

PERSPECTIVE

UNIVERSITY OF MIAMI

Fall 2012

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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Faces of Education: Jules Reich: From PE Teacher to Real Estate Star

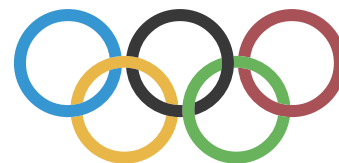
Jules Reich, 76, has fond memories of the University of Miami School of Education and Human Development. "It was a terrific school then, and it's gotten a lot better since then," says Reich, BED '62. "Fifty years ago, the school was a lot smaller, and we knew all the students and faculty members. We would gather underneath the building in the Pit or walk across U.S. 1 after classes to the Merry-Go-Round Restaurant, which played carousel music and revolved very slowly.

(story continues on next page)

SOEHD Alumni Compete in London Olympics

Two graduates of the School of Education and Human Development represented Team USA in the 2012 Summer Olympic Games. Sailor Zach Railey, B.S.Ed. '06, finished 12th. In 2008, he won a silver medal in the Finn class as a member of the U.S. Olympic Sailing team.

Diver Brittany Viola, B.S.C. '11 (a double major in education and communications), finished 15th in the semifinals. She won NCAA platform titles for UM in 2008 and 2011, earned All-American honors, and was an NCAA 2012 Top VIII award recipient.



Arlette Perry, chair, Department of Kinesiology and Sport Sciences, noted that women earned two-thirds of all U.S. medals and 63 percent of all U.S. gold medals at the London games. "This Olympics were by far the best show

(story continues on page 4)

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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT





Jules Reich, (left), with other UM honorees in 2012.

Jules Reich (from page 1)

Reich grew up in Great Neck, NY, and enlisted in the U.S. Army when he turned 18. After serving two years, he enrolled at the School of Education in 1957, with hopes of becoming a physical education teacher. One of his mentors was Professor Sam

Messer. “He was a great help to a lot of guys who weren’t great students,” Reich says. “In our kinesiology class, we were up against chemistry and pre-med majors, but he helped us learn what we needed to know. Then, after I lost my mom, I went to his house for holiday dinners, and became good friends with his kids.”

During school holidays and spring breaks, Reich worked as a cabana boy in The Cadillac, The Seville and The Barcelona on Miami Beach. During the 1960 holiday season, he met Barbara, a young woman who was vacationing at the Barcelona. Now, after 50-plus years of marriage, Reich says the best deal he ever made was convincing that young woman to spend her life with him. They have a daughter Randi and a son Jeffrey, who earned his law degree from the University of Miami in 1993.

After his graduation, Reich became a physical education teacher. He soon became a part-time real estate salesman and decided that was the right direction for his career. He opened Best Real Estate, which rapidly became the number one Century 21 franchise in the Northeast U.S. In 1979, Reich started a financial company, Somerset Investors, which led to the formation of Somerset Mortgage Bankers, a licensed mortgage bank with operations in 21 states. He is also the owner of a title insurance abstract company, JDN Abstract.

Since the 1980s, Reich has bought, sold and funded more than \$1 billion worth of properties in New York, New Jersey and South Florida. He has converted more than 2,000 rental units to condominiums and cooperative housing, and also built single-family homes and townhouses.

As he says, “We take pride in purchasing at exceptional values and pass those savings on to our occupants. We go out of our way to try to meet the needs of each of our residents, and look forward to building lasting communities and relationships.”

Through the decades, Reich has built a successful career in real estate, drawing on many of the lessons about life he learned in his college years at the University of Miami.

Through the decades, Reich has built a successful career in real estate, drawing on many of the lessons about life he learned in his college years at the University of Miami.

dean's message

Striving for Social Justice

In keeping with our longstanding commitment to social justice, I am proud to welcome David Lawrence Jr. to the School of Education and Human Development as our first Education and Community Leadership Scholar. Nationally known as an advocate for early childhood education, a renowned community leader, and former publisher of *The Miami Herald*, David has been tireless in his fight to improve the lives of children. His experience and sensitivity to the issues of education in our community will help enhance our curriculum and bring new excitement to our school.



David will serve as a guest lecturer in the Departments of Teaching and Learning and Educational and Psychological Studies, and assist me in the planning of strategic priorities to advance the school's mission. He will also continue to lead the Miami-based Early Childhood Initiative Foundation and the Children's Movement of Florida, and help to create new opportunities for our faculty and students.

Let me also invite you to learn more about David's thoughts on early education and social leadership from his inaugural Chapman Leadership Lecture at Florida International University (see page 5).

This issue also includes an article on our recent faculty and staff retreat, where we discussed social change, psychic numbness, and the importance of diversity. Organized with the nonprofit organization, Facing History and Ourselves, our "consciousness-raising" session provided an excellent framework for the start of the fall semester – and something quite different from a traditional education faculty session.

