County Public Schools, and Eastern Mennonite School) and our community volunteers who assist with survey administration. All parties involved with the process are working towards the same goal – to examine the current and longitudinal trends around local youth risk behaviors with an approach that taps into the larger community question of what assets we need in our community to help people successfully navigate from infancy to adulthood. Our collaborative efforts also produce reliable information on risk behaviors, assess needs, ascertain gaps in service, assist in determining priority areas, allow agencies access to local data in order to write successful grant applications to address identified needs, and evaluate the impact agency programs have on local youth over time.

5.2.2 Civic Engagement

As mentioned above, 1,024 students were involved with IHHHS programs from 41 different undergraduate and graduate degree programs. Incorporating students in program activities educates them about the strengths and resilience of communities they may not have encountered, and also highlights the challenges individuals and families face when systems fail them. Students also learn best practices in service provision and program design and are able to apply their own creativity as they engage with community partners. The community-engaged experiences prepare students for civic life, participating in a democracy, and advocating for the public good. Some examples of direct connections between our programs and civic engagement are provided below:

- Social work students working with the **Healthy Families** program communicated with state representatives and state level Virginia Department of Social Service (VDSS) officials to advocate for home visiting services and policy changes that would allow more low-income families to receive subsidized childcare. One received a personal response to her letter. A student team successfully brought a state-level VDSS Childcare Program Consultant to New Market to meet with local providers regarding the challenges parents and providers face. Though students were unable to attend a Virginia Legislative Day, they assisted the Healthy Families Program Manager in preparing materials to present in her meetings with legislators and reflected with the team afterwards on the potential impact and experience. Students attended town council meetings to support a conditional use permit for opening of a new non-profit childcare center. Students reviewed state policies that impact family services (VDSS, Mental Health, and Public Health) including the impact of COVID and government's response on families and programs.
- In our Interprofessional learning experience, **Life in the State of Poverty Simulation**, Dr. Cara Whaley (Associate Director, Madison Center for Civic Engagement) and Ms. Tashfia Hassan (United Way) provided tools for civic engagement for students as they reflected on their experience of the Poverty Simulation. They also provided information about the Asset Limited, Income Constrained, Employed (ALICE) population, ideas for advocacy, and

resources for writing letters to legislators, inviting them to write letters on specific topics important to them, and they also offered an opportunity for students to register to vote. Close to 300 students from CHBS and COE experience the Poverty Simulation each semester.

- In January 2020, the education and advocacy work of **Brain Injury Connections** with state legislators, influenced both policy and a state mandate for brain injury training to be included in Crisis Intervention Training (CIT). For the past decade, Brain Injury Connections of the Shenandoah has been working with both Augusta and Rockingham Counties and their CIT teams to train first responders in brain injury and we expect to train other areas, now that a mandate has been issued. Also, BIC advocacy led to the City of Harrisonburg Proclaiming March to be Brain Injury Awareness Month.
- **Youth Council and other Teen Outreach** programming offers local youth excellent civic engagement opportunities. Due to COVID-19, Youth Council work on a publication about race in our schools was not completed, but despite this, students spent time weekly in Youth Council meetings discussing the value of their own civic engagement as young people. Youth Council stresses the role of youth in the democratic process now, not just their potential involvement once they are adults. This message is reinforced by the Community Service Learning activities that Youth Council participates in exposing them to local agencies that provide opportunity for greater youth voice
- **Futuro Latino Coalition** signed letters and reached out to state senators and delegates to express concerns on behalf Community Coalitions of Virginia (CCoVA) in efforts to influence legislation concerning marijuana (SB 976, HB972, and SB2).
- The **Caregiver's Community Network** is raising consciousness among students as statistics show the growing need among older adults. The Population Reference Bureau reports that the "The number of Americans ages 65 and older is projected to more than double from 46 million at present to over 98 million by 2060, and the 65-and-older age group's share of the total population will rise to nearly 24 percent from 15 percent." The Alzheimer's Association reports that 5.8 million Americans are living with Alzheimer's Disease, and more than 16 million Americans provide unpaid care for people living with Alzheimer's Disease and other dementias. The intergenerational aspect of a college education is crucial in these times. No matter the career path students are set upon, they will need the tools and the skills to work with and alongside of older adults. Students also need opportunities to assess their own stereotypes and biases regarding older adults. Over the course of a semester (and sometimes, two) students engage in weekly visits with those 60 years old and older. In order to be civic-minded citizens who are willing and eager to advocate for strong policies, scientific research, and democratic principles, CCN affords students the chance to gain personal understandings regarding what it means to grow older, to live and love as a caregiver, and to endure the hardships of dementia.

