

PERSPECTIVE

Fall 2015

UNIVERSITY OF MIAMI

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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Painting by Selris James of the "U."

Blind and Deaf Artist Gets Fresh Start in Life Thanks to Collaborative UM Initiative

Thanks to a collaborative initiative led by Beth Harry, professor of special education in the Department of Teaching and Learning, a 41-year-old blind and deaf artist from Trinidad is getting a fresh start in life. This fall, Selris James received sight-restoring cataract surgery at the University of Miami's Bascom Palmer Eye Institute on a *pro bono* basis, and Harry organized an exhibition of his works to help James become a self-sustaining artist on his return to Trinidad.

"It was a great blessing in my life to meet Selris when he was 7," said Harry, a native of Jamaica who lived in Trinidad and founded the Immortelle Children's Centre, a school for children with disabilities, in memory of her daughter Melanie. "He is a gifted artist who has faced an uphill struggle all his life."

(continues on next page)

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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Blind and Deaf Artist Gets Fresh Start

(from page 1)



(From left) professor Beth Harry, Selris James, his mother Gwenie Gomez-James, and TAL professor Kristen Schwarz Olmedo.

His mother, Gwenie Gomez-James, contracted rubella during her pregnancy and James was blind and deaf when he was born. He gained some sight in his left eye after childhood surgery, taught himself the letters of the alphabet by copying from *Sesame Street*, and began drawing cartoon-like art when he was 5. After being rejected by a school for the blind and one for the deaf because of his double disability, Harry helped him enroll at the Immortelle Centre, where he stayed until age 21, his fees paid by the local Rotary Club.

"Selris demonstrated a tremendous artistic talent from an early age, but there has been little opportunity for him to express that in Trinidad," said Harry. "So, this year, I launched a fundraising effort to bring him to Miami to see if his vision and his communication skills could be improved. I've gotten a wonderful response from the entire university community."

Bascom Palmer ophthalmologist Richard Lee, M.D., evaluated James and found that a cataract in his right eye had not been fully removed during childhood surgery. On October 13, Guillermo Amescua, M.D, a cornea specialist at Bascom Palmer, removed the cataract, which had turned into a powder-like substance that inflamed the retina.

"Because of the damage to his eye, we fitted Selris with a new pair of high powered glasses, giving him central vision of around 20-50," said Amescua. "It was very gratifying to see his big smile when he put on the lenses and could finally see."

Dr. Michelle Schladant and her team of communication specialists at UM's Mailman Center for Child Development, evaluated James' communication skills *pro bono*. Following this, Kirsten Schwarz Olmedo, a therapist who teaches sign language in the Department of Teaching and Learning began working on his sign language skills, including a big "U" for the University of Miami. "I want to give Selris the gift of language," she said, adding that James is also learning to read and to speak through an application on his iPad.

Throughout his stay, James has been creating new works, including a drawing of Bascom Palmer, a giraffe he saw at ZooMiami, and a Metrorail train, said Harry. "Two days after his eye surgery, he drew a pictorial narrative of his vision from birth to now."

Along with acrylics, James has been using a computer and applications like Photoshop to create his artwork. "We are hoping to equip him with a new computer and a really good printer when he returns to Trinidad," Harry said.

Recently, Harry created a collection of James' drawings, "Deaf, Blind, and Smart as a Whip" and published it on Shutterfly. Now, she is seeking an international publisher for his work.

"Without the generous support of my colleagues and friends at UM, the Caribbean, the U.S., Canada, and Trinidad, there would have been no possibility of this wonderful outcome for Selris," Harry said. "My heartfelt thanks to all whose kindness made this possible."



dean's message

We Are Grateful for Your Support

As we approach the holiday season, I want to take a moment to express my gratitude for your support, and ask that you, in turn, express your gratitude for something others might have done for you.

A little known fact is that expressing gratitude improves the well-being of the recipient as well as the provider of it. Similarly, research demonstrates that acknowledging and celebrating our accomplishments, relationships, and personal strengths is good for us. Finally, studies show that celebrating somebody else's achievements in life makes the relationship better and more resilient.

We have much to be grateful for in the School of Education and Human Development and in the University of Miami. In our school, we celebrate ten years of building new and exciting programs, such as an undergraduate program in Human and Social Development, a master's program in Nutrition, an executive doctoral program in Higher Education, and one of the first online graduate programs at the university in Sport Administration.

We also celebrate the many accomplishments of our faculty, students, and alumni, including the recent examples highlighted in this issue. We are particularly proud of our exceptional undergraduate and graduate students who are demonstrating their leadership in teaching, counseling, research, and sport sciences. We are also grateful for the support we receive from our community partners, program sponsors, and generous donors. You help us fulfill our goal of improving the physical, educational, and psychological well-being of children, youth, families, and entire communities.

Our new president, Dr. Julio Frenk, shares our philosophy of helping our communities to become vibrant, healthy, and engaged. He is an amazing leader and we look forward to working closely with him. We recently had a wonderful meeting with the president, where we engaged in a robust conversation about the future of the university and our school.

On behalf of my colleagues in the school, I wish you a happy holiday season and a new year filled with well-being!