Let me conclude this column with a brief summary of a talk I gave this summer on early childhood education programs that promote reading and learning. I believe that if we were all in this together, we would push for:

- Parenting programs for the entire population.
- Adequate levels of funding for education.
- School councils where students, parents, teachers, and administrators can engage in meaningful dialogue about how to overcome challenges, instead of playing the blame game.
- Accountability to make sure that every child is educated to the best of his or her abilities.

I believe that education is the best solution to economic, social, and health problems. Highly educated people thrive, seek justice, promote wellness, and foster peace. Such is the calling of education, and I urge all educators to become an active and engaged member of the community.

Dean Isaac Prilleltensky

Dean, School of Education and Human Development
Erwin and Barbara Mautner Chair in Community Well-Being



About Our Mark

The School of Education and Human Development's symbol represents our collective focus on well-being as the core of our mission. The interlocking arcs stand for three basic components of well-being: the educational, psychological, and physical. These three components correspond to the three departments in our school, which are inter-related in their focus on well-being.

The three University of Miami School of Education and Human Development departments are:

- Teaching and Learning (TAL), which fosters intellectual and educational development
- Educational and Psychological Studies (EPS), which focuses on emotional health and psychological factors
- Kinesiology and Sport Sciences (KIN), which promotes physical wellness, fitness, and sport.

This issue includes an article (see page 8) on our recent faculty and staff retreat, where we discussed social change, psychic numbness, and the importance of diversity.

President to Nominate Secada to Key Administration Post

The White House recently announced that President Barack Obama intends to nominate Walter Secada, professor and senior associate dean at the University of Miami's School of Education and Human Development, to a key administration post within the federal government.

Secada will be nominated as a member of the Board of Trustees for the Barry Goldwater Scholarship and Excellence in Education Foundation. He was among six individuals appointed by President Obama to key administrative posts.

In a White House press release, President Obama said of the nominees: "I am grateful these accomplished men and women have agreed to join this Administration, and I'm confident they will serve ably in these important roles. I look forward to working with them in the months and years ahead."

Secada joined the school in 2003 from the University of Wisconsin-Madison, where he was professor of curriculum and instruction and



director of the Diversity in Mathematics Education Program at the Wisconsin Center for Education Research. From 1995 to 1996, Secada was the director of the Hispanic Dropout Project at the U.S. Department of Education.

Secada is a member of the National Association for Bilingual Education, the Fulbright Association, the National Council of Teachers of Mathematics, and the American Educational Research Association. As a Fulbright Fellow, Secada was a consultant to the Universidad Catolica San Pablo in Peru.

The U.S. Congress established the Barry M. Goldwater Scholarship and Excellence in Education Program in 1986 in honor of former senator and 1964 Presidential candidate Barry Goldwater (R-Arizona). Its goal is to provide a continuing source of highly qualified scientists, mathematicians, and engineers by awarding scholarships to college students who intend to pursue careers in these fields.

London Olympics (from page 1)

ing for American women," she said, noting how far women have progressed since the passage of Title IX in 1972.

"Before Title IX, only 2.5 percent of women competed in collegiate athletics. After Title IX, 45 percent of women competed in collegiate athletics."

In the 1950s female track and field athletes first started to implement resistance training to improve their performance. Today, periodization and sophisticated resistance training techniques are commonly used by both women and men to improve their performance.

"Up until 1984, women weren't even allowed to participate in a marathon event for fear it would be too extreme an effort for women," Perry said. "Today, women continue to close the gender gap that exists in many Olympic events."

"I am grateful these accomplished men and women have agreed to join this Administration, and I'm confident they will serve ably in these important roles. I look forward to working with them in the months and years ahead."

President Barack Obama

Lawrence: 'Give Every Child an Opportunity to Succeed'

David Lawrence Jr. understands the importance of reading in helping children succeed in life, as well as in school. "I remember my mother reading 'The Little Engine That Could' to us when I was four years old," said Lawrence, a leadership scholar and guest lecturer at the School of Education and Human Development and a former Miami Herald publisher. "That engine saying, 'I think I can, I think I can,' is a metaphor for the possibilities in each of us."

A leading advocate for early childhood education and readiness, Lawrence spoke on "The Principles of Power and Leadership" at the inaugural Chapman Leadership Lecture, honoring longtime community leader Alvah Chapman and his wife Betty, on September 12 at Florida International University.

"Alvah Chapman was Miami's transcendent leader, one who put the greater good at the forefront of his efforts," said Modesto A. Maidique, president emeritus of FIU and executive director of the FIU Center for Leadership. "In many ways, Lawrence has continued the work Chapman started. He embodies this model of transcendent leadership in his work as a tireless advocate for children, making him the ideal choice to serve as inaugural speaker for these lectures."

