



E D U C A T I O N

matters

FOR THE UNIVERSITY OF OREGON COLLEGE OF EDUCATION ALUMNI

Hands-On Winners

The UO College of Education's Counseling Psychology program grabbed three national awards from the American Psychological Association (APA) this year. Faculty member Ellen Hawley McWhirter received the national *Fritz and Lynn*



Kuder Early Career Scientist Practitioner Award from Division 17 of the APA.

Doctoral student Krista Gragg received the *Donald Super Student Research Award* from Division 17 for her dissertation research in career development as a protective factor in

domestic violence prevention. And the faculty and students together received the National 2001-2002 APA *Suinn Minority Achievement Award* in recognition of the program's success in recruiting, supporting and training psychologists of color.

We work with a wonderfully diverse group of students, and we are especially pleased with our success in this area and with the Suinn Award," says Professor Benedict McWhirter, director of training in the counseling psychology program.

The COE's counseling psychology program is distinctive for its recruitment and retention of master's and doctoral students of color. Of the program's 43 doctoral students, 47 percent are members of American ethnic minority groups. The COE program was the only counseling psychology program in the nation to win the diversity award, among all applied psychology programs, including counseling, clinical, and school psychology. Reflecting the college's commitment to climates of respect, cultures of belonging, and inclusive learning communities, this recognition advances the program to the position of

number one counseling psychology program in the nation in attention to issues of diversity and recruitment, retention, and support for students of color.

"When you consider that all other program finalists this year were located in large urban areas with large minority populations—Los Angeles, Chicago, New York, and Puerto Rico—it's quite an achievement for our program located in a city the size of Eugene, Oregon, to capture a recognition of this stature," says McWhirter.

All this attention is no real surprise to the program's students, however. They see fulfilling the criteria of the Suinn as just another dimension of the program's unique ecological model that emphasizes multi-culturally competent research and clinical work.

"We do a lot more than talk about it," says Jason Burrow-Sanchez, former co-chair of the college's Ethnic Diversity Affairs Committee and one of two COE students who nominated the program for the APA recognition. "It's very much a reflection of the values and stance of the model we've studied."

That model also has the effect of cultivating excellence in all students as they develop and mature as hands-on prevention researchers.

"Our peer students mentor us and foster the open environment that in turn makes the next diverse cohort of students comfortable. And at the same time, each of us is learning to increase our ability to critically examine multiple viewpoints across several levels in any social interaction as counseling researchers, and integrate the context we're observing as part of the way we understand problems or interventions," says Burrow-Sanchez.

Krista Gragg credits the model with preparing her to work and research in many social and cultural settings: "In every encounter, I am now looking specifically for the ways the individual has developed within a context, and that context includes all the multi-cultural elements," says Gragg. "It has completely opened my thinking."

More about the CPSY Program on pages 4-8 & 12

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INSIDE

What Rankings Mean



UO College of Education
Climbs into U.S. Top Ten



Faculty Expertise

Counseling Psychology
Scientist-Practitioners

Power of a Mentor

Outstanding Alumna

COEAA Honorees

Building Relationships

“This accomplishment is a wonderful testimony to the service you provide to educators, schools, community agencies, and children.”

Dave Frohnmayer

What Does It Mean?

RECENT U.S. NEWS & WORLD REPORT RANKINGS highlighted in this issue are an attempt to quantify reputation, student selectivity, and research productivity. But numbers alone don't tell the story. The story underlying the rankings is the extraordinary influence of COE faculty that is shaping and changing the landscape of federal and state policies. That story reflects the commitment and success of COE faculty, students, alumni, and partners in accomplishing our mission: Making educational and social systems work for all.

The college has gained national visibility and presence through our research partnerships with schools that have improved student behavior and academic performance in school districts nationwide. The consistently high ratings of the COE reflect the demand for its faculty expertise and are evidence of the impact and success of its work.

According to University of Oregon president Dave Frohnmayer in a letter to the College of Education faculty, “This accomplishment is particularly compelling, following as closely as it does on the drastic budget cuts the college had to suffer just 12 years ago. It is a wonderful testimony to the extraordinary work you do—which is reflected in the quality of your academic programs, the research funding you receive, and the service you provide to educators, schools, community agencies, and children.”

The signature of the College of Education is its focus on and commitment to providing school administrators and teachers with the information they need to manage student learning and behavior and to monitor student and organizational progress. The rankings affirm our ability to develop efficient and effective informational tools, to strengthen school cultures, and to support the implementation of sustainable processes to improve teaching and learning results.

Martin J. Kaufman

Martin J. Kaufman
Dean, College of Education

College of Education Climbs into Top Ten



According to the *U.S. News & World Report* annual ratings of colleges of education, the UO College of Education's graduate programs rose into the top ten of nationally ranked institutions in 2002-2003. The UO College of Education advances to fourth among U.S. public colleges and universities, and ninth overall in the nation. The rating secures the UO college's best-in-the-Northwest reputation, with the next-best NW college ranked at 27th in the overall ratings.

The magazine's annual Best Graduate Schools edition, which in recent years has consistently ranked the UO College of Education among the nation's top schools, appeared on newsstands April 8, 2002.

