

# PERSPECTIVE

UNIVERSITY OF MIAMI

Summer 2013

SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## *In this Issue*

- P3** Dean's Message: Recognized for Leadership
- P4** School Launches New Ph.D. Program
- P5** IIFC Moves to New Facility
- P6** Honoring Our Top 2013 Graduates
- P8** Students, Alumni Awards
- P9** 'Best New Student Organization'
- P10** Graduation
- P11** Tapping the Power of Yoga
- P12** Future Educators
- P13** 'You Can Go to College'
- P14** Using the Internet for Fundraising
- P15** Studying the Impact of Social Discrimination
- P16** Faculty News
- P18** 'Inspire U Academy'
- P19** Week of Well-Being
- P19** 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.

To make an online gift to the School of Education and Human Development, go to: [www6.miami.edu/alumni/giving/](http://www6.miami.edu/alumni/giving/)

Editor: Marilyn Neff  
mneff@miami.edu  
Writer: Richard Westlund  
Production: Armenteros & Martin  
Design Associates ©UMSOEHD 2013

## Faces of Education

### Michelle Newman: A Global Ambassador for Art



**When Delray Beach wanted an artistic Gateway to welcome motorists arriving from I-95, the Palm Beach County city turned to Michelle S. Newman, B.Ed. '72, to design six monumental 30-foot pillars.**

An internationally acclaimed textile designer and "Ambassador for Art," Newman spent seven years on the project, which was unveiled in a March 14 civic ceremony. "I photographed, sketched, and painted imagery that depicted Delray's soul and spirit," said Newman, whose visual scenes represent the city's history and include Seminoles, early settlers, plants, and animals.

Born in Miami, Newman grew up on Miami Beach, planning a career in elementary education. She had an early aptitude for art and fashion, designing her own clothes while a young student. "On Saturdays, I would hang out in

*(continues on next page)*

University of Miami School of Education and Human Development  
5202 University Drive • Coral Gables, FL 33146 • 305.284.3711

To learn more about our School, please go to [www.education.miami.edu](http://www.education.miami.edu).

UNIVERSITY OF MIAMI

SCHOOL of EDUCATION  
& HUMAN DEVELOPMENT



## Michelle Newman *(from page 1)*

the Burdine's designer department," she recalled. "In junior high, I read *Women's Wear Daily*."

While earning her teaching degree at the [then named] School of Education, Newman minored in art and incorporated that creative spirit as an elementary school teacher in Perrine and Miami Shores.

After teaching in South Florida for four years, Newman married and moved to San Antonio, Texas. Although the marriage didn't last, she made Texas her home base while reinventing herself as an artist and designer, traveling to exotic places like Bali, Japan, and Morocco for inspiration.

Newman's favored media are luxurious silk and velvet, and her works have been showcased in prestigious galleries, museums (including UM's Lowe Art Museum) and featured in national magazines like *Better Homes and Gardens*, and *Women's Day*. Her textile designs were featured in Mary McFadden's couture collections, and she was licensed to design a bedding collection for CHF industries.

Called an "Art Ambassador" in *SURFACE* magazine, Newman has co-hosted a show on HGTV, teaching more than 60 million viewers how to paint on fabric. She's also co-authored an award-winning book on textiles called "Handpainting Fabrics: Easy Elegant Techniques."

**Throughout her career, Newman has used artistic energy to educate and empower women, children, and families in impoverished communities. "I strongly believe that one person can make a difference in the world and I live by that philosophy," said Newman.**

In 2000, Newman started an arts and crafts program for children and women of the Siksika Nation in Canada's Province of Alberta. "I wanted to teach them how to take their traditional native designs, create marketable products, and build a cottage industry so they could earn extra money through handicrafts," she said. "It was a lot of fun, and even the rowdy high school boys loved it."

As an adopted member of the tribe, Newman attended council meetings, ceremonies and pow-wows, earning the title of *Naypistaki* ("Cloth Woman") at an official naming ceremony. It was a powerful emotional and spiritual time for Newman, who taught young women how to paint shawls for their traditional dances. "One of the most beautiful dance shawls was created by the late Amber Star," Newman said. "She painted butterflies

on it and wore it at many pow-wow dance competitions. Her mother, Lavina Crossguns said that when Amber died, she was buried in that shawl."

**Having finished her Delray Beach commission, Newman is ready for new artistic challenges. "I want to apply my textile designs on various home décor products and accessories," she said. "My next goal is to see more of my designs and installations on cruise ships, hotels, and in public places. After that, I hope to travel to El Salvador to help establish a cottage industry in a remote impoverished village."**

## About The Gateway Project

*By Michelle Newman*

My challenge was to find a way to visually represent the City of Delray Beach's past, present, and future. I visualized Delray Beach as an "Enlightened Community" that is vibrant, alive, and progressive. At the same time, I noted that the community has maintained a civic sensibility to its environment, embracing its natural flora and fauna. This caring community is exceedingly protective of its charm, beauty, and "small town" feel.

In preparation for this project, I researched, examined, dissected, sketched, photographed, and compiled many components into a cultural collage, reflecting aspects of the community's rich heritage. Interviews with civic leaders, historians, and citizens provided me with invaluable input for images and icons that tell the Delray Beach story.

While it was not possible to include all of the diverse groups that contributed to Delray's history, the six Gateway icons reflect a harmonious blending of many of the city's past and present cultures and ethnicities. My goal was to

select artwork that symbolizes and honors the diverse cultural mix and historic background of the community.