5.2.3 Engaged Learning

A core component of the IHHHS mission is to connect students (and faculty) with communities through innovative programs that advance the quality of life and to provide interprofessional

learning opportunities for our students. IIHHS provides numerous engaged learning opportunities through our clinics, interprofessional education (IPE) offerings, and community-based programs. Each of these will be described below:

5.2.3.1 IIHHS Clinical Services

Eight clinics exist within IIHHS to support the educational goals and objectives of students at JMU. Counseling and Psychological Services (CAPS), Interprofessional Services for Learning Assessment (ISLA), Applied Behavioral Analysis Clinic (ABA), Interprofessional Autism Clinic (IPAC), the Child Development Clinic (CDC), Healthcare for the Homeless Suitcase Clinic (SC), the Occupational Therapy Clinical Education Services (OTCES), and the Page County Rural Practice were developed to address student training needs while simultaneously addressing critical unmet needs in the community. This is particularly important in an environment like ours where clinical sites are increasingly difficult to secure. JMU faculty, staff and students work collaboratively to meet the community needs through a variety of clinical services, many of them interprofessional. Below are a few examples of how our clinics are vehicles for engaged learning for our students.

- **Interprofessional Services for Learning Assessment (ISLA):** ISLA provided an opportunity for students to participate in monthly interprofessional triage meetings with students and faculty present from disciplines including neuropsychology, clinical psychology, school psychology, counseling, and communication sciences and disorders. During these meetings a graduate assistant presented screening information gathered from complex referrals from the Office of Disability Services. Referral concerns included learning concerns, cognitive concerns and/or emotional concerns that interfered with the client's academic work. Triage allowed for application of skills related to interprofessional teamwork and communication and allowed students to learn with, from, and about other professionals and the clients, while developing comprehensive recommendations for clients.
- **CAPS in Page County:** Three JMU faculty who are licensed clinical psychologists and licensed professional counselors maintained medical staff credentials at PMH. Drs. Schulte and Atwood supervised and provided integrated mental health services in partnership with federally designated Rural Health Clinics through Valley Health Page Memorial Hospital. They worked alongside physicians, nurse practitioners, nurses, and physicians assistants to improve access to mental health services in this health care worker shortage area. Six advanced graduate student clinicians provided counseling services, nursing students shadowed mental health intakes, and all students observed and participated in interprofessional communications and case presentations.
- **Suitcase Clinic:** Each semester students from Nursing and the Physician Assistant program are able to experience hands-on learning with the Suitcase Clinic by attending clinics based at local homeless shelters. Students see patients through the intake process, their appointment with the provider, and assist with any discharge instructions. They also have the opportunity to provide valuable health education to shelter guests and to interact and develop a better understanding of the lives of the clients served by shelters and our clinic.

5.2.3.2 Interprofessional Education (IPE)

Interprofessional education (IPE) at CHBS's IIHHS aims to model best practices, focus on IPEC (2016) core competency development and the development of a professional identity that values interprofessional collaboration as the way to optimize clinical and community outcomes for individuals, families, communities, and populations. Educational and clinical experiences offered through the IIHHS foster the development of knowledge, skills, and attitudes that prepare students to be collaboration ready as they enter the workforce. Furthermore, interprofessional collaborative practice, IPEC core competency development, building cultural humility, ethical practice and development of a professional identity that includes all of these elements intersects perfectly with JMU's engagement mission in that the mission, vision, values and competencies are essential for effective engagement. Details about each of the IPE Engaged Learning opportunities is provided below:

- **IPE Workshops:** IIHHS coordinates with faculty across CHBS to offer two workshops that are embedded into student courses.
 - The *Life in the State of Poverty Simulation* is a three-hour experience where students take on roles and visit stations to get a general sense of the challenges families face when they are in poverty. The simulation is preceded by didactic material on poverty, including local statistics presented by community partners. After the simulation is complete, students engage in a guided debriefing to share and reflect on their experiences.
 - The *Building Cultural Humility Workshop (BCHW)* convenes students from health and human services to explore vital issues of diversity, power, and privilege. The purpose of the BCHW is to provide a forum for students and faculty across disciplines to acknowledge personal, professional, organizational dynamics, and systemic issues that influence the quality of the services they provide to people in the community and their interactions with colleagues.

A total of 732 undergraduate students were enrolled in these workshops last year, 605 in the poverty simulation and 127 in the BCHW experience. Forty-two graduate students also helped to facilitate the BCHW as it is a program requirement for graduate psychology and occupational therapy. The spring Building Cultural Humility Workshop was cancelled this year due to the pandemic. Since 2002, 10,382 students have participated in the workshops, and 1,927 graduate student and faculty facilitators have been involved.

- **IPE Courses:** 255 students were enrolled in IPE courses this year. Each course is listed below:
 - **IPE 415/NSG 415** (1 credit) Ethical Decision-making in Healthcare: An Interprofessional Approach - (Fall – 108 students in 2 sections) - Akerson, McGuire, Stewart, Choshi, and Walsh.
 - **IPE 490, section 1** (1 credit) Issues and Applications of Family Care Giving: Interprofessional Perspectives - (Fall – 28 students) - Kathy Guisewite

- **IPE 415/NSG 415** (1 credit) Ethical Decision-making in Healthcare: An Interprofessional Approach - (Spring – 46) - Akerson, McGuire, Stewart, Choshi, and Walsh
- **IPE 490, section 1** (1 credit) Issues and Applications of Family Care Giving: Interprofessional Perspectives - (Spring – 41 students) - Kathy Guisewite
- **IPE 391** (1 credit) Health Informatics, - (Spring – 5 students) -Strunk
- **IPE 490, section 7201** (1 credit) Introduction to Interprofessional Approaches to Trauma Informed Care - (Spring – 27 students) - Lisa McGuire, Anne Stewart, Emily Akerson

5.2.3.3 Community-Based Programs

IIHHS has 16 community-based programs that provide a wide range of engaged learning opportunities for JMU students at both the graduate and undergraduate levels. Some examples of these opportunities are provided below:

- The variety of JMU student projects that the **Gus Bus** partners on is a testament to the program’s involvement with engaged learning. This includes working with two dietetics student groups who developed and presented nutrition workshops for Gus Bus students at afterschool and neighborhood stops during produce market days. Communications students created an online volunteer-training experience to reduce staff time spent on in-person trainings and increase potential volunteer recruitment. Interpreting students supported our transition to online learning by providing Spanish translations for YouTube videos. Gus Bus also partnered with a Mapping Justice course who created “Food & Community: Mapping Food Access, Food Justice, & Food Sovereignty in Harrisonburg, Virginia.” And photography students developed photo stories at Gus Bus Family Night, neighborhood markets, and a home tutoring session of a Gus Bus Family.
- During the 2019-2020 year, the **Migrant Education Program** was able to provide 101 JMU students with the opportunity to tutor a student in the community. This opportunity allowed JMU students to step outside of the JMU ‘bubble’ and learn about the different backgrounds of students in the program, and the challenges that they face moving to a new country. Two graduate students from the Communication and Advocacy Program at James Madison University completed a project that told [the stories](#) of some of the families participating in the Migrant Education Program.
- **Brain Injury Connections** offers monthly support groups for our brain injured clients and their givers. This provides a regular opportunity for students to help prepare materials and observe our clients and community partners supporting each other.
- The **Campus Suicide Prevention Program** provides a 2-day intensive training titled "Applied Suicide Intervention Skills Training" (ASIST) to the following JMU graduate programs each year: Occupational Therapy, School Psychology, Clinical Mental Health Counseling and Counseling and Supervision. ASIST teaches participants the skills needed to identify and intervene with a person who is having thoughts of suicide.