A SUMMARY OF THE RANKINGS:

- **4th best public** graduate college of education in the nation
- **9th best public or private** graduate college of education in the nation
- The **NUMBER ONE** most productive funded education research faculty in the nation—this year 24 percent higher per faculty member than the productivity of our nearest competitor
- The **3rd ranked special education** program nationwide, three years in a row
- The **BEST** college of education in the Northwest

These are the highest national rankings the UO College of Education has received, rising from last year's position as 11th in the nation overall and 5th among publicly funded institutions.



For a listing of current COE programs of study, see page 5. For more information also see the COE website: <http://interact.uoregon.edu>

If you are interested in receiving your Education Matters newsletter in pdf format online, email your request to edalum@oregon.uoregon.edu



Martin Kaufman

Faculty Expertise Valued as National Resource

UO College of Education Awarded Two National Research Centers

The University of Oregon College of Education has a legacy of enhancing the capabilities and effectiveness of schools. In the fall of 2001 the U.S. Department of Education awarded two of nine national research centers to the college: the **Center on Schoolwide Behavior Support**, Co-directors Robert Horner, Ph.D., and George Sugai, Ph.D., and the **Center for Improving Reading Competence Using Intensive Treatments Schoolwide**, Co-directors Edward Kame'enui, Ph.D., and Deborah Simmons, Ph.D.

The centers will demonstrate effective school-based strategies to serve children who exhibit behaviors that can lead to future discipline problems and academic failure and to help children who have difficulty learning to read.

AERA Distinguished Researcher

COE professor **Russell Gersten** has been awarded this year's Distinguished Research Award at the American Educational Research Association (AERA) annual conference in New Orleans. "Russell Gersten has made distinguished contributions to our knowledge about how a diversity of children learn and how we might best research how they do so," noted the nominating panel of the Special Education Research Special Interest Group. Gersten was recently one of six researchers in the nation asked by the U.S. Department of Education's Office of Educational Research and Improvement (OERI) to provide an overview of current scientifically based research in effective math education.

Sugai Gives Testimony to Senate

UO College of Education professor **George Sugai** presented testimony on April 25th to the U.S. Senate Committee on Health, Education, Labor, and Pensions. The full committee hearing considered testimony on the Individuals with Disabilities Education Act. Chaired by Senator Edward Kennedy, the committee asked Sugai to offer testimony from his research detailing effects that school-wide behavior models have had on discipline referrals and school culture.

Kame'enui at the White House

First Lady Laura Bush and the Honorable Margaret Spellings, Assistant to the President for Domestic Policy, welcomed COE faculty member **Edward Kame'enui** and other key representatives in educational research and teacher quality to the White House on March 5, 2002, to present remarks on preparing quality teachers. Kame'enui, director of the Institute for the Development of Educational Achievement (IDEA), spoke to the conference about the importance of training teachers to teach reading. The research of Kame'enui and other UO faculty has provided the basis for effective models of school-wide beginning reading instruction and the training of teachers to implement those models.

Shaping National Policy

The Council for Exceptional Children's Division for Research recognized **Linda Lewis** at the CEC annual convention in New York. Lewis, COE coordinator of federal policy and programs, was acknowledged for leadership in helping design federal legislative and executive branch policy to improve opportunities for individuals with disabilities. She has served as chair of the CEC Advocacy and Government Relations Committee since 1998. She is also chair of governmental relations for the Higher Education Consortium for Special Education, a body representing all doctoral-degree-conferring institutions with special education programs. Lewis also coordinates CEC Division for Research governmental relations and is a member of the professional advisory board of the National Center for Learning Disabilities.

President's Commission

Educational Leadership's professor **Gerald Tindal** addressed the President's Commission on Excellence in Special Education in Washington, D.C., in March. The commission will make recommendations to the president in nine areas of emphasis with the goal of improving and refining the delivery of special education nationwide. In anticipation of the reauthorization of the Individuals with Disability Education Act (IDEA), Tindal was asked to provide testimony on challenges and progress related to national assessments of student learning appropriate for individuals with disability.

The UO College of Education has a legacy of enhancing the capabilities and effectiveness of schools.

Research in Real Life

The question that ought to periodically wake us up in the middle of the night,” according to UO counseling psychology associate professor Ellen Hawley McWhirter, “is ‘Does the work I’m doing actually make a difference in people’s lives?’”



According to Dr. McWhirter’s peers, her work matters both to science and to real life practice. As the 2001-2002 recipient of the national Fritz and Lynn Kuder Early Career Scientist Practitioner Award, McWhirter has been recognized by the American Psychological Association (APA) as an outstanding scientist practitioner who—within the first 10 years of his or her career—has made

significant contributions to the science and the practice of counseling psychology .

“Fritz Kuder made a tremendous contribution to both the science and practice of vocational counseling,” says Ellen McWhirter. “To the extent that this award means my work has been of value across the dimensions of science and practice, it is a wonderful honor and source of encouragement.”

Dr. McWhirter’s research has focused on adolescent career development and the barriers that keep ethnic minority and female high school students from pursuing or completing post-secondary education in order to achieve their vocational aspirations.