Dean Isaac Prilleltensky

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



Prilleltensky Quoted in *The Nation*

Dean Isaac Prilleltensky was quoted in an October 15 article in *The Nation*, "It's Science: Raising the Minimum Wage Would Make America a Happier Place." Nationally known as an advocate for individual, family, and community well-being, Prilleltensky said, "Parents who can afford better nutrition for their children are helping them to learn and function at higher levels in school and society."



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

School of Education and Human Development Surpasses *Momentum2* Goal

With a focus on increasing scholarships for students, support for faculty and research, and new professorships, the *Momentum2* campaign for the School of Education and Human Development accomplished all its objectives, and then some.

With more than \$22 million raised through the campaign, the school shattered its initial goal of \$13.6 million. The generosity of alumni, faculty, friends, and the school's Visiting Committee, led by Chair Hilarie Bass and Vice-Chair Paul DiMare, made it happen. Substantial gifts, including one from Lee Osiason, another Visiting Committee member, have transformed the school.

There are now five Ph.D. students in a new Community Well-Being research program made possible by a *Momentum2* gift from the Ken and Lisa Rosen family and Sheryl A. Lipman. Because of generous scholarship support from donors such as former faculty member Dr. Okhee Lee-Salwen, students will be able to begin or continue their university studies. With a substantial gift from the Jack and Harriet Rosenfeld Foundation, a new program to support Jewish education is now available in schools and through an interactive website.

Vital to the mission of the school is research to produce new knowledge concerning intellectual, psychological, and physical well-being in multicultural communities. The Dunspaugh-Dalton Foundation gift has made possible the establishment of a Community and Educational Well-Being Research Center. Campaign contributions are also funding research into the use of technology to enhance health and well-being. STEM education innovations, including the use of robotics and video analysis, are underway.

Momentum2 has funded a new professorship focused on developing and testing effective technological approaches to community mental health and the treatment of drug abuse, delinquency, and family dysfunction. Additionally, a planned endowment by an anonymous *Momentum2* donor will establish the first Distinguished Professorship at the school. These positions will complement the school's first chair, the Erwin and Barbara Mautner Chair in Community Well-Being, funded during the campaign and now held by Dean Isaac Prilleltensky.

The overwhelming support received through *Momentum2* will benefit students, faculty, and research at the School of Education and Human Development for decades to come.

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. ∞ Thank you!

FOR FURTHER INFORMATION, CONTACT:

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Faces of Education

Jeffrey Orloff: A Pioneer in Technology Education

As a teacher, principal, and business executive, Jeffrey Orloff, B.Ed, '70, has focused on the intersection of education and technology. He launched one of the nation's first computer schools and helped Apple become a leader in educational technology, while remaining close to the University of Miami.

"My career has always been closely related to education," said Orloff, who now lives in San Jose, California. "I cherish my experiences at the University of Miami and come back every year to see what's new and different on the campus." A native of New York, Orloff enrolled at New York Institute of Technology in 1965, intending to major in biomedical engineering. But in December of his freshman year, Orloff learned that a good friend had enrolled at the University of Miami. After seeing the 1964-65 UM Academic Bulletin, including photos of palm trees, Orloff decided to follow his friend and transfer to a warmer climate.

Orloff changed his major from engineering to education and became actively involved in student activities. During his three years at UM, Orloff served as *Ibis* yearbook photo editor, managing editor and advertising manager for the *Hurricane*, and secretary of community affairs for undergraduate student government. He was also elected president of his fraternity, Tau Kappa Epsilon, and selected for the Order of Omega, an honor society for fraternity members.



Jeffrey and Katherine Orloff
with their daughter Rebecca.

"One of my best experiences in the School of Education was student teaching for six weeks at Tucker Elementary in Coconut Grove and later, during my senior year, at Arcola Lakes Elementary in Miami," Orloff said. "I found that I really enjoyed being in the classroom."

But after graduating in January 1970, Orloff found it difficult to get an immediate teaching job. So, he returned to New York and enrolled at Long Island University to earn a master's degree in counseling and guidance. He also started working in the fashion industry, transporting designs and clothing via train between New York and Philadelphia. "The company gave me an Amtrak ticket and I had plenty of time to study for my classes on the train," Orloff said.

In September 1970, Orloff got his first teaching position at Monroe Elementary School in Monroe, New York, working as a second-grade teacher and later in special education. After three years in the classroom, Orloff moved into administration, becoming principal of an elementary school in Westchester County. During his two-year tenure, Orloff also completed a second master's degree in early childhood education and earned administrative certification at State University of New York (SUNY) New Paltz.

From New York, Orloff moved to Falls Church, Virginia, serving as a school principal for six years before returning to New York to complete his master's degree and doctorate (Ed.D.) from Columbia University in 1984.

Next, Orloff headed for the St. Louis suburb of Webster Groves, where he became involved with computer technology as the coordinator and assistant superintendent of elementary education. "Apple was getting into the education field with the IIe model, which had full-color screens and advanced keyboards for the time," Orloff said.

(continues on page 19)

MCCJ Honors Community and Social Change Graduate

Michael Matthiesen, B.A. '12, and a recent graduate of the School of Education and Human Development's Community and Social Change Master's Program, was honored on October 14 with a Silver Medallion award from MCCJ, formerly known as the Miami Coalition of Christians and Jews.