- The **Claude Moore Precious Time (CMPT)** program connects nursing students with families who have children with disabilities. Developing mutually beneficial relationships between students and the community being served is the primary vehicle through which student and family transformation occurs. CMPT's emphasis on the mutuality of student/family relationships upsets the traditional power dichotomy inherent in typical service provider/client interactions, and makes it an innovative and exemplary respite service. Families are not simply passive recipients of student services; every caregiver and child serve as educators, equipping future professionals with the skills, experience, and knowledge needed to provide quality care. In written journals/reflections, students consistently report that the experience and the relationship with the family has positively influenced them both professionally and personally. Students comment that the experience has given them: 1) greater understanding of the families they work with, 2) increased professional skills, and 3) that it has affected them personally. This engaged learning experience is provided through an elective course, NSG 326 Care and Consideration for Children with Special Needs.
- **Healthy Families** takes pride in connecting JMU students and programs with other community partners who need engaged and skilled volunteers. This year we connected students from five majors with local elementary school ("lunch buddies"), childcare center (website development, sorority fundraiser and service project, state level advocacy), sheriff's department (salary and compensation survey), senior living center (social work intern), Page One (volunteers), and connected Precious Time with a family in need in Page County. In each situation, students reported gaining new insight in to the various ways their skills can support local community needs, often in ways they had never considered. Each engaged learning experience was a 'win-win' for all parties involved.

A highlight of the year for the Healthy Families program was connecting with a JMU's Communications Disorders student (named Cierra) fluent in American Sign Language to unite campus and community with reciprocal benefits for the student, family, and our staff. When deaf parents enrolled in the program, Healthy Families staff knew we needed assistance to serve the family. Our JMU social work intern utilized her campus network to find an ASL Club volunteer who embraced the opportunity to practice her skills in a real-life setting while providing important support for the program and the family. Cierra drove to Page County twice a month, often only for the one hour home visit, for nearly a year. When the pandemic hit, she participated in Zoom visits with the home visitor and both parents, from her home in New York. Prior to Cierra's involvement, the home visitor and parents communicated primarily by passing a notebook back and forth with written notes. This wonderful engaged learning partnership received attention from JMU's Creative Services Department, resulting in a feature story and photo. Cierra says she feels her signing skills, as well as her ability to 'speak two languages at once' greatly improved, and will benefit her in post-graduation job opportunities.

- This spring the social work field placement student working with the **Teen Pregnancy Prevention** program created an online Teen Health Fair for local High School students. This was shared with Harrisonburg and Rockingham County high school students and served to

introduce and connect local youth serving agencies with local students. Thirty people attended this virtual event.

- The **Futuro Latino Coalition** provided a student intern with a variety of engaged learning experiences that included: doing community outreach to educate residents about health subjects; participating in community events (Science Talks and Black Run Cleanup); and conducting site visitations (South River Science Team) to learn more community engagement.
- **Caregiver’s Community Network** offers engaged learning in many fulfilling ways. First, it not only bridges gaps between generations, but it enriches what friends of different ages and life experiences share in common. Second, CCN brings the value of relationships into a beautiful focus. What truly matters seems to rise to the surface and each participant often remembers or discovers a valuable life lesson that is sure to serve them well. And third, the student, the caregiver, and the care receiver all glean from each other. Each person has something that needs tending, and each person has something to offer. CCN casts a light of the goodness of the human spirit and how we are all better when we show up for each other.
- For the past four survey administrations of the **Youth Data Survey** we have partnered with Dr. Peaslee's Political Science class. It has been an opportunity for her students to engage with the community and have hands on experiential learning that ties back to their classroom material, and we also greatly benefit by having extra volunteers to help with survey administration.

5.3 Access, Inclusion and Diversity

Through its clinics and programs, IHHHS works with a diverse population with a variety of experiences that affect their life situation. The table below provides an impression of the diversity of the people whose lives are influenced by IHHHS programs and clinics (and they also influence us). The percentage represents the number of programs who serve people for whom part of their life experience can be found in each of these categories.