“My research emerged as a pragmatic way to combine and pursue my interests in facilitating empowerment through counseling practice, multicultural counseling, and social change processes,” says McWhirter. “By addressing the educational and

vocational attainment of young women and people of color, the science can empower individuals and groups and serve to develop equality of opportunity for women and people of color.”

In addition to conducting her own research, McWhirter advises doctoral students as they develop their dissertation research in the counseling psychology program. Mentoring the developing research scientists allows Dr. McWhirter to advance more than just her own research contributions to the field. According to her students, McWhirter sets a powerful example with her emphasis on targeting and reaching under-studied and under-served populations within their community settings by creating targeted interventions through prevention science.

“I now perceive research as being just one piece of a much larger picture,” says CPSY doctoral student and McWhirter advisee Danielle Torres, who is currently completing her clinical internship in southern California. “This perspective allowed me to develop my dissertation research by asking what the community I’m studying needs from a researcher, rather than approaching the question from my own agenda. This makes my research more immediately valuable to the community it is ultimately designed to serve.”

Doctoral students in counseling psychology credit McWhirter both with teaching and demonstrating the ecological model—the science of examining how the individual fits within the family, school, community, and larger society environments that overlap each other. In doing this, she models how to create interventions that work.

Ellen McWhirter is the 14th recipient of the Kuder Award since its inception in 1987. The founder of the national APA award, Frederick “Fritz” Kuder, created several career and vocation interest inventories widely used in career assessment. His Kuder-Richardson formulas, developed in 1937 to assess the reliability of scales, also continue to be widely used today. He was a founding member and the second president of the (now) Division of Counseling Psychology of the American Psychological Association; cofounder of Personnel Psychology, and founder and editor of Educational and Psychological Measurement.

“The question that ought to wake us up in the middle of the night is ‘Does the work I’m doing actually make a difference in people’s lives?’”

Ellen McWhirter

Programs of Study

The College of Education offers undergraduate level and graduate level majors and minors as well as programs leading to licensure in teaching and other professional fields. These programs are offered through five areas of concentration:

COUNSELING PSYCHOLOGY AND HUMAN SERVICES:

Majors & Specializations

- Counseling Psychology
- Counseling, Family & Human Services
- Family & Human Services
- Marriage & Family Therapy

EDUCATIONAL LEADERSHIP:

Majors & Licenses

- Educational Leadership
- Administrative Licensure

SPEECH, LANGUAGE, AND HEARING SCIENCES:

Majors & Licenses

- Communication Disorders & Sciences

SPECIAL EDUCATION:

Majors & Licenses

- Special Education
- Early Intervention
- School Psychology

TEACHER EDUCATION:

Majors, Licenses, & Endorsements

- Early Childhood Education
- Elementary Education
- Middle/Secondary Education

In addition to traditional course offerings for the majors and minors listed above, the College of Education offers several other non-traditional opportunities for study.

OTHER OPTIONS:

- Institutes
- Summer course offerings
- Conference workshops
- Continuing education
- Distance learning programs

Your Gifts Support Their Efforts

Here are some ways your contributions can make a difference to the counseling psychology program:

- **The Jean Twohig Scholarship:** This fund was established by the late Jean Twohig to support graduate students pursuing careers in counseling and psychology. This year the endowed fund has been able to support two students. This is currently the only scholarship available to students in the Counseling Psychology and Human Services programs. Gifts in any amount are always welcome and are added to the body of the fund.
- **Professorship in Clinical Excellence:** Preparing clinicians to deal with the variety of clients and problems they may face requires training and supervision by outstanding professors with exceptional knowledge, breadth of experience, and wisdom. The Professorship in Clinical Excellence will provide the college with the opportunity to retain and recruit outstanding faculty and to encourage young faculty to grow to distinction by supporting scholarly initiatives and teaching creativity. When \$300,000 is raised, the college will be eligible to receive matching funds from a gift from Phil Knight to establish this professorship in the College of Education. You may wish to consider a gift toward this goal in honor of the mentoring you received during your time at the University of Oregon.
- **DeBusk Center:** Donations to the DeBusk Clinic help support the clinical research and training of students in the Counseling Psychology Program.

Gifts to Counseling Psychology and Human Services programs in the College of Education should be made in care of the UO Foundation. Please designate the purpose on your check.

UO Foundation

PO Box 3346

Eugene OR 97403-0346

Contributions are also accepted online:

<http://giving.uoregon.edu>

If you wish to make a gift of stock or real property, please contact:

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For information about college programs, degrees and licenses, faculty research and outreach, and alumni activities, log on to our website:

<http://interact.uoregon.edu>



Scientist-Practitioners

The New Generation of Psychologists at the College of Education

Since the mid 1990s, the College of Education Counseling Psychology program has focused on prevention research to serve children and families in schools, homes, and communities.

Danielle Torres: "I was very motivated to bring empirical validation to a program that was having an impact on families in the Latino community. Although the Latino Family Education weekend retreat program has existed for four years, the staff has been unable to devote the resources or expertise to engage in a rigorous evaluation of its effects. I wanted to measure the retreat's effect on the academic persistence, confidence, achievement, and post-secondary educational plans of Latino high school students.