While Miami is on the cutting edge of American pluralism, "We have not arrived at the promised land," Lawrence said. "Not enough good people are involved in politics, and too many of us lead separate lives. Throughout history, our best leaders have been eager for inclusiveness. They understand that the fullest range of perspectives leads to better decisions."



David Lawrence Jr., and FIU President Emeritus Modesto Maidique

Noting that he was one of nine children who grew up on a chicken farm, Lawrence said, "We all felt obliged to make a difference in the world, especially for those less fortunate than us. For me, reading gave me the confidence to interview the dictator of Cuba and the President of the United States. My own sense of justice continues to be informed by my reading, and I believe that reading is a fundamental skill for every child."

Lawrence is president of the Early Childhood Initiative Foundation, leads the Children's Movement of Florida, and is Education and Community Leadership Scholar at the University of Miami. Lawrence was instrumental in the passage of a statewide constitutional amendment to provide pre-K education for all four-year-olds.



David Lawrence Jr. with Betty Chapman

"I believe the smartest investment we can make for the future of our beloved country is to get our children off to a good start and do well in school," he said. "But we are slipping backwards. About 44 percent of third graders in Florida are poor readers or can't read at all." Summarizing his remarks, Lawrence said, "Each one of us has the power to do meaningful things that transcend our lifetimes. For me, I believe passionately that every child should have an opportunity to succeed in life."

Report: Florida Lags in Children's Well-Being

Florida's children have one of the lowest levels of well-being of any state in the nation, according to a recent report by the Annie E. Casey Foundation, a nonprofit focused on disadvantaged children. The foundation's annual "Kids Count" report ranked Florida 44th in economic well-being, 38th in health outcomes, and 35th in educational performance. Overall, the state ranked 38th, a drop from the 2011 ranking of 36. The study also said the number of Florida children in poverty increased 28 percent from 2005 to 2010.

School of Education and Human Development Part of \$20 Million Cross-Cultural Healthcare Grant

A \$20 million grant from the National Institutes of Health will help the University of Miami turn scientific discoveries into practical solutions and treatments that improve the health of the diverse region – and beyond. The five-year Clinical and Translational Science Award establishes the Miami Clinical and Translational Science Institute (CTSI). It places the university among an elite consortium of 60 nationally prominent research institutions charged with accelerating the translation of biomedical discoveries into new therapies for patients, engaging communities in clinical research, and training a new generation of researchers who are better prepared to resolve the complex health problems of an increasingly diverse nation.

Guerda Nicolas, Chair of the EPS department, is a member of the research consortium that is building the nation's new paradigm for translational health.

Living and working in a community where 80 percent of the residents are ethnic or racial minorities, the scores of scientists, faculty, clinicians, and community-based researchers from the University and its award partners – Jackson Health System and the Miami VA Healthcare System – are uniquely prepared to turn insights gained in the laboratory or in the field into new therapies and strategies for a diverse population of patients.

"It is a great honor, but it also makes great sense for UM to be a member of a research consortium that is building the nation's new paradigm for translational health research," said UM President Donna E. Shalala, who will co-chair the institute's 25-member community advisory board with Marisel Losa, president and CEO of the Health Council of South Florida. "What better place to address complex health issues that disproportionately affect racial and ethnic minorities than Miami, where one of our own researchers discovered that Haitian women were dying from cervical cancer because they feared getting a Pap screen?"

Led by Cuban-born José Szapocznik, chair of epidemiology and public health at the University's Miller School of Medicine, the Miami CTSI spans all UM campuses, bringing the resources, talent, scientific skills, and expertise in internationally recognized schools, departments, institutes, and centers under one umbrella.

"The more we incorporate knowledge derived from multiple racial/ethnic groups, the more rapidly we can understand and solve medical puzzles," Szapocznik said. "Our goal is to catalyze research opportunities to mitigate the factors that affect the susceptibility, progression, and adverse consequence of disease in our majority-minority patient population."

The award will also facilitate the development of more effective study recruitment strategies for minorities and advance research through cultural knowledge and community engagement by leveraging the university's expertise in research ethics. The UM Ethics Programs are a World Health Organization Collaborating Center in Ethics and Global Health Policy, the only one of its kind in the U.S.



(Left to right) Miller School Dean Pascal J. Goldschmidt, M.D.; UM President Donna E. Shalala; U.S. Rep. Ileana Ros-Lehtinen; CTSI director Jose Szapocznik, Ph.D.; and Guerda Nicolas, Ph.D., associate professor and chair of educational and psychological studies.

School to Advance 'Culturalized Health'

Chief among the Miami CTSI's missions is advancing "culturalized health," a term that reflects the university's pursuit of research that is informed by the diverse culture of its faculty, staff, patients, and study participants.