"Michael embodies the ideals of MCCJ and is taking the University of Miami legacy of community involvement into the future," said Roberta Shevin, executive director, before MCCJ Chair Johan Ali gave the award to Matthiesen at a special reception at Eaton Residential College for students and alumni of the Community and Social Change Program.



Johan Ali, chair, MCCJ, presents award to Michael Matthiesen.



Lisa and Ken Rosen.

Matthiesen had recently returned from the UK after studying social justice issues at University College London, thanks to a \$30,000 Rotary Foundation Global Grant Scholarship. He has also served as an AmeriCorps VISTA worker with the Single Stop program, helping underserved students at Miami Dade College (MDC) and their families. In recognition of his work, Matthiesen received the President's Call to Service Award from MDC and the President's Volunteer Service Award Gold Level from the UM Butler Center for Service and Leadership.

For the past four years, MCCJ has presented a special silver medallion to a graduate of the Community and Social Change (CSC) program. At the reception, Dean Isaac Prilleltensky thanked MCCJ for its support, and welcomed Lisa and Ken Rosen, long-time supporters who have provided scholarships for master's and doctoral students in the school's community well-being programs.

At the reception, three recent master's degree graduates presented their capstone projects to faculty members and incoming students. "This is a great opportunity to transfer knowledge," said Laura Kohn-Wood, chair, Department of Educational and Psychological Studies. Ashmeet Oberoi, professor and program director, added, "We take people who are passionate believers and turn them into agents of change – critical thinkers who have their hearts in the right places."

Natalia Valbuena and Alexandra Hernandez presented their capstone project, Helping Our Parents Excel for Tomorrow (H.O.P.E.), a parenting initiative for about 60 young adults with children in Educate Tomorrow, which mentors individuals who have aged out of the state's foster care program.

"We wanted to create more positive parenting experiences, and create an empowered community where the parents would engage and support each other," said Hernandez. "We used the theories we learned in the Community and Social Change program in order to make these parents feel that they mattered."

Sheryl Saturnino, a graduate student from Alaska developed a website showcasing her work in the Community and Social Change program. As a research assistant with the school's Empowerment, Power, and Social Action (EPSA) Research Team, Saturnino was active in several projects, including "Miami Thrives: Community of Practice," "Community Scholars in Affordable Housing," and a leadership development initiative at Carrefour supportive housing.

"The CSC program transformed my life," said Saturnino. "I came in thinking I would serve overseas in the Peace Corps, but I found I could contribute and make a difference right here in Miami."



(From left) Sheryl Saturnino, Natalia Valbuena, and Alexandra Hernandez.

EPS Chair Receives Service Learning Award

Professor Laura Kohn-Wood, chair of the Department of Educational and Psychological Studies (EPS) was honored on October 2 with the Spirit of Service Learning Award by the Returned Peace Corps Volunteers of South Florida, the Armando Alejandro Jr. Memorial Foundation, and the Miami-Dade Teacher of the Year Coalition. She was the co-first place winner in the college/university category with Mitchell Rosenwald, Ph.D., LCSW, associate professor, Barry University

Curriculum-based service-learning is a teaching strategy that allows students to learn and develop through active participation in thoughtfully organized service in the community that is integrated into and enhances academic curriculum.

"I believe the best outcomes of service learning involve the opportunity for students' intellectual understanding of a particular concept, like economic disparities, to be illustrated, contextualized, and given urgency through experiential learning," said Kohn-Wood. "This often happens best through the development of relationships between students and community members. These relationships form the powerful basis for students to increase their engagement and see themselves as agents in the process of social change."



Mitchell Rosenwald



Laura Kohn-Wood

Kohn-Wood noted that the overall goal of the school's Community and Social Change program is to develop a cadre of well-trained, "conscientized," passionate, and motivated individuals who become leaders in community-based organizations that engage in the transformation of under-resourced communities in South Florida and across the nation. She added, "We see our program as a hub for innovative and applied organizational leadership that fosters well-being in multicultural community settings."

"I believe the best outcomes of service learning involve the opportunity for students' intellectual understanding of a particular concept, like economic disparities, to be illustrated, contextualized, and given urgency through experiential learning..."

— Laura Kohn-Wood

listening

UM President Julio Frenk Visits the School

On October 15, President Julio Frenk, M.D., Ph.D., the University of Miami's sixth president, met with faculty of the School of Education and Human Development for a "listening exercise." He also toured the Department of Kinesiology and Sport Sciences laboratory facilities in the Orovitz Building. The visit was part of the new president's plan to gather information about what is important to others in the UM community and to hear their ideas about the University's future. He is using this information to formulate a roadmap leading to the university's centennial in 2016.



Dean Isaac Prilleltensky introduces President Julio Frenk to the Dunspaugh-Dalton Community and Educational Well-Being Research Center.



Professor Daniel Santisteban, director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center, with Dr. Frenk.



(From left) Dr. Thomas J. LeBlanc, provost and executive vice president, with President Frenk and Dean Prilleltensky at lunch with School of Education and Human Development faculty.

learning



Department of Kinesiology and Sport Sciences Chair Arlette Perry, left, and Professor Joe Signorile explain how students use the school's Human Performance Laboratory.