Finally, the panel's illumination at night is both an aesthetic and spiritual reference to "internal illumination" that symbolizes the beauty, harmony, and enlightenment of the Delray Beach community.



# dean's message

## Recognized for Leadership

**I am very proud of our school's faculty, staff, and students for their tremendous contributions to our communities. Through their research, our faculty members are advancing our understanding of some of the most challenging educational and social issues facing our world. Through their teaching in the classroom and in the field, they are helping to develop the next generation of caring, committed professionals.**

Our undergraduate, master's, and doctoral students are also committed to improving well-being – in all its aspects – as future researchers, teachers, counselors, athletic trainers, and other educational, psychological, and kinesiology professionals. And none of these accomplishments would be possible without the strong support of our faculty and staff members, who go above and beyond the call of duty to help our students identify and achieve their goals.

**As you go through the pages of this newsletter, you will see why it might well be called our “awards issue,” as we recognize our highest student achievers. In addition to highlighting our top undergraduate and graduate students (pages 6-7), we are proud to recognize the winner of a Luce Scholarship and two McKnight Fellowships. Many of our faculty members have also been honored for their academic and community contributions, including Guerda Nicolas, professor and chair, Department of Educational and Psychological Studies, who received a University of Miami Excellence in Civic Engagement Award.**

Our school is also building strong collaborative relationships with other academic institutions and vibrant partnerships with civic-minded organizations that strive to improve our region. For example, our school partnered with Miami-Dade County Commissioner Jean Monestime in a series of workshops called, “You Can Go to College.” That's just one of the ways we are dedicated to making a difference in the lives of individuals, families, and communities.

Today, our school has a growing local, national, and international reputation for leadership. I invite you to help us continue to move forward on our journey to excellence.

### **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, click here:  
[vimeo.com/52027102](https://vimeo.com/52027102)



## School Launches State's First Ph.D. Program in Community Well-Being, Thanks to Generosity of Rosen Family

**The School of Education and Human Development recently received a \$750,000 naming pledge from Ken and Lisa Rosen and their children to establish the Rosen Leadership Initiative in Community and Social Change, which will enable the school to establish a Ph.D. program in Community Well-Being. The gift is part of *Momentum2: The Breakthrough Campaign for The University of Miami*, which has raised more than \$1 billion to date for university research, as well as endowed scholarships, faculty chairs, and professorships.**

The mission of the school's new Ph.D. program is to produce community-engaged scholars who promote individual, relational, and collective well-being through community-based research and action. A previous pledge from the Rosen family supported scholarships that helped to launch the school's master's degree program in Community and Social Change, now enrolling its fourth cohort. The latest gift will also permit the school to grant scholarships to students, who will be named Rosen Doctoral Scholars.

"This program is a natural progression for our school," said Dean Isaac Prilleltensky. "It aligns with our vision of the school, which is to be a center of excellence in the study, promotion, and integration of educational, psychological, and physical well-being in multicultural communities." Prilleltensky added that the new Ph.D. program will build on the school's undergraduate major in Human and Social Development (HSD) and master's program in Community and Social Change (C&SC).



**The UM faculty senate approved the program, which will become the first of its kind in Florida. Applications will be accepted beginning in June for a small number of students to begin the program in the Fall 2013 semester. The program is expected to attract students who are primarily interested in academic careers and conducting research in applied science that focuses on the improvement of well-being.**

For more information on the Rosen Leadership Initiative in Community and Social Change, contact Professor Laura Kohn-Wood at [l.kohnwood@miami.edu](mailto:l.kohnwood@miami.edu).

### Schools of Law and Education and Human Development Collaborate to Offer Joint Degree

University of Miami law students interested in community engagement and social transformation can build their credentials through a new J.D./M.S.Ed. program with the School of Education and Human Development. "We are thrilled to establish this partnership with the School of Law," said program director Laura Kohn-Wood, professor, Department of Educational and Psychological Studies. "It enables law students to round out their educational experiences with our applied science degree, which will help prepare them to become leaders in the development of well-being in diverse communities."

The new joint program allows students to earn a juris doctor and master of science in education degree in 3 to 3 1/2 years.

The focus of the school's master's program in Community and Social Change is to prepare globally aware leaders, researchers, and agents of change who create, inspire, and engage community organizations to foster well-being in diverse community settings. "Our Community and Social Change program has already attracted law students, while some of our current M.S.Ed. students are taking law school courses as electives," said Kohn-Wood. "We are excited to solidify our connections with this new joint program."

## Institute for Individual and Family Counseling Moves to New Facility

**The school's Institute for Individual and Family Counseling (IIFC) recently moved into new space on the second floor of the Max Orovitz Building with modern therapy rooms, a children's play therapy area, reception suite, and waiting area. The new facility also incorporates advanced technology to facilitate counseling and the training of students.**

"Our clinic serves the community, including children, adolescents and adults," said Lisette Perez-Lima, field practicum supervisor and acting director of the institute. "We provide counseling services to individuals, couples, and families on a sliding scale fee. We also provide psychological and psychoeducational assessments."

The new IIFC space was unveiled at a community reception on May 15. Coordinated by office manager Jackie Ojeda, the institute serves clients from Monday through Saturday in English and Spanish.



(Left to right) Professors emeritae Carolyn Garwood and Margaret Crosbie-Burnett with professor and chair Guerda Nicolas.



(Left to right) Acting IIFC director Lisette Perez-Lima and Jackie Ojeda, office manager.



(Left to right) Counseling students Daniella Eisenstein, Daniel Sheridan, Hala Marouf, Adam Rosen, and Christina Pershad.