"Culture is what we live every day," said Guerda Nicolas, chair of the Department of Educational and Psychological Studies (EPS) at the School of Education and Human Development. "Our involvement in the CTSI grant is a direct link to the vision and mission of our school."

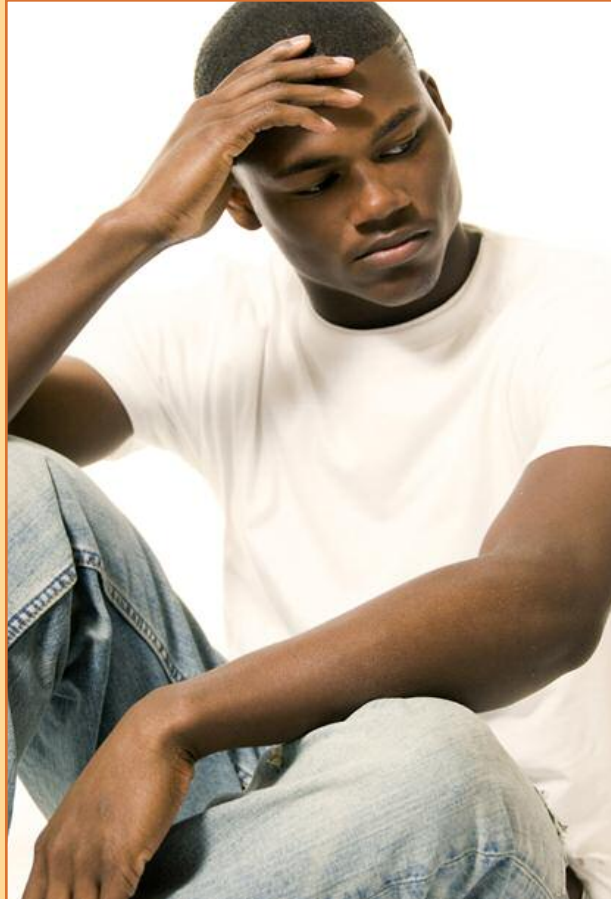
Nicolas said cultural and community well-being is a central element of this NIH initiative, whose key components include culturalized health and translational research. "If we use depression as an example, we know that individuals from different cultures conceptualize and view their depression differently from the Western perspective," Nicolas said.

Koreans, for example, refer to depression as *Ashwa-byung* (sinking heart), Sioux tribe members call it *Wackinko Syndrome*, and among Haitians, the word depression is not translatable, and individuals often refer to depression as "*ko'm pa bon*."

In addition to the issue of terminology, the manifestation of depression symptoms differs significantly from one cultural group to the other, Nicolas added. "This has implications for how we measure depression and treat this condition across different cultural groups," she said. This grant enables the university to better understand the role that culture plays in the manifestation of symptoms, treatment, and service deliveries for the ethnically diverse populations here in Miami.

"With respect to translational health, we know that there are many different types of treatments that work well for variety of different health and mental health problems," Nicolas added.

"Ensuring that these treatments are deliverable to individuals in the community is another central aspect of the CTSI grant."



Teagle Grant to Support Civic Initiative

Faculty members from the School of Education and Human Development and the College of Arts and Sciences will team up in a new civic and community engagement initiative funded by a \$150,000 grant from the Teagle Foundation.

Robin Bachin, assistant provost for civic and community engagement, is forming a consortium for the project, which focuses on civic professionalism as a roadmap for transforming educational practice through a dual focus on faculty work and student learning. The funds will support specific strategies for putting civic professionalism into action at the University of Miami and five other institutions.

"We are looking at a new core course for the Miami Civic Scholars Program that we are implementing this coming fall," she said. Based in New York, the Teagle Foundation provides leadership for liberal education, mobilizing intellectual and financial resources needed to provide students with access to a challenging and transformative liberal education.

Marilyn Neff (left), and Dean Isaac Prilleltensky.



Facing History and Ourselves

Why do human beings look down on the poor and oppress people of color? What can we learn from racial oppression, collective social hatred, the murders of the Holocaust and other atrocities of the past? And most importantly, how can we apply those lessons to become more caring and compassionate leaders in our present-day society?

These were among the deep issues explored by the School of Education and Human Development faculty and staff members in an August 17 on-campus retreat prior to the start of the fall semester. “We hope to make it easier for people to overcome bad habits and prejudices, as well as the psychic numbing that occurs when individuals feel helpless to make a change,” said Dean Isaac Prilleltensky at the session.



Dmitry Anselme (left), and Marc Skvirsky.

The wide-ranging discussion was led by two leaders of Facing History and Ourselves, an educational organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote a more humane and informed citizenry.

