

PERSPECTIVE

UNIVERSITY OF MIAMI

Fall 2014

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

In this Issue

- P3** Dean's Message:
Making an Impact
- P4** Treatment Programs for
At-Risk Adolescents
- P6** Assessing and Improving
Teachers' Well-Being
- P6** Spinal Cord Injuries
- P7** Faces of Education:
Professor Shawn Post
- P8** Donors: Lee Osiason
- P10** Honoring Top Graduates
- P13** Graduation
- P14** Global Scholarship
- P15** Organizing a Leadership
Camp in Haiti
- P16** School Launches Master's
in Nutrition Program
- P17** Summer Programs
- P20** Examining Ethics in
Decision-Making
- P21** Leaders Honored
- P22** Supporting Fathers
and Families
- P23** Publications and Papers

We invite all recipients of "Perspective" – the School of Education and Human Development's quarterly report – to share this publication with colleagues.

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(Left to right) Christopher Kuenze and Moataz Eltoukhy with their UKinect application.

Studying the Prevention and Rehabilitation of Knee Injuries

Assistant Professor Christopher Kuenze is helping athletic trainers and clinicians find better ways to prevent knee injuries and provide effective post-surgery rehabilitation.

"Today, injuries to the knee's anterior cruciate ligament (ACL) are at epidemic levels in youth sports," said Kuenze, who joined the Department of Kinesiology and Sport Sciences last year. "ACL procedures are one of the most common types of surgery for athletes at all levels."

(story continues on page 5)

Building New Strategies to Address Reading Disabilities

Associate Professor Mary Beth Calhoon is studying how to address reading disabilities in older students.

"My goal is to find the most effective strategies for reaching students in higher grades who still haven't learned how to read," said Calhoon, a professor in special education who joined the Department of Teaching and Learning this summer.

In addition to teaching doctoral-level classes in literacy and learning disabilities, Calhoon is the principal investigator of "Reading Achievement Multi-Component Program (RAMP-UP)," a four-year study funded by the Institute of Educational Sciences (IES) from 2012 to 2016.

(story continues on page 2)

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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Mary Beth Calhoon (from page 1)

“We are working with sixth-grade students who are reading at the fourth-grade level or below, to determine which emphasis (reading comprehension or phonetic analysis strategies) is more effective for closing the achievement gap.” she said.

With RAMP-UP, Calhoon will be working with 180 sixth-graders a year from six middle schools, varying the emphasis on the basic reading components for this reading improvement study. There will be a greater emphasis on phonetic analysis in one group, while the other receives more support in reading comprehension.

“Teaching runs in my family, and I discovered I could help kids who had trouble learning in the classroom,” she said. “I can break academic subjects down for them in a way that enables them to learn.” A native of Oklahoma, she majored in theater as

an undergraduate at the University of Oklahoma, before becoming a special education teacher for 6th-12th grade students in Oklahoma.

She earned a master's degree in education with a focus on learning disabilities from Oral Roberts University, followed by a doctorate in education and human development special education at Vanderbilt University in 1999.

“After learning about the importance of peer tutoring at Vanderbilt, I decided to develop my own program,”

she said. “I’ve been working in that direction for the past ten years, with several studies published so far.” Calhoon has taught at New Mexico State University, Department of Special Education and Communications Disorders, and was an associate professor at Georgia State University’s Department of Educational Psychology and Special Education, and Lehigh University’s Department of Education and Human Services.



Her many professional publications include “Rethinking adolescent literacy instruction,” in *IDA Perspectives*. Summer Publication of the International Dyslexia Association (2006), “Individual and group sensitivity to remedial reading program design: Examining reading gains across three middle school investigations,” in *Reading and Writing: An Interdisciplinary Journal* (2013), and “What is the best choice for scheduling remedial reading classes at the middle school level?” in *IDA Perspectives* (2012).

Calhoon serves on the editorial boards of *Annals of Dyslexia*, *Reading and Writing Quarterly*, *Learning Disabilities Research, and Practice* and *Learning Disability Quarterly*.

She is currently the Vice-President for the Council for Learning Disabilities and involved in the International Reading Association, Society for Scientific Study of Reading, International Dyslexia Association, and the Council for Exceptional Children.

“We are working with sixth-grade students who are reading at the fourth-grade level or below, to determine which emphasis (reading comprehension or phonetic analysis strategies) is more effective for closing the achievement gap.”

— Mary Beth Calhoon

dean's message

Making an Impact

In our research, teaching, clinical services, and community engagement, the School of Education and Human Development is committed to making a positive impact on the lives of others in South Florida and throughout the world. Our faculty members are leaders in research in many fields, as highlighted in this issue of Perspective. They are also superb teachers and clinicians who motivate and guide the next generation of educational professionals.

Our students are also committed to the future, drawing from their classroom, laboratory, and field experiences to reach out to our community in countless ways. For instance, this issue includes a feature on Guerdiana Thelomar, who organized a summer leadership camp for the youth of Haiti, giving them an opportunity to express their dreams and take practical steps toward achieving their goals.

Our school continues to build strong partnerships with other organizations that share our values and goals, including Breakthrough Miami, Urgent, Inc. and the Fatherhood Task Force of South Florida. We recognize that collaboration, commitment, and courage are essential for making a positive change in individuals, families, and communities.

As we begin the new academic year, I want to recognize our faculty, staff, alumni, and students for their tremendous accomplishments and thank our generous donors and partners who provide invaluable support for our programs.

Dean Isaac Prilleltensky

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



About Our Mark

*T*he 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 well-being, fitness, and sport.

To view a short film about the School's focus on well-being, visit:

vimeo.com/52027102

Developing Family Treatment Programs for At-Risk Adolescents

Professor Daniel Santisteban, who joined the School of Education and Human Development this summer, knows that family therapy can be a powerful tool for helping adolescents overcome challenges like alcoholism, depression, conduct problems, drug abuse and risky sexual behaviors.