Dean Isaac Prilleltensky in the IIFC play therapy room.



# awards

## Honoring Our Top 2013 Graduates

The School of Education and Human Development honored the following students at the 2013 Awards Ceremony on May 8.



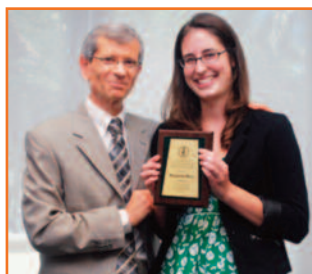
School of Education and Human Development Award for Scholarship  
**Rachel Rothstein**  
with Dean Isaac Prilleltensky



Department of Educational and Psychological Studies Award for Scholarship Studies  
**Andrea Headley**  
with Dean Prilleltensky



Department of Kinesiology and Sport Sciences Award for Scholarship  
**Arturo Salow**  
with Dean Prilleltensky



Department of Teaching and Learning Award for Scholarship  
**Stephanie Dietz**  
with Dean Prilleltensky

Dean's Dozen Honorary Association  
**Imri Yekutieli**  
**Stephanie Dietz**  
**Lisa Donna**

Excellence in Student Teaching Award  
**Stephanie Dietz**  
**Veronica Forero**  
**Scott Joffe**  
**Stefanie Vergara**  
**Hanako Sawada**  
**Sarah Williams**



(Left to right) Don Coffman, Music Education Chair, Frost School of Music, Sarah Williams, Stephanie Dietz, Stefanie Vergara, Veronica Forero, Dr. Moore  
Not pictured: Scott Joffe and Hanako Sawada.

### Department of Teaching and Learning



Outstanding Doctoral Student in Teaching and Learning  
**Dr. Brandon Diamond**  
with Robert Moore, Ed.D., Associate Chair, TAL



Outstanding Master's Student in Education and Social Change  
**Mia Esposito**  
with Dr. Moore

### Department of Educational and Psychological Studies



Carolyn S. Garwood Award for Service  
**Billie Schwartz**  
with Dr. Guerda Nicolas, EPS Department Chair



Outstanding Master's Student Award in Counseling Psychology  
**Thomas C. Wills**  
with Dr. Nicolas



Outstanding Master's Student Award in Community and Social Change  
**Stacey Kesten**  
with Dr. Nicolas

# awards



Outstanding Master's Student  
Award in Higher Education  
**Carly Lynn Smith**  
with Dr. Nicolas



Award for Excellence in  
Human and Social  
Development – Individual Track  
**Lilly Kofler**  
with Dr. Nicolas



Award for Excellence in Human  
and Social Development –  
Community Track  
**Wendy de los Reyes**  
with Dr. Nicolas



Outstanding Doctoral Student  
Award in Counseling  
Psychology  
**Lauren Smith**  
with Dr. Nicolas



MCCJ Silver Medallion Award  
**Saliha Nelson**  
with Dr. Nicolas and  
Dean Prilleltensky

## Department of Kinesiology and Sport Sciences



Award for Excellence in  
Athletic Training  
**Kristina Amrani**  
with Dr. Arlette Perry,  
KIN Department Chair



Award for Excellence in  
Sport Administration  
**Claire Miller**  
with Dr. Perry



Award for Excellence in  
Exercise Physiology  
**Jennifer Rodriguez**  
with Dr. Perry



Dr. Harry Mallios Award for  
the Outstanding Master's Stu-  
dent in Sport Administration  
**Kevin Moyd**  
with Dr. Perry and Alfredo  
Mesa, executive director,  
Miami Marlins Foundation



Award for the Outstanding  
Master's Student in Exercise  
Physiology  
**Philip Coblentz**  
with Dr. Perry



Award for the Outstanding Mas-  
ter's Student in Exercise Phys-  
iology: Strength and Conditioning  
**Saul Martinez**  
with Dr. Perry

Thomas S. Miller Award for  
Outstanding Doctoral Student  
in Exercise Physiology  
**Jennifer L. Maher**



## Cortland Awarded Luce Scholarship



**Matthew Cortland, a graduate student in the Education and Social Change master's degree program, has been awarded a Luce Scholarship for 2013-14. As one of 15 young Americans to participate in this nationally competitive fellowship, Cortland will be living in Asia for 13 months with a focus on the field of educational technology.**

"I feel very fortunate to be selected as a Luce Scholar," said Cortland. "I look forward to the opportunity to learn about a new culture, language, industry, and way of life." Cortland will be living in Taipei, Taiwan, while learning Mandarin Chinese and working at ASUSTek Computer Inc. in the field of public relations while learning about the technology industry. "My experiences in education at Rutgers University, in Teach For America, and at the University of Miami have equipped me with the knowledge and skills for my Luce Year and beyond," said Cortland. "I am extremely grateful for the teachers, professors, and educators in my life."

The Luce Scholars Program was launched by the Henry Luce Foundation in 1974 to enhance the understanding of Asia among potential leaders in American society. Luce Scholars gain new perspectives and cultural insights about their host countries through immersive living and working experiences in Asia.