Life Experience	Percentages
Low socioeconomic status	83%
Medicaid	75%
Medicare	42%
No health insurance	71%
Rural	83%
Lack of transportation	75%
Children in foster care	46%
Children with special educational needs	63%
Children with special healthcare needs	50%
Children with special physical needs	50%
Children with special psychological needs	46%

Life Experience	Percentages
Children with incarcerated parents	29%
Incarcerated Youth	8%
Substance-exposed infants	21%
Pregnant and/or parenting teenagers	29%
People living with HIV/AIDS	8%
People diagnosed with mental illness	50%
LGBTQ+	42%
Homeless	29%
Persons with Dementia	25%
Senior citizens	33%
Limited English Proficiency or Speak languages other than English	63%
Arabic	38%
Farsi	13%
French	4%
Spanish	71%
Swahili	21%
Immigrants	58%
Refugees	25%
Migrants	29%
Latino/Hispanic	71%
Russian	29%
Kurdish	29%
Eritrean	25%
Ethiopian	17%
Kurdish	29%
Sudanese	8%
Ukrainian	17%
Bosnian	8%
Croatian	8%
Serbian	8%
Congolese	13%
South African	17%
African American/Black	71%
Asian	46%
Hawaii or Pacific Islander	8%
Native American	8%
Multi-racial	71%
Other ethnic or racial background (please list)	8%

Life Experience	Percentages
Hearing impaired	42%
Visually impaired	42%
Low literacy	54%
Individuals with a brain injury	46%
Adult with substance use disorder	29%
Other vulnerable populations (please list)	8%

Two historic events have had a profound impact on this year’s work; the COVID 19 pandemic and the global protests in response to the murder of unarmed black people while living their lives. These murders have exposed the systemic racism, oppression, hatred, and violence that is an exhausting daily reality for black people in our country and our community. We are in conversations about actionable ways to make a positive change in our communities to address anti-black racism and other forms of oppression.

The interprofessional workshops on *Life in a State of Poverty* and *Building Cultural Humility* are efforts to sensitize students to the experiences of people who do not fit the dominant culture and make students aware of their own biases and the unconscious ways in which these implicit biases affect how they do their work with populations that look different from them. The BCHW workshop has been offered since 2002 and has been modified significantly over the years.

- Since the pandemic began, the Institute has undertaken a book club where topics are chosen to prompt thoughtful reflection and discussion about sensitive topics. Books that have been chosen include, *American Dirt*, *Americanah*, and *My Grandmother’s Hands*.
- In the aftermath of the murder of George Floyd, IHHHS is in the process of forming a team to consider actionable ways to build an anti-racist and intersectional culture at the Institute. We are soliciting ideas across all Institute staff that can be carried forward and implement by this team. This will be a focus of our work for the foreseeable future.
- The IHHHS Director is also the Chair of the CHBS Diversity Council and one of the IHHHS Associate Directors also serves on that council. Leadership and representation on this college-level committee adds to a greater exchange of ideas and details between the Institute and the academic units of the college, and will ensure that IHHHS staff and programs will benefit from the initiatives that emerge from University and College-level activities to create a safe and welcoming climate where all JMU employees can thrive.

5.4 Program or Service Rankings

IHHHS reflects an integrated model of that builds its programs and clinics on respectful relationships among faculty, students, and community partners. To that end, IHHHS benefits from the embeddedness of many of the nationally-ranked academic programs in its work.

- The Baird Clinic is an integral component of JMU’s Applied Behavioral Analysis program that was ranked third in the country last year.

- OTCES, the Suitcase Clinic, and the Claude Moore Precious Time program are all connected to our nationally-ranked programs in Occupational Therapy, Physician Assistant Studies and Nursing programs.

5.5. Honors College Support

IIHHS programs typically serve as a focus of honors theses or projects. This past year, Emily Akerson served on the committee for Jillian Smith's Honor's Thesis. Her Honor's thesis researched mother's perceptions of and experiences with prenatal care in rural areas. Yvonne Frazier, HFPC Program Manager, and Rebecca Kipps, home visitor, explained the project to families enrolled in the Healthy Families Page County program and connected those who expressed interest with the student who conducted the interviews. We provided space at our Page County office for the interviews to take place.