"I had no data to begin with, but I was inspired by some great stories. A mother brought in sewing to support her family in addition to the work she and her husband did during the day outside the home. The high school daughter, who was very strong academically, began having trouble in school because she had no time to complete her homework: she had to do the dishes and other housework because the mother needed help. Once the father had attended the retreat, he realized that if he was a little more flexible in the gender roles usually firmly in place in Latino culture—if he did the dishes—his daughter could complete her math, and continue to excel in school."

The UO program emphasizes what counseling psychologists call an ecological model, which integrates the experiences and influences of settings—such as home and school.

Jason Burrow-Sanchez: "My research focuses on parent /child interactions that may influence the transmission of depressive symptoms across generations. I was looking at how adolescents respond to maternal depressive behavior. My findings suggest that the interactions between moms and their adolescent children when the mothers are experiencing symptoms of depression may contribute to future depressive responses in the children.

"The implications are that it's important to look at the shared patterns of the family system in treating depressive symptoms in adolescents. But most significantly, findings imply that behavior patterns are observable; in other words, all therapists can identify some recognizable patterns and use them to shape or create more protective or more positive outcomes for adolescents."

Krista Gragg: "I don't view myself as a career counselor or a career development researcher, I view myself as a violence prevention researcher. It just so happens that effective career counseling proves to be integrally related to the prevention of domestic violence.

"I'm not only in the clinical context with an individual woman who has a history of being a victim of abuse, I am out in the community examining many factors contributing to that woman's experience of barriers to career growth—and one of those barriers is a history of victimization or abuse. Women victims of domestic violence consistently report that the most significant barriers to changing their lives are not having access to money or a stable income to improve their outcomes in attaining career goals."

An individual who receives this type of intervention counseling may learn strategies to grow and change that will be supported naturally by the social and community network that is already part of a person's daily experience.

David Knopes: "We know that power of the peer group is a driver, both for pro-social and anti-social behaviors. A student's peers offer both risk and protective factors. Even though the peer group sometimes reinforces impulsive or acting-out behaviors, individuals are geared primarily to pursue reinforcement for positive interactions.

"My study examines peer interactions of male adolescents identified as being at risk for school failure due to disruptive behavior. The students are videotaped as they interact with peers. They watch the tape with a counselor and can examine their behavior. Watching their own behavior on tape and interpreting it engages the understanding of the student. Film communicates in a way that is much more accessible than the countless hallway discussions these students have been having with every school principal, hall monitor, or school yard cop since elementary school. Also, adolescents are already socialized to consider information from the media as relevant—and film or video as a friendly or reliable depiction of reality. They are predisposed to accepting an objective and possibly critical view of their own behavior in this medium."

Noah Kaufman: "Until I reached the age of 20, the most salient part of my existence was that I raced bicycles. Growing up in a primarily Latino community just off the highway in rural northern New Mexico, I found myself wanting to find a way out of the under-populated area where my parents had settled; racing bicycles seemed like the best ticket. After I stopped competing, I found my way to a community college, where I quickly discovered that learning and thinking were activities I enjoyed. This discovery—in conjunction with an interest in psychology—led me to two jobs: statistics tutor at the University of New Mexico and milieu counselor in a residential treatment center for adolescents. My years as an athlete left me with a strict work ethic and appreciation for remaining in the trenches while the opportunities as a tutor and milieu counselor shaped my appreciation for how science informs practice. All of these experiences proved to be ideal preparation for graduate training in the UO counseling psychology program."



Danielle Torres



Jason Burrow-Sanchez



Krista Gragg



David Knopes



Noah Kaufman

CPSY students learn from and use private and public contexts in their dissertation research.

Krista: "Our discipline doesn't claim ownership of the solution to the difficult social problems we address, such as domestic violence. But by nature of its assumptions, the model requires the coordination of efforts across the settings or experiences a person is exposed to."

We actually have learned to maximize and coordinate the efforts of a number of important and effective types of community based resources—from counseling settings and human services agencies, to shelters for battered women, churches, community colleges, and other educational outreach service systems. I know how to coordinate multiple types of services to address barriers and create effective support or educational systems; I am not limited to treating the individual or providing counseling in a clinic setting."

David: "The intervention I was studying targeted the most disruptive individuals in schools. In general, these are not popular individuals, and sometimes they and their families have had a lot of opportunity to become discouraged, so I was most pleased about the receptivity of the schools and families I was approaching. For instance, I had budgeted a modest compensation of gift certificates to recognize student participation. I was completely surprised that participants didn't want gift certificates—they just wanted help."

Research in the ecological model is challenging—but critical to identify real needs.

Noah: "There is an equilibrium here between science and practice. This feature of our program is something I personally value a lot; it has contributed significantly to my training as a psychologist. In contrast, when this balance isn't struck, training programs can create a) skilled researchers who lose touch with the populations they study or b) experienced clinicians who are incapable of interpreting scientific, empirical literature. Although it's not easy to develop in both of these domains, I believe we have a responsibility to do so and that the people we serve are better off if we do. I'm grateful that the faculty in the UO CPSY program do a remarkable job of fostering our evolution as both scientists and practitioners."