## Students, Alumni Honored

**Benikia Kressler, a doctoral student in the Department of Teaching and Learning, was honored with the University of Miami Graduate Award for Excellence for Service and Leadership.**

**Andrea Headley, B.Ed. '13, won a McKnight Fellowship for doctoral study in public policy at Florida International University.**

**Felecia Theune, B.Ed. '13, won a McKnight Fellowship for doctoral study in sociology at the University of Miami.**

Three HSD majors were recognized at the University of Miami's annual Celebration of Involvement:

**Nicole Garcia** received the 2013 "Iron Arrow Honor Society Sophomore Leadership Award"

**Jessica Crandall** received the 2013 "Sherwood M. Weiser Memorial Fund award for Student Community Service"

**Wendy de los Reyes** received the 2013 "Vice President's Award for Service"

**Fulbright Scholar Wendy Castillo, M.S.Ed. '13, (Education and Social Change) plans to use the skills she gained as a Teach For America corps member to teach English language and U.S. culture to Mexican students on a Fulbright ETA grant. She will enrich her classroom in Mexico by sharing dance moves from her hip-hop dancing background and incorporating dance into her pedagogy. Castillo plans to enroll in a doctoral program in education policy after the Fulbright grant year.**

**Adriana L. Medina, Ph.D. '06, now an associate professor at University of North Carolina – Charlotte, and Professor Jeanne Shay Schumm** received the "Outstanding Research Article Award" from the International Reading Association's special interest group: Organization of Teacher Educators in Reading.



## Magid Leads 'Best New Student Organization'

**Under the leadership of Jordan Magid, a former student in the School of Education and Human Development, the U-Doodle Club was named the "Best New Student Organization – 2012-2013" by University of Miami Student Affairs on April 17. "Thanks for the many ways your organization impacts and improves student life at UM," said Patricia A. Whitely, vice president for student affairs.**

U-Doodle is an organization dedicated to building vibrant communities with collaborative doodling, said Magid. "Our vision includes a community where all people are reconnected to their natural creativity, united regardless of background, and inspired to be innovative together. U-Doodle leads workshops and public art projects establishing spaces for creativity, collaboration and empathy to blossom." Marilyn Neff, associate dean, School of Education and Human Development, is the club's faculty sponsor.



Magid said many students see the organization as a hobby club. "Yet, when they meet our members or join a doodle session, students quickly realize the project is much more meaningful," he said. "Because we emphasize supportive, trusting and overall positive values, our members don't get lost in events. Instead, they develop relationships with other students that go way beyond a single doodle session."

**For the upcoming year, U-Doodle plans to hold a consistent series of sessions, rather than simply expand the organization. Although Magid has graduated, he will remain active with the organization. "Meet-ups will be held more frequently next year, and we will be opening up opportunities for increased student engagement," he said. For example, each meet-up will have a theme based on values like sharing.**



"Since U-Doodle was recently awarded a workstation in the new Student Activities Center, the organization plans to leverage the space as a hub, harnessing creativity at the university," he concluded.



# graduation

School of Education and Human Development students, family members and faculty at the 2013 graduation ceremony on May 10 in the courtyard.



## Tapping the Power of Yoga

By Kiersten Mooney, B.A. '95

**In 1991 I decided I was going to focus all my academic energy on being an active, healthy woman. I set my sights on a major in sociology with a double minor in exercise sports science and sports medicine. Today, I am living my dreams thanks to the powerful teachers, education, and tools provided to me by the University of Miami.**

As a native of south Florida, it was my aspiration to spend my college years as a Miami Hurricane. I knew UM would give me access to an academic and social environment that would greatly enhance my life. While I worked toward my bachelor's degree, I took classes with Dr. Joseph Signorile. His teachings set the wheels of my professional life in motion. I discovered my passion listening to his lectures on physiology and sports-specific training. From day one, I knew I had a great deal to learn from Dr. Sig, and today he is the most influential academic teacher I have ever had. It stands as one of my greatest academic achievements to have co-published research with him. I had no idea then that those days were not over.

Throughout my years at Miami, I poured my energy into so many areas of sports science, but my whole life changed when I found yoga. Shortly after graduating from the University of Miami in 1995, I discovered yoga and several years later specifically Baptiste Yoga. The depth of the practice and holistic approach to health and well-being, combined with the powerful transformational process associated with the practice kept me coming back to my yoga mat again and again. Through my own personal transformation and empowerment I realized it was my purpose and passion to share this potent practice with as many people as possible. I became a yoga teacher and opened my first yoga studio, Bala Vinyasa Yoga, in 2007 in Naples.

The six years I lived and studied in the heart of Coral Gables at the University of Miami were some of the best years of my life, and I wanted to give back to the community where my journey began. Hence, I opened BV Yoga Coral Gables in April 2012. It is located almost directly across U.S. 1 from the University. Our yoga space is immaculate and one of the largest in the country, allowing us to hold major events and bring in distinguished teachers from all over the world to share the gifts that yoga has to offer. After being open for just 5 months, we are thrilled to see such an enthusiastic community of students coming through our doors and lighting up the space with their presence.

Being in Miami near the University was so important to me. Not only did I want to share the practice that changes lives, but I also believed there was the possibility and opportunity to work with my Alma Mater on research examining how yoga affects the biomechanics and physiology of our bodies. When I knew I was opening BV Yoga Coral Gables I re-connected with Dr. Signorile, my academic mentor.



Over several months, Drs. Signorile and Keisha Harriell and I discussed ideas of researching yoga and its effects on the body, and now, I am proud to announce that BV Yoga is collaborating with the University of Miami's Laboratory of Neuromuscular Research to examine muscle utilization patterns during yoga. This will be groundbreaking research in the areas of sports science and rehabilitation that we believe will bring more clarity to the overall benefits and therapeutic qualities of practicing yoga.