Department of Teaching and Learning Chair Walter Secada with Dr. Frenk and Dean Prilleltensky touring the graduate studies office.



Lisette Perez-Lima, Department of Educational and Psychological Studies, at the school's Institute for Individual and Family Counseling (IIFC).



(From left) Dean Prilleltensky, Dr. Frenk, and Dr. Moataz Eltoukhy.

School of Education and Human Development Fall Faculty and Staff Meeting

Thomas J. LeBlanc, provost and executive vice president for UM, spoke to the school's faculty and staff about the University of Miami's core values and spirit of excellence at a fall semester planning session in August.



Tomas J. LeBlanc



(From left) Laura Kohn-Wood, Tom LeBlanc, Arlette Perry and Marilyn Neff.



Dean Isaac Prilleltensky.

SoMi Fitness Presents Gift to the Laboratory of Neuromuscular Research and Active Aging

In a September 4 community competition at the UM BankUnited Center, SoMi Fitness in South Miami awarded Billy Casimir the title of “Mr. Fit South Miami” and Gysenia Gonzalez Avila, with “Ms. Fit South Miami.” A week later, the competition organizers combined the proceeds with those of the National Physique Committee’s SoMi Classic and presented a check for \$5,183 to the school’s Department of Kinesiology and Sports Sciences (KIN).



SoMi Fitness owner Unni Greene, B.B.A., '85, and partner William Del Sol said both competitions received excellent community support. “The study of kinesiology directly relates to what we do on a daily basis, improving people’s health, wellness, and longevity through training and proper nutrition,” said Del Sol. “It is our hope that with this gift we can enable research that will advance the field and benefit humankind.”

KIN Professor Joseph F. Signorile said the SoMi gift is being used to advance the research agenda at the Laboratory of Neuromuscular Research and Active Aging in the Orovitz Building, for undergraduate, high school, and foreign students seeking laboratory experience. “We feel that these goals reflect two of the major objectives of the university to educate and promote diversity, as reflected in the undergraduate students, visiting student research assistants, and visiting scholars who have been active in our laboratories over the past year,” Signorile said.

Signorile added that the work at the KIN laboratories reflects the goals of SoMi Fitness and the NPC SomaClassic, including neuromuscular training as it relates to health and independence. “Among the groups whose needs we have addressed through our research have been older fallers, older persons with sarcopenic obesity, Parkinson’s disease patients, children with cerebral palsy, and patients with schizophrenia,” he said. “Our latest work addresses women with metabolic syndrome and older individuals with reduced abilities to perform the activities of daily living.”

Signorile noted that other KIN research projects address the needs of both competitive and recreational athletes. Current studies are being performed with recreational runners and Olympic lifters and competitive power lifters. In addition, diagnostic assessment tools are being developed to assess independence levels in older individuals, executive function across multiple age and functional groups, and evaluation of injury levels in adolescent athletes.

All of these projects have involved student research assistants, including 12 undergraduates, three high school students, and three students from Brazil over the past summer and more than 20 undergraduates during the fall semester.

Said Signorile, “The gracious gift from SomaFitness has helped us to support this work while providing a true wellness benefit to the community and an immeasurable educational benefit to the students who have come to our laboratory.”

Mother of Five Pursues Doctoral Degree in Special Education

By Professor Wendy Cavendish

Lydia Ocasio-Stoutenburg is a first year doctoral student in the Department of Teaching and Learning (TAL) specializing in special education. She began her program here at UM as an already accomplished agent of change in the local special education community. Her path leading to this role was informed by her personal experience.

In her words, "When my fifth child was born and was diagnosed with a delay postnatally, it changed my life. I began to see the needs of all children, all families. My son opened up my heart to do whatever I can to make the world better for everyone. I had to learn more, I pursued a second master's degree in Special Education, where I learned a great deal and was inspired to move toward advanced study."

In recent years, Lydia has completed the Emerging Transformational Leadership Program at University of Miami/Mailman Center for Child Development. This program creates projects for systems level change to help families and individuals with developmental and intellectual disabilities. This semester, Lydia is a Family Advocate and Consultant teaching *Understanding the Family Perspective* to leaders in the neurodevelopmental disabilities program.

This year, she is also a member of Partners in Policymaking, funded by the Florida Developmental Disabilities Council. Partners in Policymaking supports parent advocates and self-advocates who provide education on relevant issues, current trends and legislation for people with disabilities, and develops leadership to generate programs and improve communities. Further, Lydia is currently a Board Member of Parent-to-Parent of Miami, which serves all families of children with varying disabilities with IEP support, advocacy, and access to services.



Lydia Ocasio-Stoutenburg

Of her community activities, Lydia says, "Many families come to me for support and encouragement. I am all the better for having my special child. I am a better parent to my other children. We are a better family. And the community is better when it invests in the potential of all children."

Robot Helps Broward Students Learn About STEM Careers

Broward fifth-grade students Adonis Williams, Niko Santos, Autumn Calcagno and Hanna Bookman meet a University of Miami humanoid robot guided by Ubbo Visser, Ph.D., associate professor and Director of Graduate Studies, Department of Computer



Sciences, at a special presentation November 12 at the Newman Alumni Center. About 150 students from Nova Blanche Forman Elementary School in Davie learned about careers in science, technology, engineering, and math as part of the School of Education and Human Development's Transformative Robotics Experience for Elementary Students (TREE) program, supported by a National Science Foundation (NSF) grant written by Ji Shen, Lauren Barth-Cohen, and Moataz Eltoukhy from the School of Education and Human Development. The group also toured the campus, guided by faculty members and UM students in the College of Engineering and the School of Education and Human Development.