Danielle: "Now that I am doing my internship, I am interacting more with colleagues who have different training. I now realize how innovative the UO program is. This type of intervention research does get complicated—it is a lot of work. We're coordinating agencies, kids, parents, schools, and incorporating several pieces of a large process. The payoff is that the outcomes are touching more than one individual's comfort or growth: when family systems, and schools, and communities experience positive change, many, many people benefit."

Scientist-Practitioners continued on page 8

Inspiration: Breaking into Prison

The turn my interests have taken is a bit of a surprise. I turned down an opportunity in my master's studies at the University of Kansas to do research at the federal prison in Leavenworth. It seemed unlikely that I would be comfortable working with a prison population. I was certain that I wanted to work with children and families. I did enjoy working with them, but pretty quickly found that in-home therapy or individual parenting instruction was not going to make the broad social change I wanted to influence. To create interventions that affect larger systems means I can ultimately help a greater number of individuals, so I began to look for ways to do that.



"During an internship at a veteran's hospital, I discovered I did enjoy working with men, even angry men, and I sought out experiences in the corrections system. Watching people struggle to adjust to what was going to be their experience for the next 20 years really compelled me to explore how they might better be helped. First-time incarcerated males are a population very much in need of mental health services, both for their adjustment to the prison system which is an entirely new and threatening environment—especially for those who don't have good self-soothing skills—and for their longer-term progress toward rehabilitation.

"Sometimes people object that prison counseling provides comfort in a situation that isn't about personal comfort. I look at it as being an investment in skills building. These are folks who ARE going to rejoin us in the community and live among us. It seems important that there be interventions in place to help them attain the coping skills they need well in advance of that point. Currently, folks with a high degree of mental illness do get services, but the ones who suffer from stresses and behavior patterns that might most be helped by counseling are not getting the help they need to improve.

"My study investigates whether early counseling can help inmates adjust to incarceration. They suffer fewer medical or mental health events that the state bears the expense of treating, and create fewer disruptions in what becomes a safer prison environment. The initial investment in therapy is quite low compared to the institutional and social costs of untreated distress.

"There is a stereotype that inmates are hardened individuals. But they are extremely grateful for help: many even turn down the small stipend paid for surveys associated with my research. There is concern on their part that I not be paying out of pocket for their benefit. I find that concern remarkable.

"My studies are not grant supported at this time. There is not a lot of research with the incarcerated male population—nor funded opportunity to pursue researched interventions in corrections. In a way, that means I'm getting a chance to do pioneering work, and I am pleased that by influencing this marginalized population—in helping them make changes in their lives—my research can make a positive impact in our larger society.

CPSY student **Alison Lusk** hopes to continue her work during her doctoral internship at the Federal Bureau of Prisons medical center in Lexington, Kentucky.

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NEW AREA HEAD



The College of Education welcomes Dr. Linda Forrest as new area head for Counseling Psychology and Human Services. Forrest's scholarship focuses on professional training issues—specifically, the educator's responsibility to address the ethical problem of trainees

who are unable to develop adequate professional competencies. Forrest is currently serving as the Associate Editor of *The Counseling Psychologist*. She also serves on the 12 member Board of Educational Affairs of the American Psychological Association (APA), on the Executive Board of the Division of Counseling Psychology of APA, and as the division's representative to the APA Council of Representatives. Forrest is also a Fellow of the American Psychological Association, in both the Division of Counseling Psychology and the Society for the Psychology of Women.

Before coming to the UO in 2002, Forrest was a professor in the counseling psychology program at Michigan State University. She has served as assistant chair, program director, and director of training of Counseling Psychology at MSU.

Linda Forrest has published widely in examining how gender schemas influence and shape the lives of women and men as well as educational and counseling practices, social structures, and policy. She has also published extensive reviews of the literature on issues related to trainee impairment.

The Counseling Psychology and Human Services Area that Linda Forrest administers includes:

- The Counseling Psychology doctoral program
- The Marriage & Family Therapy master's program
- A one-year, non-clinical, Master's of Education program in Family and Human Services
- The undergraduate program in Family and Human Services

Scientist-Practitioners continued from page 7

David: "The research environment available at the UO helped me make a compelling case for funding my work. We have access to faculty who are nationally recognized and who have a reputation of mentoring their students; we have resources of associated clinics and adjunct research facilities such as Oregon Research Institute; we have ORSA and the Human Subjects oversight; we have the library and a great technical consulting resource in the staff who serve faculty on campus. The management components of a grant are significant, in order to protect the integrity of the content, and having the guidance and UO resources available to me allowed me to experience what actually goes on in the university environment where external funding is serious enterprise.

The scientist-practitioners in the UO College of Education program are already contributing to development of the diverse communities their research serves.

Danielle Torres is currently completing her internship in a University of California at Santa Barbara counseling center. She has also begun her search for professional employment in academic and clinical environments. For her outstanding work serving Latino communities, Torres has been selected as a Minority Fellow of the American Psychological Association (APA) from 1999-2002.