Effective interventions are particularly important for Hispanic and African-American families that face stresses related to discrimination and high risk environments, and for immigrant families when children may have been separated from their parents for many years.

"When teenagers get into trouble and the difficulties seem to worsen rather than improve, many parents feel hopeless and give up," said Santisteban, who conducts research, teaches, and provides clinical services at the Youth and Family Development Program in the school's Department of Educational and Psychological Studies. "We help parents reconnect with their sons and daughters and work together to move the family toward health. It's very satisfying when parents finish the family therapy program and tell us, 'We've got our child back.'"

Santisteban, who earned his doctorate in clinical psychology from the University of Miami in 1991, has published more than 35 articles and book chapters that focus on culture and immigration processes that impact the family and on adolescent and family treatment outcomes. Last year, he received the 2013 University of Miami Civic Engagement Award, reflecting his leadership in the field and in 2004 he received the American Family Therapy Academy's Distinguished Contributions to Family Therapy Research.

Currently, Santisteban is the principal investigator of two grants, one funded by the National Institute on Drug Abuse and one funded by the Substance Abuse and Mental Health Services Administration. With this and previous support, Santisteban has developed the Culturally Informed Flexible and Family Based Treatment for Adolescents (CIFFTA), which targets adolescent conduct problems, depression, and risky sexual behavior, prima-

rily in Hispanic adolescents. His work also examines the broader issues of underutilization of treatment services among minority families and the stress resulting from social discrimination.

Working with clinical and research teams at the University of Miami, undergraduate and graduate students, community leaders, community agencies, and other institutions, Santisteban studies which intervention components are most effective and works to improve the effect of the treatments. "Many adolescent treatments are truly making a difference for only half of the kids that receive the treatment and that is not good enough. Our research program seeks to develop state-of-the-science counseling interventions that we can share nationally," he said.

Currently, the programs serve about 500 adolescents (ages 11-17) and 1,000 additional family members.

"Because it is difficult for many families to come to the office multiple times during the week for treatment, we are working on interventions where the parents can take a small netbook computer home, watch educational videos at a time that is convenient for them, and send messages to the therapist," he added. "Rather than wait until the next scheduled session to think about behavior change, we want parents and adolescents working on it all week."

Among the community agencies that have partnered actively with the school are Regis House, Thelma Gibson Health Initiative, and Spectrum Programs/Miami Behavioral Health Center. "In some of our partnerships, we have worked with the children and extended families of parents who are incarcerated to help the kids overcome the stresses they face and reduce their risk for a similar trajectory," he said. "We also work closely with the juvenile justice system, a number of Miami-Dade County public schools, and community networks such as Connect Families, the Mellissa Institute, and other such important and active networks in the community."

In the process of implementing these intervention programs, Santisteban provides clinical training to community leaders as well as students across the country. They also collaborate to create training material in Spanish for non-English speaking professionals. "Over the years we have trained and mentored dozens of clinicians, graduate students, and post-docs within our programs," he said. "We hope to expand this effort, which multiplies the impact of our programs on the South Florida community."



Daniel Santisteban

Christopher Kuenze *(from page 1)*

One of the long-term problems with knee injuries is that individuals tend to reduce their physical activity afterwards, increasing the risk of obesity, diabetes, or other chronic health conditions. ACL damage also raises the likelihood of arthritis and the risk of future knee injuries according to Kuenze. “We are trying to determine what causes those increased risks on the physical level and how to mitigate those issues during the initial rehabilitation phase,” he said.

Using the neuromuscular research and motion analysis equipment at the Max Orovitz Laboratories, Kuenze has collaborated with fellow Kinesiology and Sport Sciences (KIN) assistant professor Moataz Eltoukhy to develop an effective, low-cost evaluation system for clinicians. “Using an inexpensive video-camera and our UKinect application allows clinicians to track joint movements and provide quantifiable outcomes instead of guesstimating,” Kuenze said.

The pilot UKinect application allows a clinician to video a patient doing squats, jump landings, and other movements linked to

knee injury risk and recuperation. For example, the knees should flex, but not come together during a jump landing, Kuenze said. The video can also show asymmetrical movement patterns, such as having a greater range of motion in one leg than the other.

A clinician can upload the video from a tablet or laptop to the research team, which can send back an analysis within 24 hours. “Using this data, the clinician can modify the rehabilitation program to meet the needs of each patient,” Kuenze said. “We are already receiving excellent feedback from clinicians and will incorporate that into the next version of our application.”

Kuenze is also studying how to prevent knee injuries from occur-

“Understanding how to build a practice based on evidence is an important aspect of an athletic trainer’s education. It helps get them as close to the real world as possible and prepares them for a career in this growing field.”

– Christopher Kuenze



ring. This summer, he conducted a baseline screening for athletes on the university’s men’s and women’s basketball teams, taking videos of movements such as hopping on one leg that have been linked to injury risks. “We also interviewed them for information about any prior injuries,” he added. “Now that we have that clinical information, we can monitor injuries that may occur during the course of the basketball season and study the possible correlations.”

In addition to his research, Kuenze teaches undergraduate courses in the athletic training program. Last year, he redesigned the evidence-based practice course for seniors and presented the new curriculum at a regional sports medicine conference. “Understanding how to build a practice based on evidence is an important aspect of an athletic trainer’s education,” he said. “It helps get them as close to the real world as possible and prepares them for a career in this growing field.”

KIN student Hyung-pil Jun demonstrating a squat in front of the videocamera.

Assessing and Improving Teachers' Well-Being

A model research project by the School of Education and Human Development aims at improving the overall well-being of classroom teachers.

"Teaching can be a very lonely profession," said Katie Hinton, M.S. '14, who led a pilot program this spring at West Lab Elementary School in Coral Gables. "While teachers are in the classroom all day with students, they have only limited opportunities to talk with their colleagues. As a result, the stresses can pile up quickly. I believe a wellness intervention would be a breath of fresh air for most teachers."



(Left to right) Katie Hinton and Samantha Dietz.