Internships Open the Door for Counseling Psychology Doctoral Students

For doctoral students in the Department of Educational and Psychological Studies' Counseling Psychology Program, predoctoral internships play an essential role in advancing their careers while building clinical and research skills. Essentially, during internship students work as therapists-in-training full time for a calendar year. Completing a one-year, full-time internship prior to graduation is also requirement for accreditation by the American Psychological Association.

"We have an excellent record placing our students at very selective internship programs of their choice across the country, including a placement at the University of Miami Counseling Center," said Professor Lydia Buki, director of the EPS doctoral counseling program. Just as newly graduated physicians apply for a limited number of residency positions to advance their medical careers, counseling psychology doctoral students face a daunting application process in order to be selected for the right "match." "We pay careful attention to the application process because obtaining an internship is such a critical part of our students' training," said Buki. Students need to submit four essays, an updated resume, and travel to various internship locations for in-person interviews, an expensive and time-consuming process. Then, they rank their sites in order of preference and hope the result is a successful match.

"We have regular student meetings to discuss their application materials and help everyone stay on track," Buki said. "In the past two years, we had a 100 percent match rate. In one occasion, when a student was not matched one year, the student successfully matched the next year." As a result, these outstanding graduates will be able to make great contributions to their chosen fields," said Buki.

Clinical and Program Development Work



After completing her internship at Yale New Haven Hospital and earning her doctoral degree this summer, Amelia (Amy) Swanson, Ph.D., is now engaged in a post-doctoral program at Cambridge Health Alliance in the Boston area. "I am involved in the integrated primary care track, doing short-term counseling as well as screening and consulting with medical providers," Swanson said. "I have a special

interest in working with Spanish-speaking patients, and this is an excellent program for me."



Swanson came to the School of Education and Human Development in 2010 after earning a master's degree in psychology at the University of Wisconsin-Madison. "I wanted to study in a program that focuses on social justice where my clinical supervisors and mentor spoke Spanish," she said. "The University of Miami was a perfect fit for me."

Swanson's doctoral dissertation focused on treatment for Latina women and how they found meaning after negative life events. As a clinician, she also assisted families at the UM Mailman Center for Child Development, UHospital, and UHealth clinics, including oncology and transplant patients.

"Dr. Buki helped me and the other students in my cohort with the internship application process," said Swanson. "My match in the behavioral medicine track at Yale New Haven Hospital gave me wonderful training opportunities. I worked with the liver transplant team and oncology service, as well as a primary care clinic for refugees. Now, I am preparing for a career in an academic medical center or community health center doing a mix of clinical work and program development and evaluation."

Counseling the LGBT Community in Utah

G. Tyler Lefevor, an EPS doctoral student from Utah who is currently completing his internship, is counseling undergraduate students at Brigham Young University (BYU), where he earned his undergraduate degree. "This internship position is a good fit for me," said Lefevor. "As a gay Mormon male I can help LGBT students dealing with issues of faith, sexuality, and other personal matters. This will also help my doctoral research, which focuses on the intersection of philosophy and psychology." Lefevor's research is being supervised by Dr. Blaine Fowers.

Being able to provide full-time therapy at the BYU student counseling center helps Lefevor put his academic studies into practice, while gaining new ideas and insights from his supervisors. "I plan to do an additional year of post-doctoral clinical work to prepare for an academic career. I am very grateful for the support I have received from the UM faculty, who have helped me find my voice in this field."

Doctoral Student Selected for Prestigious Minority Fellowship Program

Kiet D. Huynh, a native of Vietnam and a second-year doctoral student, recently received the prestigious Fellow designation in the American Psychological Association (APA) Minority Fellowship Program. “My goal is to teach and conduct research at the university level, and the faculty here have been very helpful in preparing me for an academic career,” he said.

This fall, Huynh presented a poster at the APA's 2015 conference in Toronto highlighting his research in discriminatory practices against LGBT individuals in the workplace. He has also studied risk and resiliency factors in LGBT youth who are ethnic minorities and how discrimination affects their mental health over the long term.

“While I have always been drawn to counseling, I didn’t realize how rewarding the multi-cultural field would be until I enrolled in the school’s Counseling Psychology Program,” said Huynh, who earned bachelor’s degrees in psychology and philosophy from the University of California, San Diego. “Having grown up in an immigrant family, I want to do my best to reduce the impact of discrimination on minority individuals and families.”

Huynh’s APA fellowship is supported by the federal Substance Abuse and Mental Health Administration, where only 5 to 8 percent of applicants are accepted. The fellowship provides a renewable yearly stipend as well as unique opportunities for networking and leadership. “This program is dedicated toward improving behavioral health for minorities,” he said. “It’s very helpful for graduate students like me who want to make a lasting difference with this population.”