**The road ahead for BV Yoga Coral Gables and our partnership with the University is beyond bright. I am certain that we will continue to educate people on the benefits of yoga and generate innovative research that will significantly affect the practice of this ancient art. I believe in the power of collaboration and community and am blessed to be a part of a university that stands for both.**

**"As a native of south Florida, it was my aspiration to spend my college years as a Miami Hurricane. I knew UM would give me access to an academic and social environment that would greatly enhance my life."**

— Kiersten Mooney



## Future Educators Reach out to Sunset Elementary

By Elena Dossett, FEA Secretary

**The University of Miami's Future Educators Association (FEA) recently hosted a field trip for students of Sunset Elementary's FEA club. UM FEA is an honor society for students who want to become teachers. There is a partnership with Sunset Elementary's Junior FEA.**



Working to strengthen our partnership, FEA visited the students at Sunset in February and organized a series of activities before Valentine's Day. Taking the partnership further, the elementary students came to UM on March 20 for a day of fun and enriching activities about college and the process of becoming a teacher. The day began at Stanford Circle where Sebastian the Ibis welcomed students with a hand-painted banner and passed out FEA sunglasses. The students were excited to be personally greeted by Sebastian and jumped at the chance to take pictures with him and eagerly asked for his autograph.

Throughout the day, the UM FEA members led the student groups through a variety of activities. They led a tour around campus that showed the children buildings such as the library, the bookstore, the pool, food court, gym, and the Merrick building, highlighting that this is where most education classes take place. The young scholars were fascinated by all of the activity that takes place around campus and were surprised to see the different amenities that the university offers college students.

**FEA members sought to encourage the children to attend college and showed them around campus so that they could get a taste of college life. Along the way, the students were encouraged to ask any questions about college.**

Additionally, FEA members had a book reading activity with the children. FEA chose the children's book, "A Bad Case of the Stripes," and explored different strategies for teaching reading as if the students were teachers themselves. The children were also shown the Farmer's Market and were taken out on the green in front of the library. While outside, the children shared what they wanted to be when they grow up and why. FEA members shared what they were studying in college and why they chose their area of study.

**As the students left, they received souvenir frames handmade by UM FEA members that were decorated with school-themed stickers. Placed inside the frame was a group picture with Sebastian taken earlier that morning.**

As future educators, FEA members found this event valuable because they were able to serve as leaders and mentors to the younger 4th and 5th grade students. All of the activities done with them all year at their school culminated in this field trip event where the value of education, learning, and going to college was discussed in a fun, engaging environment. In this way, UM FEA seeks to be an organization that makes a difference in the community and shares the importance of education in a creative way.

### FEA Board:

President: Sara Guido / Vice President: Leticia Gonzalez  
Secretary: Elena Dossett / Treasurer: Vanessa Clara  
Public Relations: Michelle Backus  
Field Trip Coordinator: Jen Hollander

## Sunset Teacher Honored

The School of Education and Human Development congratulates Sunset Elementary School teacher Tere Pujol-Burns, who was named Magnet Schools of America's "Teacher of the Year." The award honors a PreK through K-12 magnet school teacher who has demonstrated excellence in the teaching profession, community, and parental involvement, according to Mileidis Gort, professor, Department of Teaching and Learning. Sunset Elementary, a UM professional development school, was named "Best Magnet School" in 2012.

## 'You Can Go to College'



Many Miami-Dade County public high school students need help with the college admission process, from completing the application to obtaining financial aid and surviving the freshman year. That's why the School of Education and Community Development partnered with Miami-Dade County Commissioner Jean Monestime in series of workshops called, "You Can Go to College."

Other partners included the University of Miami Center for Latin American Studies, College Summit, and Vision to Victory Human Services Corporation. The program was sponsored by a grant from the Deutsche Bank of Americas Foundation.

At the January 19 workshop, students learned about the various options to pay for a college education. "I want students and parents to fully understand their financing options," said Monestime. "The more educated our community becomes about college financial aid, the less stressful the college application process becomes."

The final session, "Succeeding in College," was held on May 16 and included pre-

sentations, coaching sessions, and a tour of the University of Miami's Coral Gables campus. Guerda Nicolas, professor and chair, Department of Educational and Psychological Studies, said more than 300 high school students participated in the series. "Statistics indicate that nearly half of college students of color drop out in their freshman year," she said. "We want to help them make a successful transition and let them know about the support systems in place for them."



Ariel C. Armony, Ph.D, director, Center for Latin American Studies, told the students about the challenges he faced going to college in Argentina at a time when the nation was run by a military dictatorship. "Going to the university, students were searched by soldiers," he said. "We had to be very careful about what we would say in class. But we had our personal goals and sense of determination – two things that are essential for being successful in college."

(Top) Ariel C. Armony, Ph.D., director, Center for Latin American Studies.

(Above) School of Education and Human Development students, from left: Gueriana Thelomar, Marie Fatil and Obianye Nwamah.

(Left) Melonie Burke, community liaison, Office of Commissioner Jean Monestime with Guerda Nicolas.



## Using the Internet for Fundraising

**Prior to making a commitment to Internet fundraising, nonprofits should take a careful look at their mission, strategy, and resources, according to Robert Plant, professor of computer information systems (CIS) in the School of Business Administration.**

"Before you can reach for the stars, you need a technology strategy that supports your mission," said Plant in a March 28 workshop. "Everyone has great intentions and aspirations, but you need to be clear on your objective and your ability to execute an Internet strategy."

Plant presented his recommendations to representatives of South Florida's nonprofit community at the third professional development event in the 2013 Leonard Turkel Nonprofit Network series, cohosted by the School of Education and Human Development, the School of Business, and Catalyst Miami.