The pilot project was coordinated by Samantha Dietz, Ph.D. '04, assistant scientist for the Wellness in Your Hands (WYH) project, which focuses on ways to improve six dimensions of well-being. Those aspects – interpersonal, community, occupational, physical, psychological, economic, and overall well-being – are on the I COPPE Scale developed by Dean and Professor Isaac Prilleltensky, the Erwin and Barbara Mautner Chair in Community Well-Being.

"In our view, there is a need to create one tool to measure multidimensional well-being," said Prilleltensky, who co-authored a recent paper, "Assessing Multidimensional Well-Being," in the *Journal of Community Psychology*. (See publications on page 23.)

"Wellness is a holistic concept," said Hinton. "It's not just physical health, finances, or academic credentials. It encompasses what a teacher or any other individual needs to be successful in life as a person. For me, the model project provided an opportunity to apply my experiences in the Community and Social Change master's program to the education and teaching profession."

Dietz said nine teachers and the principal at West Lab Elementary took part in the project, which involved two face-to-face discussion and support sessions, as well as using the educational games and videos on the Fun for Wellness website (www.funforwellness.com) modified for teachers. They also completed self-assessments based on the I COPPE scale.

"Getting teachers together face to face outside the classroom allowed them to hear each other's personal stories and experiences," said Dietz. "They were able to use this information to enhance their own lives and personal well-being. They also told us that it was fun and enjoyable to participate."

Studying Biomarkers of Spinal Cord Injuries

Patients with spinal cord injuries face many barriers to exercise. However, there are still opportunities to create a program that improves physical and emotional wellbeing. As an exercise physiology student in the Department of Kinesiology and Sport Sciences, Carla Pryor, B.Ed. '14, spent three years as a volunteer research assistant at the Miami Project to Cure Paralysis. "She's done very impressive work as an undergraduate student," said Arlette Perry, chair, Department of Kinesiology and Sport Sciences.

At the Miami Project, Pryor took part in three major protocols including a wheelchair stress study, a project involving telomeres – the ends of a chromosome strand that shorten with age or injury – and an analysis of the exercise preferences of individuals with spinal cord injury.

At the national meeting of the American College of Sports Medicine in May, Pryor presented her abstract, "Exploration of Telomeres as a Health and Function Biomarker in Individuals with Spinal Cord Injury (SCI)." Her paper examined telomere to single-copy gene (T/S) ratio, a measure of relative telomere length, to determine if it could potentially serve a similar role as a biomarker in individuals with SCI as it does in the general population. Pryor will also be a co-author on another manuscript, "Influence of Exercise Barriers on Exercise Preferences in Individuals with SCI."

Faces of Education Professor Shawn Post: A Career of Teaching, Learning, and Administration

Shawn Post, B.Ed. '73, M.Ed. '74, and Ph.D. '77, is a true member of the Hurricane family. She earned three degrees in the School of Education and Human Development and has taught and advised students for the past 25 years. After more than a decade as associate dean, she is heading back to the classroom and her roots as a teacher.

"I am definitely not retiring," said Post, who will be teaching and serving as professor in residence at Ponce Middle School this year. She will also become a member of the Faculty Senate and serve on the University's Fulbright Scholarship committee. "As professor in residence, I can help our students gain firsthand experience about how to be agents of change in the public school setting. It's a great match for me."

Post was born and raised in New Jersey, but visited Miami Beach frequently on family vacations. Her father, Milton Kalish, had served in the military and attended the University of Miami on the GI bill. After enrolling as a freshman, Post spent the next eight years studying with professors like the recently retired Eveleen Lorton.

She then taught French at Citrus Grove Junior High School for two years. She also became a licensed school psychologist, building a private practice that has steadily grown through the years. "My

specialty is assessing and treating psychopathologies in children and adolescents," she said. "The most important point is to consider all the environmental, cultural, and social variables that are part of how an individual is put together."

Drawing on her long experience in psycho-educational evaluations, Post has taught assessment courses for professionals at



Dr. Shawn Post and Shannon Van Gundy, B.Ed. '14, at May graduation ceremony.

Andrew Post and Dr. Shawn Post.



Miami Children's Hospital, the UM Mailman Center, and other institutions here and abroad, as well as for undergraduate and graduate students in the School of Education and Human Development.

"I love learning about world cultures and languages, and have always valued multiculturalism," she said.

"As a professor, I've had the opportunity to travel and meet educators from throughout the world."

Post has combined teaching and administrative duties at the school since the 1980s. She developed the university's Reading/Study Skills Center and became assistant dean and associate dean while serving on the faculty. Her teaching focuses on educational psychology, reading comprehension, diagnosis of reading and related learning disabilities, and educational writing. Since 1989 she has taught at the Miller School of Medicine's Summer Motivational Program. She is also a consultant to the UM Global Academy, an online high school program.

Post was inducted into the university's Iron Arrow honor society in 2003, and is now a member of the International Reading Association, American Psychological Association (Division 16 – School Psychology), Florida Association of School Psychologists, Florida Reading Association, National Association of Developmental Educators, and Dade Reading Council.

Both Post's son and daughter have followed her career path into education. Andrew Post, B.S. '04, became a teacher and an assistant principal in Miami-Dade County Public Schools, and is now the assistant superintendent for assessment and accountability in Duval County Public Schools. Her daughter, Kate Post, became a certified dance teacher at Homestead Senior High School.

Post and her husband Harry Klauber, a retired marine engineer, are also close to their four other children, six grandchildren, nieces, and nephews. An avid reader, Post also enjoys dance, art, theater, and playing bridge. As she says, "I'm glad to have so much support from my family, especially as I now enter a new phase of leadership in my professional life."

Lee Osiason: Advancing the School's Mission

By raising funds, opening doors to new relationships, and providing strategic advice, Lee J. Osiason has helped advance the mission of the School of Education and Human Development. "Dean Isaac Prilleltensky is a tremendous leader with a clear vision about how to make the world a better place," said Osiason, a board-certified Coral Gables tax attorney. "He is a driving force for improving our communities, and he understands how to get things done."