Marc Skvirsky, vice president, and Dmitry Anselme, director of program staff development, presented videos, discussed the painful chapters of the past and sparked an ongoing discussion on the ongoing need for civic engagement. “Research shows that our feelings tend to wane when the number of victims rises,” said Skvirsky. “Today’s technology lets us witness large-scale suffering, but our minds lack the ability to comprehend it.”

Etiony Aldarondo, associate dean for research, agreed with that assessment. “In community psychology, we call it the social justice blues,” he said. “Psychologists have been trained to help individuals but it’s much harder to change a neighborhood.”

Anita Meinbach, professor, Department of Teaching and Learning, noted that the session provided rich, relevant resources – including memoirs, testimonies, art, literature, and film – to bring historical context and perspective to the lessons of history.

“Strong research-based strategies provide a forum for critical thinking, discussion of difficult issues, and in-depth personal reflections, she said. “The lessons were designed and modeled to actively engage participants to challenge our own realities and embrace the concept of social justice. We were inspired to view our world not only through the lens of history, but also through a vision for the future and our part in shaping it.”

Reflecting on the civil rights movement, David Lawrence Jr., leadership scholar and guest lecturer, said, “Reading the book, ‘Freedom Summer’ about the civil rights movement in Mississippi reminded me of how far we’ve come and how far we still have to go.”

Arlette Perry, chair, Department of Kinesiology and Sport Sciences, observed that the 2012 Olympics committee in London refused to include a tribute for the Israeli athletes slaughtered at the 1972 Munich games. But she noted that American gymnast Aly Reisman, who is Jewish, spoke up about the 40-year-old massacre at the medal awards ceremony. “She knew that was the right thing to do,” Perry said.

“Understanding our histories provides important lessons of the past that are central to a different tomorrow,” said Guerda Nicolas, chair, Department of Educational and Psychological Studies. “For me, the opportunity to learn about the past – especially issues that pertain to many of the ‘isms’ in our society – enables me to gain strength from those who struggled to overcome these challenges, and fuel my commitment to ensure that their work was not in vain. I feel that I have a personal obligation to work collaboratively with other change agents to move forward the agenda that our ancestors started.”

David Lawrence Jr.



Clachar Named Co-Chair of LSA'S Public Policy Committee

Arlene Clachar, professor, Department of Teaching and Learning was recently elected co-chair (Junior and Senior) of the Committee on Public Policy of the Linguistic Society of America (LSA) for a two-year term. In that role, she will participate in drafting an LAS memorandum in response to the White House Executive Order on the Education of Language Minorities.

Her committee will also act as a liaison with the U.S. Department of Education to ensure that it makes policy decisions related to elementary and secondary public schools based on linguistic research. In addition, the committee on Public Policy will address the linguistic dimensions of immigration issues.

Clachar focuses her teaching in applied linguistics, language assessment and the teaching of English as a second language (TESOL). In her research, she studies morphosyntactic theory, pragmatics, linguistic imperialism, and second language acquisition, which she views as intimately related.

She has drawn on the developments in sociolinguistics and applied linguistics to explore complex language-acquisition issues that are related to island-raised Puerto Ricans, Puerto Rican return migrants, Turks, speakers of English-lexified Creoles, and African-American English. Some of her studies on the social and ideological roles of language have made inroads in the judicial system. She is cited in such journals as *The Harvard Civil Rights and Civil Liberties Law Review*.



Clachar received the university's James W. McLamore Research Award in 1999. She was a Fulbright Senior Scholar in Turkey in 1993-94, where she taught at Bilkent University. Clachar serves as president of the Miami-Dade TESOL Council, an advocacy committee to improve instructional resources in Caribbean Creoles and other underrepresented languages. She is also chair of the university's TESOL Endorsement Committee.



Anita Meinbach (right), and Shari Silverstein.

Jewish Education Agency Honors Meinbach

Anita Meinbach, a clinical professor in the Department of Teaching and Learning, and director of the Jack and Harriet Rosenfeld Foundation Program in Jewish Education, was honored by the Orloff Central Agency for Jewish Education of Broward County at the agency's September 6 dinner for the installation of new officers.

"I have had the great fortune of working with Dr. Anita Meinbach over the past year to help meet the goals of the foundation," said Shari Silverstein, director of professional development and educational resources for the agency. "With the help of the foundation, under the direction of Anita, we have been given the incredible opportunity to enhance our programming for Jewish educators in Broward County. Together we have brought programs and professional development seminars like 'An Evening with Ron Clark,' service learning, differentiated instruction, and classroom management to our schools."

The goal of the foundation is to help support and enhance Jewish Education in South Florida both in the integration of Jewish learning into the general curriculum and the implementation of research-based programs and methodology.

"Anita is a shining example of the powerful difference that an educator can make," said Dr. Jay Kaufman, trustee of the Jack and Harriet Rosenfeld Foundation. "We have thoroughly enjoyed working with her, and know that she has made a lasting difference in the lives of many people in Broward County and beyond."