Alumnus Demonstrates Research, Teaching and Service Leadership at Indiana University



After earning her doctorate in 2006, Ellen Vaughan, Ph.D., completed a two-year fellowship in substance abuse prevention research at Yale University’s School of Medicine before joining the faculty at Indiana University. Now an associate professor, Vaughan has published more than 15 scholarly articles on her work.

Vaughan earned an undergraduate degree in Spanish and psychology at the University of New Mexico, and worked in an alcohol and drug treatment facility in Colorado, before earning a master’s degree in counseling psychology at the University of Colorado at Denver. “I was very interested in furthering my training and wanted to provide therapy services in Spanish, so the University of Miami was a natural choice for my doctoral studies,” she said. “I had a great clinical and research experience, working with adolescents and families at the Center for Family Studies.”

Now, Vaughan enjoys mentoring students and organizing a counseling program for the community’s Latino population, while pursuing her own research on substance abuse prevention strategies. “The Latino population group is growing on campuses across the nation, and we need to gain a better understanding of their attitudes and behaviors,” she said. “I am also developing a program to educate parents about how to communicate the dangers of risky behavior to their children in college.”

Three Graduate Students Awarded APA Fellowships

Three minority graduate students in the school's mental health counseling program have been awarded fellowships in the American Psychological Association's Services for Transition Age Youth (STAY) program. The Minority Fellowship Program (MFP) STAY Fellowship, now in its inaugural year, is tailored to provide fellows with support and training in their field of study. It is awarded through a federal grant to APA from the Substance Abuse and Mental Health Services Administration (SAMHSA), Department of Health and Human Services.



"I plan to work with adolescents in minority populations who have dealt with trauma," said Odelya Kadosh, one of the three new fellows. "I have learned so much from the UM program this past year, and I'm looking forward to applying those lessons when I meet with clients."

Kadosh earned her B.A. in psychology from Muhlenberg College. She is interested in the field of crisis and trauma including disaster management and identifying, evaluating, and determining appropriate interventions for post-traumatic stress disorder.

Marlaine Monroig earned her B.S. in psychology with honors from the University of Central Florida, and is interested in working with underserved populations, in particular Hispanic at-risk minority youth.

Amber Schaefer earned her B.S. in psychology and B.A. in Spanish from the University of Florida. She is interested in Latino mental health and is earning her certificate in this specialty area.

Through this fellowship, each student will receive a \$6,000 stipend for one year in addition to training, professional development, mentoring, and lifetime access to a network of over 1,700 fellows.

EPS Graduate Students Receive Awards, Acceptances

Two other EPS master's degree students, Alyssa Vazquez and Nicole Laviña, received the Florence Bayuk Education Scholarship for summer studies.

Two graduates of the school's Master's Degree in Counseling Psychology program were accepted into doctoral programs. Zamira Castro entered the University of Miami's doctoral program in Counseling Psychology, and Jerrica Oliver was accepted in Louisiana State University's doctoral program in kinesiology with specialization in pedagogy and psychological studies.

TAL Doctoral Student Awarded National Research Fellowship

*A*ndrea Headley, a doctoral student in the Department of Teaching and Learning, was accepted into the Graduate Research Fellowship Program of the Bureau of Justice Statistics (BJS). She was one of six scholars nationally to receive a grant, which funds doctoral research that focuses on crime, violence, and other criminal justice-related topics.

"We are excited to introduce this new fellowship program and have the opportunity to work with these six fellows as they complete their doctorate programs," said BJS Director William Sabol. "BJS will greatly benefit from research the new fellows provide as we continue to advance our criminal justice programs and data collections."

The Graduate Research Fellowship Program facilitates collaboration between academic and government researchers in survey methodology, statistics, economics, and social sciences. The program is open to students who are in the final stages of graduate study and is designed to increase the number of researchers who are using criminal justice statistical data generated by BJS.

Cavendish Selected as Visiting Research Scholar at Institute

Wendy Cavendish, associate professor in the Department of Teaching and Learning, has been selected as Visiting Research Scholar at the Roosevelt House Public Policy Institute for the 2015-16 academic year.



Affiliated with the City University of New York, the Roosevelt House honors the legacy of Franklin and Eleanor Roosevelt by focusing on a three-fold mission: to educate students in public policy and human rights, to support faculty research, and to foster creative dialogue. The institute provides opportunities for students

to analyze public policy and experience meaningful civic engagement; for faculty to research, teach, and write about important issues of the day; and for scholarly and public audiences to participate in high-profile lectures, seminars, and conferences.

Cavendish will collaborate with Roosevelt House Faculty Associate Jennifer Samson on a project analyzing the legislative impacts of improving inequality. Their project, *Intersections of Inequality: Legislative Legacies of Poverty, Race, Language, and Disability in Educational Policy*, examines the enduring effects of legislation intended to address structural inequalities.

Samson and Cavendish will analyze data on implementation outcomes, as well as the intended and unintended consequences of these educational policies. Their work will culminate in a policy report and a symposium that brings together researchers, practitioners, and policy makers.

Professor Overcomes Tragedy in Earning Doctoral Degree

Earning a doctoral degree in exercise physiology was a key step in Deborah Riquelme's nursing education career. Now an assistant professor at the University of Miami Schwartz School of Nursing, Riquelme is teaching clinical skills to nursing students and putting her research into practice.