As an attorney who focuses his practice on tax and estate planning for wealthy individuals and business enterprises, Osiason serves as an advisor to many prominent charitable organizations and financial institutions. He is also president and director of the Osiason Educational Foundation and a member of the School's Visiting Committee.

"There are great things happening all across the university. I feel fortunate in being able to support the great progress being made by the School of Education and Human Development."

— Lee Osiason

"You don't have to be a person of great means to make a difference in our community," he said. "I have found that if you have the desire and the will to commit yourself to a cause, people will respond to you."

In the past decade, Osiason has helped raise more than \$3.2 million to support the school's programs, including a gift from the Jack & Harriett Rosenfeld Foundation to support the school's initiatives in Jewish Education. He raised funds to name the school's conference room after the late Joyce Galya, A.B. '73, M.B.A. '84, who directed the University of Miami's Citizens Board for more than 25 years.

A long-time member of the Citizens Board, Osiason has also served on the board of the YES Institute, a South Miami community organization that focuses on

preventing teen suicide by encouraging open, non-judgmental dialogue between at-risk teens, parents, and community leaders.

Through his foundation, Osiason also funded Community & Educational Leadership Scholarships for the school's program in Community & Social Change, whose graduates include Joseph Zolobczuk, M.S.Ed. '12, director of education and research for the YES Institute. "I'm very pleased to see the success of the Community & Social Change program, which now attracts master's and doctoral students from throughout the U.S. and the world," Osiason said.

For his efforts on behalf of educational causes, Osiason has received the Florida Commissioner of Education Business Recognition Award, Florida Association of School Administrators Emblem Award, and Dade County Exemplary Dade Partner Award.

A native of Tampa, Osiason has been an active supporter of the university for nearly two decades. He has served as president of the Citizens Board and is a former member of the University's Board of Trustees. He has also served as an adjunct professor at the School of Law.

"There are great things happening all across the university," said Osiason. "I feel fortunate in being able to support the great progress being made by the School of Education and Human Development."



A photograph of a hand holding a golden key, poised to place it into an open palm. The background is a soft-focus green, suggesting foliage. The text "Planned Giving:" is written in a cursive, golden font in the upper left corner.

Planned Giving:

THE KEY TO THE FUTURE

Help the School of Education and Human Development continue its vital mission well into the future by donating all or a portion of your retirement assets. ∞ 100% of your gift will go to the School to support its goals. Naming your heirs as beneficiaries of your retirement assets, on the other hand, can trigger taxes that may significantly reduce these assets. Consider making a gift to the School of Education and Human Development and providing for your heirs in a more tax-wise manner. ∞ It's easy – complete a change of beneficiary form with your retirement plan administrator and advise us of your commitment so we can include you as a supporter of the School's Momentum2 campaign. ∞ If you have already named the School as a beneficiary of your retirement plan, or named the School in your estate plans, please let us know so that we can thank you appropriately! ∞

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Honoring Our Top 2014 Graduates

The School of Education and Human Development honored the following students at the 2014 Awards Ceremony on May 7.



School of Education and Human Development Award for Scholarship
Sadie Davis
with Dean Isaac Prilleltensky



Department of Educational and Psychological Studies Award for Scholarship Studies
Mara Weiner
with Dean Prilleltensky



Department of Kinesiology and Sport Sciences Award for Scholarship
Ryan Carlin
with Dean Prilleltensky



Department of Teaching and Learning Award for Scholarship
Tina Pournazarian
with Dean Prilleltensky



Excellence in Student Teaching Award
Sadie Davis
with Dr. Elizabeth Harry
TAL Department Chair



Excellence in Student Teaching Award
Amanda Gentile
with Dr. Harry



Excellence in Student Teaching Award
Brittany Grimaldi
with Dr. Harry



Excellence in Student Teaching Award
Anna Cantrelle
with Dr. Harry



Excellence in Student Teaching Award
Shannon Van Gundy
with Dr. Harry

Dean's Dozen Honorary Association
Christiana Astorini, Shannon Van Gundy, Vanessa Clara, Tiffany Ford, and Brian Tachiban. Drew Doidge is not pictured.



students



Excellence in
Student Teaching Award
Lauren Foley
with Dr. Harry



Excellence in
Student Teaching Award
Laura Merisier
with Dr. Carlos Abreu



Excellence in
Student Teaching Award
David Cruz
with Dr. Abreu

Department of Teaching and Learning

Outstanding Doctoral Student
in Teaching and Learning
Sabrina Semiante
(not pictured)



Outstanding Master's
Student in Education and
Social Change
Andrew Hecht
with Dr. Elizabeth Harry
TAL Department Chair



Outstanding Master's
Student in Early Childhood
Special Education
Julie Santiago
with Dr. Harry

Department of Educational and Psychological Studies



Award for Excellence in
Human and Social
Development – Individual Track
Kayla Costello
with Dr. Guerda Nicolas,
EPS Department Chair



Award for Excellence in
Human and Social
Development – Community
Track
Tiffany Ford
with Dr. Nicolas



Carolyn S. Garwood
Award for Service
Amelia Swanson
with Dr. Nicolas



MCCJ Silver Medallion Award
Corey White
with Michelle Ramirez,
Chair of the Miami Coalition
of Christians and Jews



Outstanding Master's Student
Award in Higher Education
Jacqueline Fulop
with Dr. Nicolas



Outstanding Master's
Student Award in
Counseling Psychology
Jamie Williams
with Dr. Nicolas

students



Outstanding Doctoral Student
Award in Counseling
Psychology
Billie Schwartz
with Dr. Nicolas

Department of Kinesiology and Sport Sciences



Award for Excellence in
Athletic Training
Bryan Tachibana
with Dr. Arlette Perry,
KIN Department Chair



Award for Excellence in
Sport Administration
Kyle Howe
with Dr. Perry



Award for Excellence in
Exercise Physiology
Chase Preston
with Dr. Perry



Award for the Outstanding
Master's Student in Exercise
Physiology
Melanie Potiaumpai
with Dr. Perry



Award for the Outstanding
Master's Student in Exercise
Physiology: Strength and
Conditioning
Casey Cathrall
with Dr. Perry



Dr. Harry Mallios Award for
the Outstanding Master's Stu-
dent in Sport Administration
Matthew Friedman
with Dr. Perry and Joanne
Messing, Foundations
Partnerships Director,
Miami Marlins Foundation



Thomas S. Miller Award for
Outstanding Doctoral Student
in Exercise Physiology
Hyung-pil Jun
with Dr. Perry

graduation

School of Education and Human Development students, family members and faculty at the 2014 graduation ceremony on May 9 at the courtyard.