School Teams with Department of Family Medicine in Collaborative Training Initiative

Dr. Robert Schwartz

Beginning this August, the School of Education and Human Development's Department of Educational and Psychological Studies (EPS) and the Department of Family Medicine in the Miller School of Medicine launched a partnership with the goal of enhancing the educational/ training mission for both doctoral students in counseling psychology and family medicine residents.



Dr. Brian Lewis

Professor Brian Lewis, who has been directing EPS's Institute for Individual and Family Counseling (IIFC) since 2002 and serving as the director of training in the Counseling Psychology Program from 2005-2011, now has a 50 percent appointment as director of the behavioral science training curriculum for residents in the Department of Family Medicine. This collaborative arrangement was the result of a year-long discussion between the

department, which included Robert Schwartz, MD, chair of Family Medicine, and Guerda Nicolas, chair of EPS.

This is an exciting opportunity for both programs," said Lewis. "Many people are not aware of the unique history of family medicine within medical education." Beginning in the 1960s and culminating in the American Medical Association's (AMA) sanctioning of family medicine as a specialty area of practice in

1969, the pioneers in this field had a goal of re-focusing on the holistic care of the person rather than going with the tide of increased specialization and technical intervention that was beginning to pervade all medical care.

The values demonstrated in this movement included an appreciation of holistic wellness (i.e., both physical and emotional well-being), the importance of the relationship in the healing process, and a concern for issues of social justice and access to care for underserved populations.

A review of these foundational values shows remarkable overlap with those currently articulated in the vision of the School of Education and Human Development for the "promotion and integration of educational, psychological, and physical well-being in multicultural communities." One additional note of historical distinction is that the University of Miami's Department of Family Medicine was the first academic department in the country to be accredited in this area of specialization.

"This is also a timely collaboration for both departments given all the changes currently on the horizon in how healthcare will be delivered and paid for in future years," added Schwartz. "An important focus in most of the emerging models for how this care is to be coordinated involves truly integrative care within the primary care setting – holistically attending to the interdependence of physical and psychological/behavioral well-being of patients."

Training psychology doctoral students to function competently as primary care psychologists working collaboratively alongside family medicine physicians will be an important goal for academic programs, added Lewis. "Our partnership with the Department of Family Medicine will include opportunities for our doctoral students in counseling psychology to obtain advanced practicum experience working with family medicine residents in community health clinics, like the Jefferson Reeves Health Clinic," he said. "There are currently very few programs nationwide in either counseling or clinical psychology where this type of training is available to doctoral students. This collaboration creates an opportunity to develop what could be a model training program in integrative care for both doctoral students and family medicine residents."



A Special Fathers Day Event

The Fatherhood Task Force of South Florida, in partnership with the University of Miami School of Education and Human Development, hosted a free, fun-filled Fathers' Day event on Saturday, June 16 on the main campus of the University of Miami. The event, which was endorsed by the Office of the Mayor of Miami-Dade County, included games, sports, arts, prizes and food, as well as health, education and nutrition tips. Ten Miami-Dade County fathers, grandfathers, uncles and male mentors from every walk of life were recognized with Fathers for Children awards.

FEA Helping Children with Extreme Medical Needs

By Elena Dossett, FEA Treasurer

For the past two years, members of the University of Miami's Future Educators' Association (FEA) have worked with children and staff at PATCHES, a not-for-profit licensed pediatric nursing center for children in Florida City. The children who attend this program have extreme medical needs that require continual nursing care. The PATCHES center is a healthy alternative to being in a hospital or confined to home care. At the facility, the children can interact with other children while undergoing medical treatment. They develop socially, emotionally, and physically under the supervision of licensed professionals. The program not only provides continual nursing care but also different types of therapy and schooling time.

During their visits to PATCHES, FEA members recognized that the organization has a critical need for resources to help foster the children's cognitive and physical growth. FEA members wrote to the Clinton Global Initiative and explained their involvement with PATCHES. As a result, they received a \$1,000 grant from the University of Miami's Butler Center to carry out their mission of working with the children of PATCHES and purchasing educational games and toys for them.

Along with staff from PATCHES, FEA members created a "wish list" of items and at the end of the spring 2012 semester, current FEA members carried out the project and delivered the educational games and toys and presented them to the staff. FEA members also created a

special set of flash cards to offer PATCHES teachers and staff a variety of creative ways in which the new resources could be enjoyed by the children while providing stimulating, engaging techniques for building cognitive and motor skills.