In 2005, Riquelme moved to Miami, her husband Roger's hometown, and began working at the nursing school. "Arlette Perry (chair of the Department of Kinesiology and Sport Sciences) has a strong medical background and encouraged me to enter the exercise physiology doctoral program," Riquelme said. She was admitted in 2008, received a provost's award for her scholarship, and received her doctorate in April 2015.

Along the way, Riquelme lost three family members in a 12-month period: her father, mother-in-law, and 16-year-old adopted son Aundre. "My husband, my other children, my dean, and my professors were incredibly supportive during this time," she said. "Somehow, I was able to keep going."

Riquelme's dissertation examined differences in cognitive function between extrovert and introvert personality groups. "Deborah's dissertation was one of the finest I have seen," said Perry.

As a nurse, Riquelme sees the health consequences for patients who don't exercise. "People who enjoy a certain activity are more likely to be compliant with a fitness regimen, and there may be different types of exercises with a greater appeal to introverts or extroverts," she said.



homecoming

Alumni, students, and faculty of the School of Education and Human Development celebrated the University of Miami's 2015 Homecoming with a special reception on November 6 in the Shalala Student Activity Center.



The Give and Take of Service Learning

By Alice Woods

Editor's Note: As a junior in the school's Human and Social Development program, Alice Woods spent last spring in an internship program in South Africa. In keeping with her focus on social justice, Woods plans to return to Cape Town in January before earning her degree from UM in 2017. Here are her reflections on the experience.

Shana Brail defines service learning as “a method of learning in which students learn through volunteering, while at the same time being asked to reflect on their experiences and tie together experiences with classroom-based material.” This was the basis of my internship at Cape Town's Sonke Gender Justice over the spring 2015 semester. Though my internship did not fit the traditional learning mold, my time at Sonke strengthened my understanding of my fields of study, of myself, and of South Africa as a whole. I hope to work with Sonke long-term in the future.

Sonke Gender Justice is a Cape Town-based NGO, whose work reaches all of South Africa's provinces, as well as many other African countries. Its goals include HIV/AIDS prevention, gender equality, and improved overall human rights and sexual health rights in South Africa.

In South Africa, where there are approximately 343,250 new HIV infections in adults per year, where approximately 137,640 women are involved in sex work, where 30 percent of girls will be raped at school, and where gender and race create huge income disparities, Sonke's work is imperative in educating the population about these grave problems.

Sonke's Community Mobilization and Education unit focuses on grassroots education and community building through programs designed to interactively educate and spark conversations about gender, HIV/AIDS, and human rights.

Two of these programs have already been very successfully implemented across South Africa's provinces: One Man Can and Brothers for Life. These programs include a series of activities wherein male participants learn and think about life skills, gender roles, and sexual health, with the goal of preventing HIV/AIDS and gender-based violence.

The Community Education and Mobilization unit is currently building new programs as well, which were the basis of my research at Sonke. This research included exploring current in-school programs that taught students about gender-based violence and HIV prevention. The goal of this research was to understand the extent of existing prevention work in order to use

this as evidence that creating a new Sonke program was essential. My other research focused on homophobia in South Africa, violence within schools, and the healthcare status of refugees and asylum seekers.

In addition to my research work at Sonke, I attended several protests, including one asking the government to “make TB an emergency,” with affordable and accessible care. My work at Sonke gave me new opportunities for service. In looking at the balance between what I took from my service learning experience and what I gave back, I have a new understanding about what makes service learning effective. I believe that a student can give back to the community in which they are working only through organizations that are set up to facilitate this service effectively.



Sonke's internship program is well established and Sonke's employees felt comfortable delegating tasks to the other interns and myself. Since we were working alongside South Africans in a South African organization, there was no time when we needed to guess what was best for the country or worry about imposing the values from our home communities onto a culture that we didn't understand.

In working with an established organization alongside citizens of the country in which they are working, students can give back

(continues on page 19)

Educator Teaches STEM Topics to Non-English Learners and Special Education Students

In the late 1990s, Edwing Medina was a rising star in the music business working with artists like Tony Bennett. Today, he's a doctoral student in the Department of Teaching and Learning (TAL) teaching science, technology, engineering, and mathematics (STEM) topics to Miami-Dade students.

"I understand the importance of education in our society, and may go into policy-making after getting my doctorate," said Medina. "I have a strong background in both the corporate and the community organization worlds."

Originally from Caracas, Venezuela, Medina lived in New York City for 34 years. After earning his bachelor's degree in economics and journalism from New York University (under a full Presidential Scholarship), he enjoyed a 10-year career in the music industry, working at Columbia Records and then for former Sony Music CEO and Chairman Thomas D. Mottola.

In 2001, he switched careers, and began working for a community-based organization, helping thousands of minority public high school students earn scholarships to attend some of the nation's most competitive institutions, including the University of Miami. "I was able to shape my own job and focus on expanding opportunities for students to explore colleges and participate in internships," he said.

At the same time, Medina returned to school to earn his M.S. Ed. in mathematics education at the City University of New York's Queens College and became a certified secondary mathematics teacher. He also began an eight-year tenure with New York City's largest municipal employee union (District Council 37), preparing hundreds of its adult members for professional placement and promotion exams in English (to Speakers of other languages) and mathematics.