Graduate Student Receives Global Scholarship

Michael Matthiesen, B.A. '12, and a graduate student in the School of Education and Human Development's Community and Social Change Program, recently received a \$30,000 Rotary Foundation Global Grant Scholarship. He will use the funding to study for one year at University College London (UCL).

"The master's program aims to equip students to play an informed role in debates concerning distributive justice and health," Matthiesen said. "It will explore the central ethical, economic, and political problems facing health policy in the UK and abroad, especially in relation to social justice."

He will study how the United Kingdom has used cost-effective, creative, and effective behavioral economic policies to reduce teen pregnancy and sodium intake, and to improve community well-being. "My goal while studying at UCL is to understand why [these] policies have been so effective, and what can be brought back to the United States," Matthiesen said.

"The master's program aims to equip students to play an informed role in debates concerning distributive justice and health. It will explore the central ethical, economic, and political problems facing health policy in the UK and abroad, especially in relation to social justice."

— Michael Matthiesen

Rotary International District Governor for District 6990, Ellen Blasi, said Matthiesen is one of only 70 scholarship recipients globally; more than 530 Rotary Districts had the opportunity to nominate students for the award, which is decided by the national Trustees of the Rotary Foundation.

Just two weeks after earning his bachelor's degree in international studies and political science, Matthiesen became an AmeriCorps VISTA worker with the Single Stop program at Miami Dade College (MDC). "Single Stop tries to

help the 46 percent of MDC students that are living at or below the poverty line," Matthiesen said. "Multiple studies have cited that the best way to pull entire families out of poverty is to make sure students receive their college diploma."

As a VISTA worker, Matthiesen spread the word about Single Stop to the 65,000 students who study at MDC's Kendall Campus,



managing 547 student volunteers, making more than 150 classroom presentations, and reaching out to 3,000 students through new student orientations.

According to Matthiesen's supervisors, his work has helped students access more than \$2.5 million in services. In recognition of his work, MDC presented him with the President's Call to Service Award, and he received the President's Volunteer Service Award Gold Level from the UM Butler Center for Service and Leadership this spring.

Matthiesen also hosted RadioActive, a weekly talk show that features interviews with community leaders who have innovative ideas to change the world, on WVUM 90.5, the UM radio station. He said, "The world class education that I received from the University of Miami has been nothing but pivotal in my experiences."

Organizing a Leadership Camp in Haiti



Guerdiana Thelomar, a double major in Human and Social Development (HSD) and Visual Journalism, is deeply committed to inspiring and educating Haitian youth. In July, she organized Generation Hope Haiti Summer Camp – a three-day leadership program for more than 35 young people in the city of St. Marc.

“This project was inspired by my passion to empower youth in my parents’ native country of Haiti,” said Thelomar, who was selected as the University of Miami’s 2014 Newman Civic Fellow. The Newman Civic Fellows award recognizes students across the nation who represent the next generation of public problem solvers and civic leaders.

Thelomar was recognized at UM’s Annual Celebration of Involvement on April 22. “Even among a very competitive pool of applicants, Guerdiana’s

application stood out,” said Robin Bachin, Ph.D. assistant provost for Civic and Community Engagement. “We were extremely impressed by her stellar record of leadership and academic performance, and her ability to engage others in addressing the challenges of community development and youth empowerment both locally and globally.”

A senior this year, Thelomar is president of Planet Kreyol, the Haitian student organization at the University of Miami. “Our goal is to educate the UM community about the Haitian culture through a variety of programs,” she said. “We provide students with opportunities to volunteer/network in the Haitian community in Miami and also abroad.”

Thelomar, who is considering joining the Peace Corps after graduation, said the HSD program has played an important role in her education. “This program teaches me how to think critically about the problems taking place in our communities,” she said. “Everyone wants to do good, but this program teaches that if you want to help you must know how to do it effectively. This program also teaches me about sustainability and empowering people to be the change makers of their own lives.”

That focus on empowerment led Thelomar to launch the Generation Hope program in Haiti, with the support of her family and Haitian and South Florida organizations. “Through workshops on vision planning, civic engagement, and team building, these youth were able to engage in meaningful conversations with one another to discuss their future dreams,” she said. “The participants built new relationships with one another and came up with an initiative to start a small business making natural household products and selling them in the city. That shows that everyone has the power to dream and make those dreams a reality.”