FEA members Elena Dossett, Erin Dahl, and Michelle Backus (from left on bottom) learn about the PATCHES mission and deliver a donation to PATCHES educators.

deserves a chance at education and experiencing childhood. PATCHES is striving to fulfill those goals, providing medical treatment, educational opportunities and moments of "fun." Assisting PATCHES in the learning process for their children was a valuable project for us and the members of FEA are extremely grateful for this opportunity to help in some way.

CSC Graduate a Finalist for White House Fellowship

Virginia Emmons, a 2012 graduate of the School of Education and Human Development's master's degree program in Community and Social Change (CSC) was a recent finalist



for one of the nation's most prestigious fellowships.

The Miami Beach resident, who started a school in Africa and has contributed to two nonprofit organizations in Miami-Dade County, was one of 30 finalists for the White House Fellows class of 2012-2013.

Since 1964, the White House Fellows program has provided "gifted and highly motivated young Americans with a sense of personal involvement in the leadership of society."

A native of Wisconsin, Emmons served in the Peace Corps in Niger and helped found an elementary school in the village of Kabey Fo. She returned to the U.S. and moved to Miami with her husband Brett McNaught. She founded Educate Tomorrow, a nonprofit that provides mentors for children in foster care who want to attend college. Now, Emmons is focusing on a new foundation, Learning One to One, which seeks to provide students with greater individualized attention through customized learning plans.

summer institute

Teachers Develop Fresh Skills at Summer Writing Institute



Mary Avalos (left), and Eveleen Lorton.

"Ultimately, it is our children who benefit from the institute," said Dr. Larry Feldman, school board member, who was recognized at a June 29 celebration breakfast at Jungle Island. "I understand the importance of this program to our future."

Mary Avalos, professor of Teaching and Learning, co-directed the 2012 institute with Joanie Cobo, MDCPS. The program was held at Terra Environmental Research Institute in Kendall.

Tania Tonda-Tubella, a teacher at Tropical Elementary School, learned how to use art and music to help improve writing skills, particularly for students whose native language is not English. Annette Bosch, a teacher at William Lehman Elementary School, developed a fresh appreciation for writing. "It was very eye-opening for me to be part of a community of writers who are also teachers," she said. "It's given me a new perspective to take back to my students."

The two Miami-Dade County Public Schools (MDCPS) teachers were among hundreds of instructors who took part in the 29th annual Eveleen Lorton and Zelda Glazer Writing Institute, organized by the School of Education and Human Development in conjunction with Miami-Dade County Public Schools. The two-week writing institute is designed to nurture creative ideas, provide curriculum suggestions, and build professional skills.



(Above) Dr. Larry Feldman
(Far left) Tania Tonda-Tubella
(Left) Annette Bosch

Holocaust Institute Provides Insights into Today's Classroom Issues

Stella Santamaría, a teacher at Shenandoah Elementary School, says it's important for students to understand the lessons of the Holocaust. "They already know about bullying and fighting and need to see how societies can also become bullies."

She was one of 50-plus attendees at the University of Miami Holocaust Teacher Institute, a weeklong professional development program in June designed to provide teachers with information and insights from the dark days of Nazi Germany. It was led by Dr. Miriam Klein Kassenoff, institute director and district education specialist, Miami-Dade County Public Schools.

Stephanie McLean, a fifth-grade teacher at Hialeah Gardens Elementary, says many people don't know the broad impact of the Holocaust on Europe and the entire world. "I'm here to learn how to help my students relate to the Holocaust and understand how groups of people were singled out for persecution," she said.

And Shumit Leshetz, a retired teacher, says it's vital to remember what happened in the Holocaust. "Soon all the survivors will be gone," she said, "but we must always impart the facts of what happened to our children."

Keynote speaker Dr. Michael Berenbaum, founding project director of the United States Holocaust Memorial Museum in Washington, D.C., provided teachers with a historical overview of the "Stages to Auschwitz" – the step-by-step development of anti-Semitism from legal persecution, to expropriation of property, to the concentration camps.



(Left to right) Shumit Leshetz, Stella Santamaría, and Stephanie McLean.



Keynote speaker Dr. Michael Berenbaum.

"The atrocities of the past can happen anywhere, as they are in Syria today," said Dean Isaac Prilleltensky at the institute's opening session. "There are also the micro-aggressions like bullying that occur in our schools. But there is much that we can do in our immediate surroundings to promote values like respect, autonomy, and social justice in our interactions with each other."

The School of Education and Human Development sponsored the institute in cooperation with The Jack and Harriet Rosenfeld Foundation Program in Jewish Education, Miami-Dade County Public Schools, Division of Social Sciences and Life Skills, and WLRN Public Radio and Television for South Florida.

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– Dean Isaac Prilleltensky

summer institute



Girls and Boys Celebrate Life at YES Camp

In an expansion of the Youth Empowerment Summer (YES) Camp program, boys as well as girls, ages 6 to 14, enjoyed a summer of fun and learning.