Calling the series a "master class on fundraising," Doug Turkel, son of the series founder Leonard Turkel and Annsheila Turkel, introduced Plant, and added, "I hope you put this information to good use back in the office and bring your colleagues to our next session."

For some nonprofits, a technology strategy might involve upgrading the basic infrastructure: computers, network, and software. For others it might mean tapping the latest social, mobile, and digital applications to connect with donors, partners, and other stakeholders, Plant said. "One of the keys to success is building a robust database and being able to tap that information effectively," he added. "Today, if you're not leveraging that data, another organization will do so and steal your constituents."

Plant said nonprofits also need to think about other ways technology can add value, such as reducing labor costs by automating outreach functions; but organizations need to avoid investing in technology that does not align with their mission or goals.



Robert Plant.

**"The future still belongs with the web, so you need an Internet strategy," he concluded. "You want to be seen online as a responsive, reliable organization with a strong brand that treats its constituents with respect and trust. Make the donation process simple and easy, and you can be on your way to building lasting relationships."**

Professor Plant, Marilyn Neff, Doug Weber, Doug Turkel, and David Blyer.

## Social Media and Non-Profits

*B*y using social media like Facebook, Twitter, and LinkedIn, nonprofits can reach out to potential donors and partners who have similar interests. "Social media is all about online conversations," said Alex de Carvalho, social media director at TURKEL and former adjunct professor, University of Miami School of Communications. "It is the opposite of traditional advertising, which delivers crafted messages and treats the consumer as a passive listener."

De Carvalho led the fourth 2013 session of the Leonard Turkel Nonprofit Network Series on April 25

Bruce Turkel, CEO/CFD, TURKEL, introduced de Carvalho and invited attendees to network with each other. "We all have needs for support, and we all have resources and knowledge we can share," he said.



Alex de Carvalho.

In his talk, de Carvalho suggested that nonprofits use social media initially for listening and monitoring. "Find out what people are discussing and how that might relate to your organization." Another tip is to post the "human stories" of people whose lives have been touched by the organization.



## Studying the Impact of Social Discrimination on Personal Stress

**For four years, Professors Debbiesiu L. Lee and Soyeon C. Ahn, Department of Educational and Psychological Studies, have been studying the impact of social discrimination on personal stress. “We know that racial minorities in general tend to experience higher levels of stress, which manifests in more anxiety, depression and physical ailments,” said Lee. “Other studies show higher stresses in members of the gay-lesbian-bisexual-transgender (GLBT) community as well.”**

Lee said the two researchers – who share an Asian background – hope their work will provide a framework to assist people in developing more effective personal coping strategies in response to discrimination, and delivering mental health services more effectively across the nation.

“Our long-term goal would be to develop interventions tailored to specific populations by identifying coping strategies that work for them,” said Lee. “Then, we could start teaching those skills to children, adolescents and adults.”

Since launching their research in 2009, Ahn and Lee have written six papers looking at discrimination’s effects on individuals from different ethnic backgrounds. “We chose to look at racism and then broke our project down into racial/ethnic groups, including Black, Latino/a and Asian Americans,” said Lee, who provided the conceptual foundation for the research. Ahn focused on the methodology in the collaboration, including using advanced meta-analytic methods. Ahn noted, “Our shared Asian background helped our productivity; we have a similar work ethic and way of getting things done.” (Lee is of Chinese descent and Ahn is a native of Korea.)



Professors Debbiesiu Lee and Soyeon C. Ahn.

### Three Research Papers

Their first paper, “Racial Discrimination and Asian Mental Health: A Meta-Analysis” (*The Counseling Psychologist* 2011 39: 463) analyzed 23 studies relating to Asians’ coping methods and outcomes. “We found that personal coping strategies formed the strongest link between discrimination and distress,” said Lee. “That came as somewhat of a surprise, since Asians have a culture that values the collective spirit. We would have expected social support to rank more highly as a mediating variable in the link between social discrimination and stress. Instead, we found the key was high self-esteem and self-motivation by the individual trying to solve problems.”

Lee and Ahn reached similar conclusions about Latinos in their second paper, “Discrimination Against Latinas/os: A Meta-Analysis of Individual-Level Resources and Outcomes” (*The Counseling Psychologist* published online 24 October 2011). “While cultural identity was important, the key variable was personal coping skills, according to Lee. This paper was a meta-analysis synthesizing the findings from 51 studies.

This spring, Lee and Ahn published a third paper, “The Relation of Racial Identity, Ethnic Identity, and Racial Socialization to Discrimination – Distress: A Meta-Analysis of Black Americans” (*Journal of Counseling Psychology* 2013, Vol. 60, No. 1, 1–14). They synthesized 27 studies examining the relationships of racial identity, ethnic identity, and racial socialization to discrimination and distress.

One of their key findings was that social support, cultural identity, religious background and personal skills were all coping strategies for Black Americans – a distinctive difference from their studies on Asians and Hispanics.

Summarizing their work to date, Lee said active strategies generally produce better outcomes for individuals facing racial and ethnic discrimination. “You can speak up, talk to a friend, meditate, or take a look at how you could make a positive change in society,” she said. “Any of those proactive strategies would be better than bottling up your personal feelings, which is more likely to lead to depression.”

**“Our long-term goal would be to develop interventions tailored to specific populations, by identifying coping strategies that work for them. Then, we could start teaching those skills to children, adolescents and adults.”**

– Debbiesiu L. Lee



(Left to right) Etiony Aldarondo, director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center at the School of Education and Human Development; Tina Lane; President Shalala; and Dean Prilleltensky.