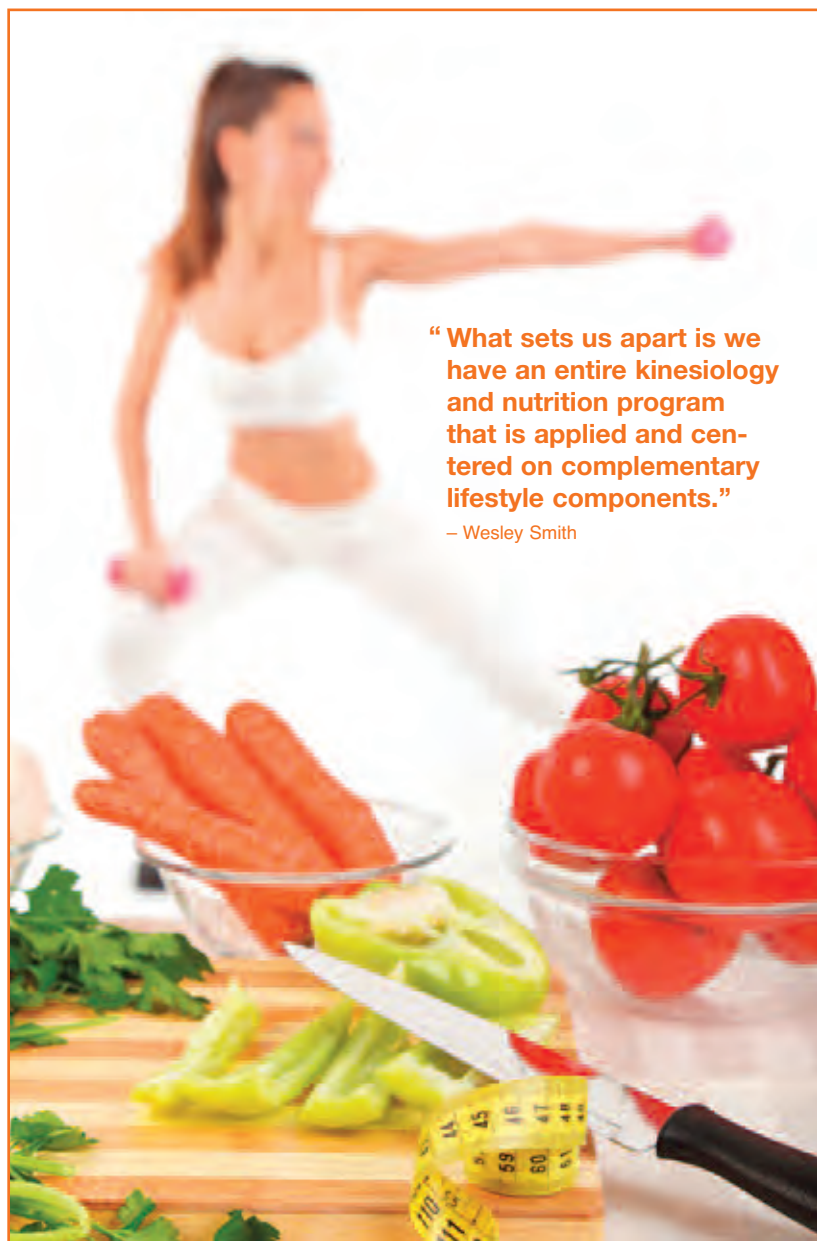


summer program

School Launches Master's in Nutrition Program

Most Americans are keenly aware that a combination of daily exercise and proper nutrition is the only road to a healthier life. To help support this trend, the School of Education and Human Development has launched a new graduate program. The Master's in Nutrition for Health and Human Performance program, which begins this fall, is focused on optimizing personal health, maximizing the quality of life, and fostering peak athletic performance.

The master's program has one comprehensive track that incorporates nutrition for health and human performance, including pertinent biochemistry, human biology, and exercise physiology. Arlette Perry, chair, Department of Kinesiology and Sports Sciences, said that the master's program took two years to put together and get approved. It came at the urging of many in the school and community who saw the need for it.



“What sets us apart is we have an entire kinesiology and nutrition program that is applied and centered on complementary lifestyle components.”

– Wesley Smith

“What makes this program unique is that it combines nutrition with exercise physiology,” said Perry. “We now know that these two are inextricably linked.”

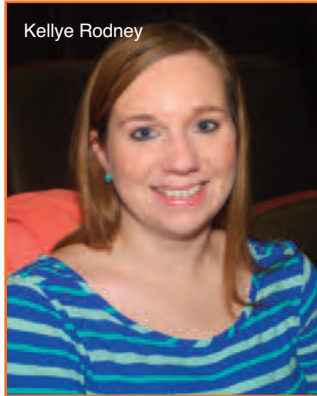
The program should attract students who wish to become licensed nutritionists, medical doctors, physician assistants, wellness directors, physical therapists, and others in the health field. Students in the program are required to take courses that include: Nutrition and Health Issues across the Life Cycle, Clinical Aspects of Exercise Programming, and Cardiovascular Programming and Testing. Courses also will span a host of contemporary issues in nutrition, including medical nutritional therapy, integrative and functional medicine, and the use of supplements for human performance.

Students who wish to be certified as a Licensed Dietitian/Nutritionist (LD/N), as approved by the Dietetics and Nutrition Practice Council, will be expected to complete 900 hours in clinical, community, and food service. Training locations will include sports performance and sports medicine and sports training facilities; athletic departments and teams; culinary and garden-to-classroom programs; rehabilitation, preventive, and wellness centers; and nonprofits and community-based programs.

“What sets us apart is we have an entire kinesiology and nutrition program that is applied and centered on complementary lifestyle components,” said Wesley Smith, director of the nutrition for health and human performance graduate degree program and the physiology undergraduate program. “The program is designed to optimize health in clinical settings, as well as to focus on elements of nutritional biochemistry that help athletes perform their best while reducing vulnerability to injury and illness.”

summer program

Holocaust Institute Provides New Insights for Teachers



Kellye Rodney

When Kellye Rodney, an 8th grade teacher at Somerset Academy in Homestead, talks to her students about the Holocaust, she usually uses "The Diary of Anne Frank." William Bryan, a world history teacher at Winston Park K-8, puts the Holocaust into the context of European tensions before and during World War II. They both will have a wider variety of literature and other sources to explore with their students. Said Rodney, "This is a really powerful program."



William Bryan

Like more than 100 other Miami-Dade County Public Schools teachers, Rodney and Bryan were able to deepen their understanding of one of the darkest periods in modern history by attending the School of Education and Human Development's Holocaust Teacher Institute on June 16-20. Led by Dr. Miriam Klein Kassenoff, herself a Holocaust survivor, the summer professional development institute provided fresh insights on the events in Nazi Germany that reverberate to this day.

