

# Education First

THE UNIVERSITY OF IOWA ♦ COLLEGE OF EDUCATION ♦ NEWSLETTER

## Education Firsts

### Substance Abuse Grads Receive Highest Scores

Four Substance Abuse Counseling Program graduates received top scores on the certification exam for Alcohol and Other Drug Abuse Counselors this past year. **Ildiko Balint-Hayes** (MA '00) received the international exam's highest score, and was personally acknowledged by the certification board in Des Moines. **Troy Bruns** (BGS '91/MA '99), **Cathy Ferris** (BA '98/MA '00), and **Stephanie Van Housen** (MA '00) also scored exceptionally well on the exam.

Iowa's students are so well prepared because Assistant Professors **Anne Helene Skinstad** and **Karen Cocco**, previous faculty member **Virginia Woodard**, and adjunct faculty members **Arthur Schut**, **Fonda Frazier**, and **Leanne Eichinger** recently redesigned the program's curriculum.

The new curriculum stresses points such as cultural sensitivity and different needs for people with disabilities. It also focuses on linking theory with practice.

"All of our courses had a field experience, not just during practicum or internship," Balint-Hayes said.

Balint-Hayes is currently a substance abuse counselor at Covenant Medical Center in Waterloo. She plans to start a support group for head injury patients. Ferris is a correctional outreach counselor at the Cedar Rapids Area Substance

Abuse Council. Bruns counsels and teaches as an adjunct faculty at Chippewa Valley Technical College in Wisconsin.



*Balint-Hayes (left) and Ferris graduate from Substance Abuse Counseling Program, now give back to their communities.*

## Building Scholars, Crossing Bridges

A series of interdepartmental research presentations were offered this spring.

### Treatments for Children with Chronic Illness by Associate Professor Dan Clay

When children with a chronic illness, such as Juvenile Rheumatoid Arthritis, believe they have some control over their pain, their quality of life increases. Children especially enjoyed using the computerized and web-based pain-reducing activities designed by the team.



*Dan Clay*



*Dennis Maki and Gerry Murray*

**Rehab. Counselor Development: An Examination of Developmental Differences and the Working Alliance During Professional Preparation by Professor Dennis Maki and Gerald Murray (PhD '00)**

Both student and supervisor go through parallel levels in the developmental process in counselor training. A model of counselor development shows that when a positive relationship between supervisor and student counselor occurs, a positive relationship between student counselor and client also takes place.



*Ken Merrell*

### Behavioral, Social, and Emotional Problems in Early Childhood: From Assessment to Intervention by Professor Ken Merrell

Whether you believe behavior is due to nature or the environment, the most important way to make a difference is through careful assessment and early intervention. For more information and new developments, visit the project web site at <http://www.assessment-intervention.com/>.

### Teachers' Interpersonal Motivating Styles Towards Disengaged Students by Associate Professor Johnmarshall Reeve

For motivation to thrive, it needs supportive conditions. "When teachers listen deeply, support initiative, and ask questions," Reeve said, "students gain. Creativity is enhanced and they become engaged."



*Johnmarshall Reeve*



*David Jepsen*

### Career Development from Rural Beginnings by Professor David Jepsen

Jepsen examined the evolving sequence of rural students' career decisions through a 29-year study. "When a 17-year-old student has a clear career choice, it's a pretty good indication of how successful they will be in life," Jepsen said. "They don't have to be right, but they have to be clear." He encourages high school counselors to pay more

attention to a student's reason than choice for a career and to teach their students to welcome change.





Seated left to right: Pat Carlson (ISU), Jane Todey (Iowa Dept. of Ed.), Jane Heinsen (Practioner Preparation & Licensure), Kathy Davis (UNI), and Jo Hendrickson (UI) discuss ways to set procedures in place for an on-going program.

## Meeting the Needs of Iowa's Children

In Iowa, special education teachers are in short supply. Many teachers work in multi-categorical resource (MCR) classrooms without appropriate endorsement. To assist these teachers in becoming properly certified, the Regents universities, in collaboration with the Iowa Dept. of Education and the Board of Educa-

tional Examiners, created the Multi-Categorical Resource-Regents Endorsement Initiative (MCR-REI) three years ago. Professor **Jo Hendrickson** meets monthly with representatives from the other institutions involved in the program, ensuring that Iowa's students with special education needs are taught by well prepared, properly certified teachers.

## Understanding Each Other

With warm sunshine and fragrant blooming star magnolias, the day was a perfect one for the Diversity Committee's spring picnic April 23. Providing an opportunity to share food and conversation, College faculty, staff, and students came together for a meaningful meal.

"It's all about people getting to know and understanding each other," said Orville Townsend (BS '67/ MA '72) community member of the Diversity Committee. Associate Professor and Diversity Committee Co-



PHOTO BY RUSS NORDMAN

chair Dan Clay said the committee has worked hard all year to try to make a difference. "Events like this make it all worthwhile," he said.

*Picnic brings College together to celebrate spring and diversity.*

## Excellence and Distinction

**John Achrazoglou**, lecturer and coordinator of technology, has been selected by the Iowa Department of Education to be part of a committee to review the Technology Literacy Challenge Fund Grants. The grants are intended to provide assistance to schools to ensure that every student in every school will be technologically literate in the 21<sup>st</sup> century.



John Achrazoglou updates e-portfolio website.

"This is a great honor for John," Dean Sandra Damico said. "It shows his knowledge and skills are recognized beyond the confines of the College."

Achrazoglou looks forward to the opportunity to learn about the innovative ideas of Iowa's public schools. "Once I know the technology the schools are interested in, I can help ensure the College is able to prepare teachers in that direction," he said.

Associate Professor **Micheline Chalhoub-Deville** was one of ten UI faculty members to be awarded a 2001 International Programs Summer Research Fellowships. Her project will focus on explanation and documentation of comparability ratings obtained from English language practitioners in the U.S., Canada, and the U.K. as they assess international students' performance on the Test of Spoken English.

**Pamela Ames Coke**, English graduate student in C&I, was one of 26 UI graduate students to win a 2000-01 Outstanding Teaching Assistant Award. In addition to being recognized for her dedication to undergraduate teaching and outstanding service to the University, she will receive a \$1,000 award.

## College Reaches Out to School Executives

More than 30 school executives and graduate students attended a workshop April 12 sponsored by the College. The workshop was designed to help them work with at-risk students and create safe school environments.

The daylong program was held at the Sheraton Hotel in downtown Iowa City and featured presentations by **Ken Merrell**, professor of School Psychology. Materials from the sessions are available online to reach professionals unable to attend the workshop at <http://www.uiowa.edu/~c07p199/ise>.

The workshop was one in a series of programs on topics of interest to working school administrators offered by the institute. According to program organizers, educators are increasingly challenged by at-risk students, and that is why there was so much interest in the topic.

During the program, participants:

- Identified the major factors linked to being "at-risk"
- Developed awareness of protective factors that may increase resilience in students
- Increased their understanding of the most common forms of school violence
- Identified realistic strategies for creating a safe school environment
- Identified the major risk factors for school dropout
- Learned the characteristics of effective alternative education programs. *—by Natalie Pearson*

Education First is produced monthly by The University of Iowa College of Education Office of External Relations, Jill Fishbaugh, director. Send items of interest to her at The University of Iowa/ College of Education/452 Lindquist Center N/Iowa City, IA 52242-1529 or by e-mail to [educationatiowa@uiowa.edu](mailto:educationatiowa@uiowa.edu).

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