The OTCES Director, Liz Richardson, advised an honor's student, Meredith Obaytek on the completion of her honors project that examined mindfulness as an intervention for Autism Spectrum Disorder.

5.6 Ethical Reasoning in Action

While no new Madison Collaborative projects were in the works at IIHHS this year, it is always the case that the IPE 415 course, Ethical Decision-Making in Healthcare: An Interprofessional Approach, advances the eight key questions very thoroughly and consistently. In addition, our Assistant Director for Children and Youth Programs, JoLynne Bartley facilitated the 8 Key Questions during the Freshmen Orientation Week (FROG week).

5.7 Efficiencies

While the COVID-19 pandemic was disruptive, disorienting, and challenging in terms of service provision and collaborative work, some of the innovations and adaptations made by different program teams have added efficiencies to our work that will likely be maintained long after we are invited to return to work in the "usual way."

- Launching telehealth was a huge leap forward for clinical services during this emergency, but also increased access to important clinical services into the future. Building telehealth capacity increased access for many vulnerable clients and families who may otherwise not be able access services. Importantly, students received an in-depth orientation to telehealth, and as graduates will be able to use this platform effectively, and with integrity. Webex and Zoom meetings have afforded greater participation in meetings, and saved time associated with travel and parking.
- MS Teams has allowed for different threads of sharing to replicate the informal banter associated with building a community culture
- For the Gus Bus, the COVID-19 context caused the Gus Bus to offer virtual programming in place of in-person neighborhood stops, tutoring and after-school offerings. The virtual

learning platform enabled the Gus Bus to save money on gas and vehicle maintenance of the Gus Buses. Additionally, the program has been able to widen the reach of the program beyond the normal geographic area it serves, for example, some students in Rockingham County are participating or students can participate while traveling in the summer.

- The SVMEP has also adapted programming in response to the global pandemic. The program has saved costs on mileage traveling to & from home visits which now happen online or over the phone. The SVMEP is offering a virtual summer camp, rather than in person, which will allow more children to participate since participation will not be limited by a families' proximity to JMU, or transportation to/from camp locations.
- Healthy Families Page & Shenandoah County have made several changes in response to the pandemic that double as time and cost savers. The program has saved costs on mileage traveling to & from home visits which now happen online or over the phone. This allowed the program to instead purchase books to give to families to have in their home, a luxury not typically afforded in the program budget. For some program participants, online or phone appointments have been more convenient for their lives and schedules.
- The time-savings associated with the COVID-19 context has also enabled staff to turn their attention to other efforts, like grant writing, developing better training materials for onboarding, accreditation requirements and so on that were enhanced by having more time/effort from the teams directed at those projects.

5.8 Comprehensive Campaign

N/A

5.9 Noteworthy Accomplishments

Below is a list of additional noteworthy accomplishments at IIHHS.

- Healthy Families and the Gus Bus were chosen as two of 10 projects to present to JMU's Madison Trust this year.
- The VPREIS program was given a Community Partner Award from Alexandria City Public Schools.
- IIHHS worked with JMU Facilities and the property manager to install a fire alarm in the Campbell Building. Although a fire alarm was not required to meet the City's code for building safety, the University supported our efforts to pursue this initiative to maximize staff and client safety.
- The Suitcase Clinic was featured in a documentary made by Silverthrone Films on homeless in Harrisonburg.
- IIHHS transitioned to new leadership (Dr. Linda Plitt Donaldson) as Dr. Rhonda Zingraff retired after 12 years.

6. Individual Faculty/Staff Honors and Accomplishments

Honors and recognition for individual faculty and staff at IHHHS are listed below:

- Kim Hartzler-Weakley, \$20 Million Dollar Tier recognition from OSP (awarded at their annual Noftsinger Celebration of Madison Scholarship and Recognition reception held on 11-6-19).
- Yvonne Frazier (Healthy Families), Governor's Honor Award for Enhancing the Prosperity and Quality of Life in Rural Virginia, State of Virginia, Fall 2019

A list of presentations at professional conferences or events by IHHHS staff is presented below:

- Akerson, E., McGuire, L.E., Stewart, A.L. (2019). *Developing an Integrated Interprofessional Identity for Collaborative Practice: Qualitative Evaluation on an Undergraduate IPE Course*, Podium presentation at Collaboration Across Borders VII, Indianapolis, Indiana, USA.
- Atwood, K. & Schulte, T. (2019). Integrated primary care and mental health in practice. Podium Presentation at James Madison University Clinical Mental Health Counseling Program Workshop Series, Harrisonburg, VA
- Atwood, K., Larson, V., & Savina, E. (2019). Training socio-emotional skills through Play, Learn, and Enjoy curriculum. Paper presented at the 2019 Virginia School Counselor Association Annual Convention, Hampton, VA.
- Atwood, K., Larson, V. & Savina, E. (2019). Training socio-emotional skills through Play, Learn, and Enjoy curriculum. Presentation accepted at the Virginia School Counselor Association Annual Convention, Hampton, VA.
- Donaldson, L.P., Fogel, S., Hill, K., Homan, M., Nienow, M. (2020, January). *Defining Social Work to Socialize a New Generation of Social Workers to End Racial and Economic Inequality*, Roundtable at the Society for Social Work Research Conference, Washington, DC.
- Donaldson, L.P. (2019, November). *Restoring hope in challenging times*. Alan Keith-Lucas Lecture for the North American Association of Christians in Social Work, Indianapolis, IN.
- Donaldson, L.P. (2019, November). *Walking with two feet of love: Following in the footsteps of Dorothy Day to end homelessness*. Speaker Series, Garaventa Center for Catholic Intellectual Life & American Culture, Speaker Series, University of Portland, Portland, OR.
- Hartzler-Weakley, K.M. (2019). A gamified sexuality education intervention for high-risk youth populations: Preliminary findings from a randomized control trial. Paper presented at the 2019 American Public Health Association Annual Meeting,

Philadelphia , PA.

- Hartzler-Weakley, K.M. (2019). Examining the impact of a gamified sexuality education curriculum on high-risk youth: Preliminary findings. Poster presented at the 2019 National Sexual Health Conference, Chicago, IL.
- Jones, R., Longerbeam, M. S., Timler, G. R., & Richardson, E. (2020). Effect of Vestibular Stimulation on communication in a Preschooler with ASD. Presented at the 2020 Speech-Language-Hearing Association of Virginia, March 2020, Reston, Virginia. (also available on James Madison University Honors College Scholarly Commons)
- Kiser, T., Akerson, E., Maiewski, S., & Walsh, J. (2019). Interprofessional practice experiences in an emergency shelter: Development of a student-engaged clinic. Paper presented at the 2019 American Public Health Association Annual Meeting, Philadelphia, PA.
- Maiewski, S. F. & Kiser, T. C. (2019). Interprofessional Clinics within the Suitcase Clinic. Paper presented at the 2019 American Public Health Association Annual Meeting, Philadelphia, PA.
- Oliphant, S., Donaldson, L. P., Zajicek-Farber, M. (2019, October). *Knowledge and Attitudes Toward HIV/AIDS Among Ethiopian Immigrants in Washington, DC*. Poster at the Council of Social Work Education, Denver, CO.
- Richardson, E., Santos, C., & Colwell, C. Collaborating to Provide Positive Behavioral Supports for Students While Remaining Grounded in OT Roots. Presented at the 2020 Virginia OT Association Annual School Symposium, Chesterfield, Virginia.
- Richardson, E., Santos, C., & Colwell, C. Uniquely OT: Advocating for OTs Role in Supporting Positive Behavioral Outcomes for Children and Youth. Presented at the 2019 Virginia OT Association Annual Conference, October 12, 2019, McLean, Virginia.
- Thomas, T. & Walsh, J. (2019). Assessing the benefits and feasibility of a mobile food pantry serving culturally and linguistically diverse neighborhoods. Poster Presentation at the Society for Public Health Education Conference, Salt Lake City, UT.
- Thomas, T. & Walsh, J. (2019). Assessing the benefits and feasibility of a mobile food pantry serving culturally and linguistically diverse neighborhoods. Poster Presentation at the Society of Nutrition Education and Behavior, Orlando, FL.