## School Hosts CCF Conference

**More than 100 academics, researchers, community leaders, and opinion makers packed the Newman Alumni Center in April for the 16th annual Council on Contemporary Families Conference. Sponsored by the Dunspaugh-Dalton Community and Educational Well-Being Research Center and the School of Education and Human Development (SOEHD), the conference focused on “Immigrant Families as They Really Are.”**

“Our conference was a tremendous success,” said Etiony Aldarondo, director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center. “We had leading scholars from around the country who presented their state-of-the-art research on issues affecting immigrant families in the U.S.”

UM President Donna E. Shalala and Dean Isaac Prilleltensky welcomed participants to the conference and thanked Tina Lane, vice president of the Dunspaugh-Dalton Foundation, for the support the entity has provided to the school.

**Professor Etiony Aldarondo was recently named one of the “Top 20 Latin and Hispanic Professors in Florida” by Online Schools in Florida.**

## Measuring Early Intervention Outcomes

**In Florida, as in other states, children with developmental disabilities are eligible to receive a wide range of services through the state’s early intervention and pre-kindergarten (preK) programs.**

As the principal investigator for the statewide “Measuring Outcomes Project,” Professor Batya Elbaum, Department of Teaching and Learning, is responsible for analyzing data collected by Florida Early Steps, the state’s early intervention program, and the Florida Department of Education’s prekindergarten program for children with disabilities, to determine why some children appear to make more progress than others in key developmental domains such as communication and social-emotional skills.

In 2005, the federal government established an accountability system for taxpayer-supported early childhood programs under which states are required to analyze and report outcomes for participating children. Elbaum said that Florida decided that the early intervention program (for children from birth to age 3 under the Department of Health) and the prekindergarten program (for children ages 3-5 under the Department of Education) would work together to assess the progress of children with developmental delays and disabilities.

The state also adopted a standardized assessment that measures developmental status in five areas: communication, cognitive, personal-social, motor skills, and adaptive behavior. Children with developmental disabilities who participate in both programs have three assessments: when entering early intervention, when transitioning into preK, and when exiting preK.

**“We want to aggregate those individual assessments to examine how well the local programs are working across the state,” Elbaum said. “We are gathering that information and building our database to look at the variables across different groups of children.”**

Elbaum’s research could lead to important findings about best practices in Florida’s early intervention and preK programs. “If children with communication delays are making more progress in program X than in Y, then we would drill more deeply to find the reasons,” she said. “Is it the intensity or the nature of the services provided? Does it relate to family income or demographics? Those answers can help guide us in improving services and the outcomes for all children with developmental disabilities.”

## Nicolas Honored for Civic Engagement

**Recognized for her deep involvement in South Florida's Haitian-American community, as well as her native Haiti, Guerda Nicolas, professor and chair, Department of Educational and Psychological Studies, was honored this spring by the University of Miami with a 2013 Excellence in Civic Engagement Award. She received a plaque at an April 23 ceremony at the Robert and Judi Prokop Newman Alumni Center.**

"This award recognizes faculty members doing community-based work that is integrated with our student programs," said Nicolas, whose local initiatives have included the Kulula and Strong Roots projects. "We want to engage our students and provide the training they need to make a sustainable difference in our communities."

Nicolas has also been a leader in The Haiti Project, a partnership with the Ministry of Health of Haiti and Justinien University Hospital in Cap Haitien, the nation's second largest public hospital, which includes the Department of Family Medicine and Community Health in the University of Miami Miller School of Medicine. "It's all about building capacity within the community," she said. "It's very rewarding to see the results."



Pictured: Dr. Nicolas with the award.

## YES! Camp is back for 2013



For the past three summers, the School of Education and Human Development has sponsored the Youth Empowerment Summer Camp, also known as YES! Camp for the girls of URGENT, Inc. The six-week camp began June 17.

**Thanks to the community outreach efforts of Guerda Nicolas, professor and chair, Department of Educational and Psychological Studies, and J.C. del Valle, assistant vice president of community and government relations, more than 200 girls between the ages of 6 and 12 from Overtown, Liberty City, and Little Haiti have come to know the University of Miami and now look forward to attending college in the future.**

Justine Rosen, a senior majoring in Elementary/Special Education, interned with YES! Camp last summer and had this to say about her experience: "My time working with Urgent, Inc's YES Camp was by far the most rewarding experience of my life. The hands-on education, physical activities, and incredible curriculum teach these children love, respect, and unity through compassion and understanding. I will always remember their inspiring courage and the bonds I created with all the campers as well as the faculty members at YES! Camp."



# engagement

## Launching 'Inspire U Academy'



The Department of Teaching and Learning (TAL) in the School of Education and Human Development, in partnership with the Ronald A. Hammond Scholars program offered through the Office of Academic Enhancement (OAE), has developed Inspire "U" Academy.

Inspire "U" Academy is a mentoring program geared towards supporting high potential, motivated 10th and 11th grade Booker T. Washington High School students. The academy offers structured events, activities, and workshops where high school student participants have the opportunity to develop positive relationships with their Hammond Scholar mentors. The program aims to support high school student participants in achieving their goals of high school graduation, college preparation, and postsecondary success.

Inspire "U" Academy was developed in the summer of 2012 to provide mentorship activities and college readiness experiences for Booker T Washington students and a structured opportunity for UM's freshmen Hammond Scholars to become civically engaged and to fulfill their community service obligation.