Deciding to earn his doctorate, Medina enrolled at UM and was recognized as a McKnight Doctoral Fellow. He became a research assistant in the I.E.S.-funded Language in Mathematics after-school project, and in the U.S. Department of Education-funded "Replicating the CGI (Cognitively Guided Instruction) Experiment in Diverse Environments" study.



Medina has also served in several leadership roles in the Graduate Student Association, and is the 2014-16 president. "Edwing has made the needs of graduate students, especially women with infants seeking doctoral degrees at UM, a priority for student services," said Dr. Gloria M. Pelaez, director, Teacher Education and Accreditation.

In summer 2014, Medina accompanied Michael Gaines, professor of biology and assistant provost of Undergraduate Research and Community Outreach, and four UM undergraduate students on a three-week visit to Pretoria, South Africa. He assisted the Education students in developing lesson plans, and delivering engaging middle school science lessons and laboratory activities as part of the South Africa component of the "Science Made Sensible" program, spearheaded by Gaines in partnership with Miami-Dade County Public Schools.

Reflecting on his TAL experience, Medina said, "I believe the department's focus on STEM, special education, and multilingual learning is a magical combination. It addresses the needs of every learner speaking every language while exploring difficult subjects. I really appreciate the multiple perspective, which prepares you well for today's inclusive classrooms."

Medina, pictured with Anda, a 6th grade student at Arcadia Primary School in Pretoria.



Publications and Papers

Cavendish, W. & Samson, J. (October 25, 2015). A balanced approach. (Book Review), *Reading instruction that works: The case for balanced teaching* by M. Pressley & R. L. Allington. *Teachers College Record*.

Cavendish, W., Scanlon, D., & Haley, K. (October 2015). Council for Learning Disabilities, Las Vegas, Nevada, *Meaningful Approaches and Challenges in the Individualized Education Plan*.

***Zhang, Q. & Cavendish, W.** (October 2015). Council for Learning Disabilities, Las Vegas, Nevada, *The Relationship between Self-Concept and Math Achievement for Students with Disabilities: A Meta-analysis*. Poster presentation.

Cavendish, W., & *Fenton, P. (September 2015) Council for Children with Behavior Disorders, Atlanta, Ga. *The Relationship Among Education, Employment, and Mental Health Supports and Recidivism of Juvenile Justice Involved Youth with Disabilities*.

Dees, W., Boggs, D., Harris, S., & Jimenez, N. (February, 2015). The effect of active versus non-active promotions on Minor League Baseball attendance. Presentation at the Global Sport Business Association annual conference, Nassau, Bahamas.

Tsuji, Y., Dees, W., & Hall, T. (2015). Attitudes toward bandwagon sponsors: A resource-matching perspective. Presentation at the Sport Marketing Association annual conference, Atlanta, GA.

Dees, W. (2015). Creative partnerships = More revenue. Featured panelist at the Sport Marketing Association annual conference, Atlanta, GA.

Dees, W., Hall, T., & Tsuji, Y. (2015). Examining the roles of event personality, identification, and attitudes in a sport sponsorship context. *International Journal of Sport Management*, 2, 437-454.

Smith, L., Kohn-Wood, L., & Nicolas, G. (forthcoming). The "One Drop Rule:" Shifting Expressions of Racial Identity and Well-Being in Black-Multiracial Individuals. In, J.M. Sullivan & W. Cross (Eds.), *Meaning-Making, Internalized Racism, and African American Identity*. NY: SUNY.

* TAL doctoral students

Faces of Education (from page 5)

With technology support from Apple, Orloff launched Webster Groves Computer School with 12 computers per classroom. "At that time, it was the only school of its kind in the nation, and it's still in existence today," he said.

At Webster Groves, Orloff hired a head teacher and faculty members and went into the community to talk with parents about the new program. "We wanted to enroll an equal mix of boys and girls and academic abilities. The response was so great that the first class was selected randomly – by computer of course!"

After six years in Webster Groves, Apple invited Orloff to move to its headquarters in Cupertino, California, to help school administrators learn how to use technology to improve their own productivity. Orloff spent 13 years as an Apple executive, as the Macintosh carved out a leading position in the educational computer market as the "bicycle for the mind." And for his last three years there, Orloff's office was directly below the workspace of Steve Jobs, Apple's legendary founder.

After leaving Apple, Orloff continued his career in technology, working for LeapFrog Enterprises, Inc., which makes toys for the educational market, and managing worldwide ecommerce for SanDisk, a global leader in memory storage devices and software.

Now retired, Orloff enjoys staying fit and spending time with his wife Katherine and daughter Rebecca, now a student in law school. "I am very proud to be an alumnus of the School of Education and Human Development," he said. "And I still enjoy seeing all the beautiful palm trees on campus!"

Service Learning (from page 17)

effectively and gain cultural competency simultaneously, so that in the long term, they might be able to make decisions about what can improve that community.

I believe there is great value in this type of education beyond the scope of improving a student individually. This kind of learning is an investment in the future, where students might not improve the community at the time of their service learning, but the community can reap benefits in the future.

I am grateful that my goals have remained unchanged by this experience while my knowledge of how to implement these goals has improved vastly.