A list of manuscripts written by IIHHS staff that were published over the past year is presented below:

- Burnett, A. J., & Akerson, E.K., (2019). Preparing future health professionals via reflective pedagogy: a qualitative instrumental case study. *Reflective Practice: International and Multidisciplinary Perspectives*, 20, 5, 571-583.
- Donaldson, L.P., Streeter, C. L., Larkin, H., Briar-Lawson, K., Meyer-Adams, N., Lupfer, K., Elder, J., & Grimshaw, A. (2020) The SOAR Model as an effective mechanism for university–community partnerships to end homelessness, *Journal of Social Work Education*, 56, 1, 99-S10, DOI: [10.1080/10437797.2020.1741481](https://doi.org/10.1080/10437797.2020.1741481).
- Kiser, T. & Hulton, L. (2020) Foot care clinics within a mobile suitcase clinic- Providing healthcare for the homeless. *Virginia Journal of Public Health*, 4(1).
- McGuire, L., Stewart, A., Akerson, E. & Gloeckner, J. (Accepted for publication). Developing an integrated interprofessional identity for collaborative practice: Qualitative evaluation of an undergraduate IPE course. *Journal of Interprofessional Education & Practice*.

IIHHS Staff Presence on Area Boards and Committees (External)

Emily Akerson	Healthy Community Council Steering Committee; JMU-SRMH Collaborative Steering Team; Safety Net Coalition;
JoLynne Bartley	The Shenandoah Valley Inclusive Wellness Coalition, The Healthy Community Council, Transportation Coalition, Aging in Place, Nonprofit Council for Shenandoah County; Page County Alliance for Community Action; United Way ALICE Coalition;
Jo Benjamin	Harrisonburg Community Council, Safe Zone with Harrisonburg City Public Schools
Cindy Colwell	Shenandoah Valley Autism Partnership, Board Member
Kati Derrick	Co-Leader of the Harrisonburg City Family Life Education Committee
Tim Estep	Institute for the Advancement of Family Support Professionals RR – Virtual Home Visiting
Yvonne Frazier	Community Care and Learning Center Board, Family Youth Initiative, SWAG
Rachel Gagliardi	Harrisonburg/Rockingham Safe Kids Coalition
Kathy Guisewite	Caregiver Coalition
Kim Hartzler-Weakley	United Way ALICE Coalition
Cheryl Henderson	Leadership Council, Greater Harrisonburg Smart Beginnings
Tomi Hensley	Shenandoah Valley Autism Partnership – Treasurer & Board Member
Tammy Kiser	Board, Open Doors; RCPS Health Advisory Board
Becky Lantz	Smart Beginnings Focus Group, Virginia Medical Reserve Corps
John McNaught	President Elect, National Division for Career Development & Transition/Council for Exceptional Children
Carmen Moreno	SRMH Patient and Family Advisory Committee

Liliana Penalver	CCOVA, HFBR Sentara Advisory Board, RAP south river Science Team, COSPU, Casa de Amistad Board
Linda Plitt Donaldson	Health Community Council Steering Committee; Safety Net Coalition; Behavioral Health Subcommittee
Amanda Randall	President, Shenandoah Valley Autism Partnership; president-elect VA Association of Behavior Analysts, state conference coordinator VABA
Erika Metzler Sawin	HCHC Board of Directors;
Jane Wiggins	Active member of the Virginia Suicide Prevention Interagency Group, which is coordinated by the Virginia Department of Health under the Department of Injury and Violence Prevention.

7. Conclusion

IIHHS is an exemplar center at JMU in cultivating and stewarding relationships among community, faculty, and student for positive impact. Institute staff and faculty from the wide variety of clinics and programs have demonstrated masterful creativity, innovation and perseverance, particularly during the unprecedented experience of the COVID-19 pandemic. Despite these challenges, IIHHS programs and clinics have served more people, trained more students, and built more partnerships than we did last year. This is a testament to the strength and commitment of all stakeholders to our longstanding partnerships within the JMU and broader communities. In the coming year, we will build on the innovations created during this time and our demonstrated record of high quality education and services to extend JMU’s reach to more and different people in our community and the Commonwealth.