Jason Burrow-Sanchez is headed to the University of Utah for his clinical internship. He is eager to begin intensive clinical training and plans to gain experience leading to a professional academic role in counseling psychology, where he plans to integrate research, teaching, and clinical practice.

As a UO doctoral student **Krista Gragg** collaborated with more than 40 community agencies in Lane County to provide career development training to women survivors of domestic violence. She will complete her internship at the University of Maryland at College Park.

David Knopes was a COE Chamberlin Scholar in 2001, and one of only 14 doctoral students nationwide to be funded by the U.S. Office of Special Education Programs. He has seven years of experience working in inpatient adolescent psychological units. He looks forward to working with adult males during his internship at the Veteran's Hospital in Portland, Oregon.

Noah Kaufman has submitted his study "Skill Change as a Mediator of Treatment Efficacy for Depressed and Conduct Disordered Youth" for journal publication. He looks forward to internship next year in the Children's Psychiatric Hospital in Albuquerque, New Mexico. Eventually, he would like to practice and write interpretations of the empirical literature for the practitioner.



Wesley Becker: 3/17/28 - 10/29/00

The Power of a Mentor

When Wes Becker and Zig Engelmann left Illinois or Eugene in 1970, the powerful pull of their mentorship brought with them to the University of Oregon a number of Becker's former students—including young **Doug Carnine**.

Now a COE professor himself, Carnine was only the beginning of College of Education students and faculty who were fortunate to study or teach alongside Wes Becker. Professor Becker was a strong influence, mentoring current and emeritus COE faculty and doctoral students who went on to create their own significant contributions to the field of school psychology. To **Hill Walker**, Wes Becker was a valued friend and colleague for more than 30 years; to **Mark Shinn** and **Gary Stoner**, Becker provided inspiration for professional growth.

Wes was intellectually tough and required us to earn and operate in that heady realm," says special education professor and former associate dean of research and outreach **Larry Irvin**. "Sometimes this seemed inordinately challenging and sometimes wasn't all that much fun. But it always operated to sharpen our abilities to think critically and effectively and to be better at what we were doing."

Wes Becker graduated from Stanford University in 1954, completing undergraduate and graduate programs in a blizting six years to earn his Ph.D. in Clinical Psychology, Statistics, and Learning Theory. Considered among the first to bring simple and scientifically supported uses of behavioral principles to parent training, Becker's book, *Parents are Teachers* continues to sell more than a thousand copies per year, even 30 years after its initial publication. Becker was one of the first social scientists to bring the analysis of behavior from the laboratory to the classroom. His research serves as the foundation for the behavior management practices used in classrooms today. Becker is also widely known for his co-direction with Siegfried (Ziggy) Engelmann of the Direct Instruction (DI) model of Project Follow Through, from 1968 to 1978. DI—which emphasizes small-group, face-to-face instruction in reading, arithmetic, and language—was the most successful model of the federally funded project, the largest educational research study in the nation's history.

Thank You!
Thank You! *Thank You!*

Recent gifts to the College of Education

Don Parr, Portland, OR, recently gifted the college more than \$40,000 in stocks to continue support for the **Dorothy Carlson Parr Memorial Scholarship**. This endowed scholarship now supports three students aspiring to be teachers.

Norma Kruger, Lynnwood, WA, gave \$10,000 to the **Alumni Fund for Faculty Support**. This fund is open to gifts from all College of Education alumni. When the fund reaches \$300,000, it will be matched by funds from a gift from Phil Knight to provide a professorship supporting faculty who have made significant contributions to the field of education.

George Daniels, Los Angeles, CA, and daughters **Misten**, **Gerianne**, and **Nicole** recently gave \$25,000 to establish the **Daniels Family Scholarship** in the College of Education. The scholarship was designed to provide support for a student, with junior and above status, in any program in education.

Former and current faculty including **Doug Carnine**, **Roland Good, III**, **Larry Irvin**, **Ken Merrell**, and **Ziggy Engelmann** have established the **Wes Becker Memorial Scholarship** to honor their mentor and colleague. The goal is to fund a \$20,000 endowment: annual interest will provide scholarships to outstanding graduate students in the school psychology program to help support dissertation research. Colleagues, students, and other friends of the college wishing to contribute, please designate your gift to the COE-Wes Becker Fund, in care of

UO Foundation
PO Box 3346
Eugene OR 97403-0346

As the fund grows, the college's ability to help support students will expand, and with it, the impact of Wes Becker's powerful mentoring will continue.

Funding a scholarship has far-reaching effects on students, faculty, and future generations.



Ziggy Engelmann and Wes Becker (back row l-r) with students; future COE professor Doug Carnine (middle row l) circa 1970

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of the College of Education boards
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541-346-1568 or e-mail
awiggins@oregon.uoregon.edu.

The college has opportunities
for alumni from all
academic program areas.
Alumni feedback and
support is crucial as we
continue to provide leadership
in preparing educators,
clinicians, and others
who provide support to
children and families.



Outstanding Alumna

Outstanding Alumni are recognized for exceptional contributions to education or other fields. One honored recipient each year is invited to campus to speak at the College of Education June commencement ceremony.