Organized by community agency Urgent, Inc., in partnership with the School of Education and Human Development, the YES camp featured fitness activities, team sports, arts and crafts, and a talent show. Other supporters of YES Camp included The Children's Trust, Miami-Dade County, City of Miami, Sundari Foundation, Alliance for Aging, and Supersonic Jump Rope Team.

Our UM Community Partners included School of Education and Human Development, Office of Government and Community Affairs, School of Nursing Simulation Department, Arboretum, and Cosford Theater through the Department of Communication.

Publications

Dees, W. & Hall, T. (2012). Creating experiential learning opportunities for sport management students: The case of Grand Slam Marketing. *Sport Management Education Journal*.

Evans, S.D. (2012). From amelioration to transformation in human services: Towards critical practice. Saarbrücken, Germany: LAP LAMBERT Academic Publishing.

Nelson, G., and Evans, S.D. (In Press). Critical community psychology and qualitative research: A conversation. Special issue of *Qualitative Inquiry* on "Qualitative Psychology."

Evans, S.D. (2012). Community leadership. *Global Journal of Community Psychology Practice*, 3(3), 1-6. Available: www.gjcpp.org/en/article.php?issue=11&article=44

Evans, S.D., Malhotra, K. and Headley, A.M. (In Press). Promoting learning and critical reflexivity through an organizational case study project. Special issue of *Journal of Prevention and Intervention in the Community* on experiential learning practices.

Goodwin, A., Lipsky, M., and Ahn, S. (2012). Word detectives: Using units of meaning to support literacy. *The Reading Teacher*, 65(7), 461-470.

Nicolas, G., Jacques, R. N., and Wheatley, A. (2012). Mental health counseling in Haiti: Historical overview and plans for the future. *Journal of Black Psychology*, XX(X), 1-11.

Nicolas, G. and Whitt, C.L. (2012). Qualitative assessment of depression among Haitian immigrant women. In D.K. Nagata, L.P. Kohn-Wood, and L.A. Suzuki (Eds.), *Qualitative strategies for ethnocultural research*. Washington, DC: American Psychological Association Press.

Rendón, M. J. and Nicolas, G. (2012). Deconstructing the portrayals of Haitian women in the media: A thematic analysis of Haitian women images in the Associated Press photo archive. *Psychology of Women Quarterly*.

Wheatley, A., Christman, S., and Nicolas, G. (2012). Walking the talk: Empowering communities through dialogue. *Journal for Social Action in Counseling and Psychology*, 4(1), 1-17.

Nicolas, G., and Christman, S.T. (in press). The psychological impacts of racism: A model for research and practice. In F. Columbus (Ed.), *The race factor in medicine, psychology and society*. Hauppauge, NY: Nova.

Nicolas, G. and Schwartz, B. (in press). Culture first: Lessons learned in culturally adapting treatment for Black Caribbean youth. In G. Bernal & M.M. Domenech Rodriguez (Eds.), *Cultural adaptations: Tools for evidence-based practice with diverse populations*. Washington, DC: American Psychological Association Press.

Presentations

Evans, S.D. (2012, June). The Community Psychologist as Critical Friend: Promoting Critical Community Praxis. Paper presentation at the 4th International Conference of Community Psychology, Barcelona, Spain.

Evans, S.D. and Auslander, C. (2012, April). Miami's Third Sector Alliance for Community Wellbeing. Paper presented at the Community-Campus Partnerships for Health Conference, Houston, TX.

Lewis, B. "Strategies for Practicum Site Development in Counseling Health Psychology". Symposium presentation, APA Annual Convention, Orlando, FL, 2012.

Prilleltensky, I. (2012). Wellness and fairness: Individual, interpersonal, institutional, and internet interventions. Keynote address presented at the Annual Convention of the American Psychological Association. Orlando, FL, August 2012.

Prilleltensky, I. (2012). The critique of well-being in humanistic psychology. Paper presented at the Annual Convention of the American Psychological Association. Orlando, FL, August 2012.

Prilleltensky, I. (2012). Discussant for Prevention Panel. Annual Convention of the American Psychological Association. Orlando, FL, August 2012.

Prilleltensky, I. (2012). Discussant for Disability and Well-Being Panel. Annual Convention of the American Psychological Association. Orlando, FL, August 2012.

Prilleltensky, I. (2012). Justice and well-being: Contextual psychosocial processes. Keynote address presented at the International Congress of Psychology, Cape Town, South Africa, July 2012.

Prilleltensky, I. (2012). Discussant for panel on critical psychology and education. International Congress of Psychology. Cape Town, South Africa. July 2012.

Tsuji, Y., Dees, W., and Hall, T. (May 24, 2012). Attitudes toward bandwagon sponsors. Presentation at the North American Society for Sport Management annual conference, Seattle, WA.