The featured topic this year was "Why Did the Holocaust Happen?" presented by Dr. William Meinecke, historian, U.S. Holocaust Memorial Museum in Washington, DC. He also spoke on



Miriam Klein Kassenoff and Dr. William Meinecke

"Building the Racial State: Nazi Propaganda and the National Community in Germany."

In the opening session, Kassenoff spoke of the importance of educating children with sensitivity to the horrors of the Holocaust. "In your teaching, you can focus on the individual stories of survivors and the individuals who were among the 6 million Jews killed by the Nazis," she said. "We have to rescue the individual from the piles of bodies we see in photos and give a name to those who were murdered."

Reflecting on the lasting lessons of the Holocaust, Kassenoff said, "Three things stand out. Thou shall not be a perpetrator, a victim, or a bystander. You must speak up against injustice wherever you find it."

YES! Camp

For the past six summers, the School of Education and Human Development has sponsored the Youth Empowerment Summer Camp, also known as YES! Camp for URGENT, Inc. With the support of Guerda Nicolas, professor in the Department of Educational and Psychological Studies, more than 200 boys and girls between the ages of 6 and 12 from Overtown, Liberty City, and Little Haiti, attended the 2014 camp.



summer program

Teachers Build Writing Skills at Summer Institute



Isaac Prilleltensky

Isaac Prilleltensky knows that writers take risks every time they put their thoughts down on paper. "Sometimes the words flow easily, and sometimes they do not," said Prilleltensky, dean of the School of Education and Human Development, "No matter what you write, negative criticism is always a challenge."

Prilleltensky gave his views on writing and read excerpts from his humor columns in Miami Today and The Miami Herald to more than 100 Miami-Dade County Public School teachers at the school's 31st annual Zelda Glazer and Eveleen Lorton Writing Institute. "I enjoy the writing process, and my livelihood doesn't depend on my skills as a humorist!" he added.

Prilleltensky's columns, though humorous, also cover important points, such as his commentary on an international education study that showed the U.S. was slipping behind Estonia and Vietnam in student performance. "In the U.S., we evaluate teachers using the wrong criteria, while we ignore the issue of poverty – the root cause of many of our educational problems," he said.

All together, more than 100 Miami-Dade County Public Schools (MDCPS) and private school teachers took part in the summer 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.

Mayelin Suarez, a fourth-grade teacher at North Hialeah Elementary, said she gained many fresh ideas from the institute that she plans to implement in the coming school year. Judith Philius, a third-grade teacher at Ojus Elementary, added, "We really learned about how to help our students grow as writers."

Michelle Thomas, adjunct professor in Teaching and Learning, co-directed the 2014 institute with Joanie Cobo, MDCPS. The program was held at Terra Environmental Research Institute in Kendall.



(Left to right) Cindy Fonseca, Mayelin Suarez, and Judith Philius.



Joanie Cobo and Michelle Thomas



Alberto M. Carvalho and Eveleen Lorton

Speaking at the institute's celebration breakfast on June 27 at the Miami Airport Marriott, Miami-Dade County Public Schools Superintendent Alberto M. Carvalho said, "Teachers are the freedom fighters of America today. You reach out to our students and don't let poverty, disability, or language issues stand in the way of their hopes and dreams. Public education is critical to our nation's future."

Carvalho also emphasized the ongoing importance of the Zelda Glazer and Eveleen Lorton Writing Institute. "I commend you for your dedication and personal commitment to helping our students," he said. "The entire Board is very supportive of this program."

summer program

Congresswoman Inspires Breakthrough Miami Students

A former teacher who once took the advice of a parent and ran for elected office, U.S. Rep. Ileana Ros-Lehtinen believes the nation needs more women and minority leaders.

Speaking to about 130 ninth-grade students participating in Breakthrough Miami's College Bound program on the University of Miami campus on July 7, Ros-Lehtinen urged them to consider entering the political arena after college to help solve problems. "It's not only gratifying and satisfying, but a lot of fun," she said.

The academic enrichment program, which is supported by the School of Education and Human Development, encourages students from underserved communities to graduate from high school and attend college.

"If you had asked me in ninth grade, I would never have thought that I would be in Congress," she added. "Sometimes, lives take interesting turns."

Following Breakthrough Miami's philosophy of inspiring knowledge in students, Ros-Lehtinen, who earned her doctorate (Ed.D.) in 2004 from the School of Education and Human Development, described herself as a "lifelong learner" and told the students to find "your [educational] passion and home in on it."

She also related some of the challenges she faces as a member of Congress, from passing immigration reform to representing constituents who are dissatisfied with the economy. "And they [her constituents] are worried about their kids, they're worried about you," said Ros-Lehtinen, the first Hispanic woman to serve in Congress. "They want you to have a better life than they have."

Ros-Lehtinen told the ninth graders that while many voters are frustrated with Congress and its inability to pass immigration reform, "what makes me hopeful are bright, young faces like all of you." Biology, film, math, psychology, and women's studies were just a few of the courses the students took during the Breakthrough program's UM campus experiences. They have also toured UM colleges and schools and attended sessions at the Toppel Career Center and the entrepreneurship initiative, the Launch Pad.



Congresswoman Ros-Lehtinen and Guerda Nicolas of SEHD.

Vicki Burns, who received her Ph.D. in 2011 in counseling psychology, coordinated the Breakthrough Miami Summer College Bound program for the Department of Educational and Psychological Studies (EPS). She partnered with UM's Government and Community Relations office to arrange for Ros-Lehtinen's visit. Said Burns, "I wanted the students to hear from someone who has made many positive changes and some crucial 'firsts.' I wanted them to have a real-life example that their dreams are possible and to know that they are truly needed in America's political system."



Examining Ethics in Decision-Making

While making sound ethical decisions is important for all organizations, nonprofits are held to a higher standard because of their fund-raising and fund-dispensing roles in the community. Therefore, nonprofits must be sure they are recognizing wrongs as well as doing right, according to two speakers at the May 6 program of the Leonard Turkel Nonprofit Network series, cohosted by the School of Education and Human Development, the School of Business, and Catalyst Miami.