2002 COE Honoree

Anita Bell McClain '64, literacy expert and Professor of Education at Pacific University in Forest Grove, OR, will receive the 2002 Outstanding Alumnus Award.



Dr. McClain was chosen for her contributions to literacy education, her service to the teaching profession, and her community volunteer work. According to Dick Darst, President of COEAA, "Anita McClain was chosen for her ongoing intellectual inquiry, her effectiveness

and professional excellence preparing teachers, and her years of service to the community at large."

Dr. McClain is the editor of the *Journal of Reading Education* and serves on three separate International Reading Association committees. She is a textbook author and presenter on reading strategies and is a consultant on reading to school districts throughout Oregon. At Pacific University, she is known for her innovative teaching strategies and the development of a curriculum for a Minor in Spanish Education of Elementary Teachers. She also regularly teaches in Pacific University's College of Optometry, providing instruction to post-doctoral optometrists. In addition to her professional work, Dr. McClain is actively involved in a number of charitable causes in the Portland metro area. She has served on the Board of Directors for the Waverly Children's Home, the Infant Hearing Resource, the Oregon Holocaust Resource Center, and serves on fundraising committees for the Parry Center for Children and the Christie School. In addition to her work in the Portland area, she serves as an advocate for the University of Oregon College of Education as a member of the Dean's Advancement Council.

Alumni Awards

This spring the COE Alumni Association honored the following alumni.

DISTINGUISHED ALUMNUS AWARDS:

For leadership and service to the profession.

Mari Brabbin '74, *Principal, Eagle Point High School*
• Recognized for ongoing leadership and outstanding ability to turn challenges into opportunities for her school, students and community; acknowledged for providing meaningful learning experiences that excite students to learn and want to stay in school.

Bonnie Brunken '67, *Retired English Teacher, Eugene*
• A committed advocate for students and excellence in learning, Bonnie's 32-year career encouraged thousands of students to find their voices and develop the skills to express themselves effectively.

Jerry Fitzpatrick '74, *Vice-Principal, Forest Grove High School* • Acknowledged for ongoing service as a school administrator; cited for leadership in volunteer activities in his community and helping staff and families provide educational services for special needs students, improving teaching and learning throughout his school, and supporting learning communities within his school.

Catherine Gersich '91, '93, *Teacher at Fairhaven Middle School, Bellingham, WA* • Recognized for inspiring student creativity and providing meaningful educational opportunities to schools and community through art.

Candyce Reynolds '82, '85, *Professor, Portland State University* • Recognized for developing a unique and successful mentorship program within the general education studies program at Portland State University. The program pairs undergraduate and graduate student mentors with faculty. Together, they develop and deliver an interdisciplinary curriculum to freshmen and sophomores. The program has received national recognition for its effectiveness.

Arnold Roblan '83, *Principal, Marshfield High School, Coos Bay* • Recognized for being a creative leader, finding ways to benefit the students of his community. He has been a tireless advocate for secondary students and secondary programs and has received considerable state and national recognition for his efforts.

Charlene Weichman '67, *UO Business Graduate*
• Recognized for her leadership on the school board of the Bend-La Pine School district and her years of charitable service to schools and children in need in her community.

COMMUNITY AWARD

Stan Miller '62,'73, *Retired Teacher, Principal and Deputy Superintendent, Hillsboro School District; President and Vice-President of the Portland Council, t. Vincent de Paul* • Recognized as an outstanding educator and influential service-volunteer, helping provide new sources for housing and utility payments for the poor and meals for those in need.

EDUCATIONAL EXCELLENCE AWARDS:

or significant impact on students and programs.

Ann Erickson '68, *Teacher at Juniper Elementary, Bend* • Recognized for her 22-year career as an educator and her focus on helping children learn to take personal responsibility for their education early in their schooling, which has influenced hundreds of children in their most formative years.

Karen Olsen '81, '82, *Teacher at McCornack Elementary School, Eugene* • Recognized for her 9-year career as an excellent teacher and school leader whose academic standards, enthusiasm, and thoughtful planning made her an outstanding co-worker and one of McCornack School's most requested teachers.

FRIEND OF EDUCATION AWARDS:

Ken Daugherty '56, (*deceased*) • Honored for his 2 years of outstanding service as a member of the Grants Pass school board.

Tom Page '69, '71, *UO Business and Journalism Graduate, Tri-County News Sports Reporter* • Honored for his ongoing enthusiastic media promotion of student athletes and school sports in Lane County.

Remembering Ray Lowe

His legacy is not only a personal one, but one for the college and the state."

Kitty Whyte Backus '61, M.Ed.

Under the guidance of Ray Lowe, the COE School Psychological Services program planted the seeds of what were to become the current graduate counseling psychology program, the talented and gifted program, and the special education program.

Lowe was also one of the principal teachers and prominent practitioners of Adlerian education and counseling in the U.S. According to emeritus professor Martin Acker, Lowe had a passionate commitment to democracy: "His very personal commitment to a practice of democratic principles on a personal and family level fueled all of his community, educational and professional endeavors."

He will be remembered for his sensitivity, his sense of humor, and his enthusiasm for life.