The academy is based on the Metlife Foundation's MENTOR program. As part of the model, a protocol for process evaluation and mentee self determination skills was developed. Dr. Wendy Cavendish, Dr. Robert Moore, and Liana Mentor outlined the components of the program and two TAL doctoral students (Keya Kressler and Stacey Kesten) participated in the planning and implementation of Inspire U Academy.

"Thanks to Wendy Cavendish for spearheading and developing the program and to the Office of Academic Enhancement for its support and collaboration," said Beth Harry, professor and chair, Department of Teaching and Learning and co-director, Project INCLUDE.

Part of the Inspire "U" program philosophy is to address the specific needs, challenges, and interests of participants. In that spirit, the planning and development of monthly program events and activities was directly related to the feedback from participants.

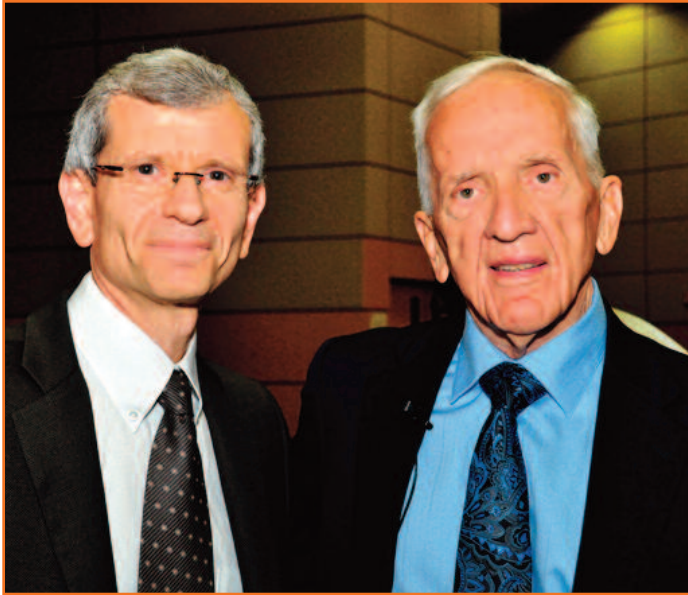
The 2012-2013 year was full of exciting programming for the Inspire "U" Academy, including a series of Success Toolbox Workshops on Saturday mornings. The sessions covered topics ranging from goal setting, exploring the college application process, and constructing a powerful college acceptance essay. During these workshops, mentors and mentees had a chance to develop their relationship and share knowledge, information, and personal experiences.

As one participant said of the academy, "My mentor gave me encouragement with college. And we talked about other things too, outside of school. So we had a great connection."

### A Professional Development Day

On February 1, the School of Education and Human Development organized a Booker T. Washington Faculty Professional Development Day with 87 attendees. This year, Booker T. Washington became a professional development school, and Professor in Residence Wendy Cavendish designed the program, which was held on the University of Miami campus.

The professional development day was focused on content specific sessions modeled like an academic conference with partner faculty from the mathematics department, history department, and college of engineering, along with TAL doctoral students Edwing Medina, Keya Kressler, and Xuchilt Perez and TAL professors Ji Shen, Mary Avalos, and Josh Diem. Afterwards, Booker T. faculty noted: "This Professional Development activity was wonderful. It was great to have an in-service that was content specific, well-organized, and efficient."



Dean Prilleltensky and T. Colin Campbell.

## Presenting a Week of Well-Being

**Noted nutrition author T. Colin Campbell was a guest speaker of the School of Education and Human Development at the University of Miami's inaugural Week of Well-Being on April 1-5. About 200 attendees heard Campbell, the Jacob Gould Schurman Professor Emeritus of Nutritional Biochemistry at Cornell University, talk about the benefits of a plant-based diet on April 4.**

In his best-selling book "The China Study," Campbell warned about the dangers of animal-based protein, presenting a case study that showed excessive amounts triggered liver cancer in rats. Protein from plant foods, he said, can provide all the required protein humans need. Former President Bill Clinton adopted a plant-based diet and credited Dr. T. Colin Campbell for his pioneering work in the field of plant-based nutrition.

The Week of Well-Being, offered exclusively for UM faculty, staff, and students, coincided with National Workplace Wellness Week. It focused on ways to advance overall well-being, be it physical, psychological, financial, interpersonal, community involvement, or occupational. The week included a variety of activities, workshops and surprises, including cooking demonstrations hosted by celebrity chef Michelle Bernstein, wellness fairs, and outdoor yoga sessions on the University Green and the Quadrangle.

## Publications and Papers

**Doorn, K., & Schumm, J. S.** (2013) Attitudes of preservice teachers regarding linguistic diversity in the classroom.

**Lipsky, M.** (2013). Head Start teachers' vocabulary instruction and language complexity during storybook reading: Predicting vocabulary outcomes of students in linguistically diverse classrooms. *Early Education and Development*, 24(5), 1-28.

**Medina, A. L. & Schumm, J. S.** (2012). Kindling or dousing dispositions toward reading: A Content analysis of the reading journeys of inservice teachers. *Journal of Reading Education*, 37(3), 21-28.

**Pérez Benítez, C.I., Sibrava, N., Zlotnick, C., Weisberg, R., and Keller M. B.** In press. Differences between Latino Individuals with Posttraumatic Stress Disorder and Those With Other Anxiety Disorders. *Psychological Trauma: Theory, Research, Practice, and Policy*.

**Vaughn, S. R., Bos, C. S., & Schumm, J. S.** (2014). Teaching students who are exceptional, diverse, and at risk in the general education classroom (6th ed.). Boston: Pearson.