“Society is changing toward greater transparency and less tolerance for unethical behavior. There may not be a law against something you do today, but there might be one in the future.”

— Anita Cava

Meyers also suggested developing contingency plans in case an internal ethics problem is uncovered in the future. “Some people



Robert Meyers



Anita Cava

will always do the right thing, but there can be bad apples in any organization,” added Myers. “Then, there are the people in the middle who can go one way or another. A nonprofit’s culture and environment needs to reinforce ethical behavior to get those people in the middle on the side of the incorruptibles.”

Anita Cava, professor of business law in the School of Business, also emphasized the importance of ethical leadership from the top down through the entire organization. “Having a policy is just the first step,” she added. “You have to open your door so that people can tell you about what’s going on.”

She added that society is changing toward greater transparency and less tolerance for unethical behavior. “There may not be a law against something you do today, but there might be one in the future,” she said. “If you’re a nonprofit, you certainly don’t want to be the case in the next law book.”

Noting that people tend to make decisions based on emotions, rather than rational thought, Cava cautioned nonprofit leaders to be careful in how they frame ethical questions. “Your work is good for society, but that doesn’t give you license to do whatever you want,” she said. “Instead, have the courage to do the right thing and maintain your ethical values.”

The Leonard Turkel Nonprofit Network’s 2013-14 series of professional development workshops was also sponsored by The Peacock Foundation, Turkel Brands, The Miami Foundation, and the University of Miami Office of Civic and Community Engagement.

Children's Leaders Honored

Two Floridians who have worked tirelessly to advance a grassroots movement on behalf of Florida's children were named the Bob Graham Center Citizen of the Year and Young Floridian for 2014.



David Lawrence Jr., Citizen of the Year

In June, the Bob Graham Center for Public Service at the University of Florida honored David Lawrence Jr., as its Citizen of the Year. Lawrence is Education and Community Leadership Scholar at the School of Education and Human Development, president of The Early Childhood Initiative Foundation, and head of The Children's Movement of Florida, which seeks to make children the state's top priority for investment. The center also recognized Vance Aloupis, B.A. '05, J.D. '08, statewide director, The Children's Movement of Florida, as its 2014 Young Floridian award recipient.

Lawrence Jr., a nationally known leader in journalism, retired in 1999 as publisher of *The Miami Herald* to work in the area of early childhood development and school readiness. In 2002 he led the campaign for The Children's Trust, a dedicated source of early intervention and prevention funding for children in Miami-Dade. He's a gubernatorial appointee to the Children's Cabinet and has led two statewide panels on child protection.

Lawrence helped lead passage of a statewide constitutional amendment to provide pre-K for all 4-year-old children.

Vance Aloupis, Young Floridian of the Year

Aloupis joined The Children's Movement in 2010 and focuses on building statewide awareness and support for early childhood education through organizational collaborations, regional strategies, fundraising, and increasing public awareness.

A former student president at the University of Miami, student trustee on the UM Board of Trustees, and a graduate of the University of Miami School of Law, Aloupis was the Judge Peter Palermo Fellow in the University of Miami Center for Ethics and Public Service's Street Law program. During his tenure, he created and taught curricula for juvenile detention centers in South Florida. Aloupis also worked as both a civil litigator and with the Legal Services of Greater Miami Homeless Project prior to joining The Children's Movement.



Supporting Fathers and Families

To emphasize the importance of fathers as educators, the School of Education and Human Development partnered with the Fatherhood Task Force of South Florida, Inc. in “Fathers in Action & Advocacy Week,” held May 12-16.

Dean Isaac Prilleltensky and Etiony Aldarondo, associate dean for research, spoke at a “Fathers in Education” program at West Lab Elementary on May 14. In addition, the school sponsored a breakfast for attendees at the 2014 Involved Fathers Award Celebration held at UM Alumni Center on May 17. With the support of The Children’s Trust, 31 fathers were honored as role models after being nominated by their schools, family, and friends.

“We want to highlight the many roles that fathers play in their children’s lives beyond being a provider,” said Holly Zwerling, CEO/President, Fatherhood Task Force of South Florida. “One of the most important is being an educator, engaging their children in learning, and teaching them about life.”

Zwerling added that the support of the School of Education and Human Development added a valued dimension to the task force’s ongoing activities. “Our program also offers great opportunities for outreach and advocacy for UM students,” she said.



Ten Tips for Fathers

1. Do something you enjoy which includes your children and community resources.
2. Talk to your child so they hear your voice and feel connected to you.
3. Show or express affection and empathy whether nearby or afar.
4. Give your child opportunities to learn from you, your history, and your culture.
5. Express the importance of family – “It’s good to be together.”
6. Cuddle and read a favorite story where you make each other smile.
7. Include others in your extended ‘family’ circle and share stories together.
8. Show your pride in being Mr. Dad every day – be involved in all ways.
9. Demonstrate an interest in community to make it better.
10. Set aside time to volunteer in your child’s school to make a difference for all children.

Source: Fatherhood Task Force of South Florida, Inc.

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In Memoriam: Shirley Merlin West

A lifelong Miami resident, Shirley Merlin West, B.Ed. '64, M.Ed. '66, died April 11 at age 84. She worked as South Miami-Dade Region administrator for special needs children with Miami-Dade County Public Schools and also served as president of the University of Miami's Alumni Association from 1990 to 1991.

"She identified herself clearly as a Miamian and was very invested in the community," said her son Bruce Merlin Fried, in a Miami Herald interview. "Whether through her activities with the Dade County Community Relations Board or her political involvement, it really was all about a sense of ownership in Miami-Dade County and wanting to do her part in the place where she lived, making it the best possible place for everyone else who lived here."

The School of Education and Human Development remembers Shirley West's contributions with thanks and sends its deepest sympathy to her family.