Alumni Notes

Tresa Bear Eyres '67, lives in San Francisco and has co-authored two self-help books: *Make It Happen! SNAPP Your Way to Success in Business and Life* and *Career Continuation: Make It a SNAPP*.

John Goebels '80, is a special education consultant in Tacoma, WA. He works with districts, teachers and families to design and support effective strategies for students with disabilities.

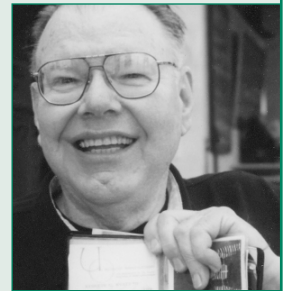
Doug Halvorsen '64, '69, received the Best Teacher award in Santa Maria Valley, CA. An art teacher at Righetta High School, he was acknowledged for his respect and concern for students as well as his inspiration to have art be a part of their lives.

Gregory Hansen '81, '84, lives in Portland and is president of Global Qualitative Group, a marketing and research firm which serves clients around the world. Hansen worked in public affairs for the Keizer, OR, School District.

Jane Hart '00, is the Children's Foster Care Coordinator, Developmental Disabilities of Lane County.

Lorraine Kerwood '99, a social worker in Eugene, OR, has established MacRenewal, an agency that refurbishes and distributes computers to people who experience disabilities, elders, small schools and nonprofits, people without money or access to technology, and children in the Oregon foster care system.

Kenneth Wyatt '51, '54, a retired special education professor from Georgia State University, lives part time in Georgia and in Sidney, BC. Shown here proudly displaying his membership card, Ken boasts of 50 years of membership in the University of Oregon Alumni Association.

**IN MEMORIAM:**

- **Einar Budd Gronquist** '51, April 13, 2001. Retired high school teacher, Portland, OR
- **Bruce Kitts** '60, M.Ed., August 7, 2001. Retired teacher, community volunteer, Clackamas, OR
- **Ray Lowe**, January 23, 2002. Professor Emeritus, first coordinator of the COE School Psychological Services program, Eugene, OR
- **Kenneth Naffziger** '71, Ph.D., February, 11, 2002. Oregon State University associate professor, Eugene, OR
- **Marilynn Walsh** '87, M.Ed. of Special Education, January 20, 2002. Consultant with Linn-Benton-Lincoln ESD, Corvallis, OR
- **Harold Wheeler** '69, Ph.D., October 17, 2001. Special educator and foster parent to children with disabilities, Jamestown, ND

We invite you...

to send alumni news about yourself or your colleagues to:

Sophia Malkasian

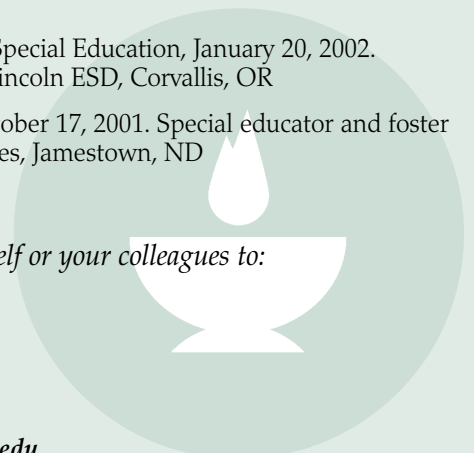
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Relationship Builders



Tara Nemeth



Renée Villanueva

The Marriage and Family Therapy program in COE's Area of Counseling Psychology and Human Services offers a two-year master's specialization that trains students to become professional family therapists. In preparation for state licensure, the program offers intensive, specialized training that emphasizes applied clinical experience.

MFT students are excited about the new training facilities at the Center for Family Therapy. But they find that the relationships formed in their cohort of student peers are also key to their success.

"I can't say enough good things about my peers as colleagues," says MFT student Tara Nemeth. "We serve as encouragement to one another and as a study support system, but more importantly, we work together on becoming the best professionals

we can be. In the first year before we are working with clients, we learn the practices of group psychotherapy through role playing and reporting our observations to each other. That requires a vulnerability that not only helps us improve our methods as counselors, but also helps clarify the role of the client. I've learned about how to help clients be responsive at different levels in relationship."

MFT students complete 500 client contact hours and, individually and in groups, 100 hours of American Association of Marriage and Family Therapy-approved clinical supervision. This involves live observation, participation in reflecting teams, video-audio-taped sessions, and case review. In preparation for clinical supervision, student cohorts work together to learn roles and types of responses they are likely to experience as counselors.

"I chose this program because it was so tightly focused around the clinical applications," says first-year MFT student, Renée Villanueva. "Everything we work with is directly applicable to how we will do our jobs as counselors and clinicians. I'm really looking forward to clinical training, but I'm also a bit nervous, because it's a lot of responsibility, helping people as counselors. The positive reinforcement from my peers has been even more important than I anticipated."



COE CLIMBS INTO TOP 10 OF NATIONAL RANKINGS

"A wonderful testimony to the support the college has received from all of its alumni and friends. The College of Education has brought honor to us all." ~ UO President Dave Frohnmayer

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