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Faces of Education

Dr. Janet Brill: A National Advocate for Healthy Hearts



Janet Bond Brill believes most Americans need to pay more attention to taking care of their hearts. "Cardiovascular disease is the leading cause of death among men and women, but it can be largely prevented," said Brill, B.S. '79, M.S.Ed. '86, Ph.D. '01, an internationally known nutrition and fitness researcher, author, and American Heart Association "Go Red for Women" spokesperson,

Brill made her third appearance on the "Dr. Oz Show" on August 25 (above) to talk about "Three Surprising Risks of Beans." Brill said, "That was a real career highlight for me, because the show gives so many people across the country an opportunity to learn more about nutrition and a truly healthy diet."

A New York City native, Brill enrolled at the University of Miami at age 16, earning a bachelor's degree in biology in 1979. As an undergraduate, she took an exercise physiology course from School of Education Professor Joseph Brownholtz that changed her life. "He was a great teacher who was far ahead of his time," Brill said. "He invited me to a conference on wellness on Miami Beach that really sparked my academic interest and launched me on a career path I have followed ever since."

(continues on next page)

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UNIVERSITY OF MIAMI

SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



Dr. Janet Brill (from page 1)

Brill earned a master's degree in exercise physiology from UM and a second master's degree in nutrition and dietetics from Florida International University, followed by her doctorate at UM in 2001. She received the outstanding dissertation of the year award for her research on the impact of combining different exercise programs with a low-fat diet in obese premenopausal women. She is also a Registered Dietitian Nutritionist (RDN) and Fellow of the American Dietetic Association (FAND).

Brill taught at UM and FIU as an adjunct professor, but decided to go into private practice. "I also wanted to write a book, following my mother's example," said Brill, whose mother, Dr. Alma Bond has published more than 20 books on biographical and psychoanalytical topics.



In 2007, Random House published Brill's first book, "Cholesterol Down." Since then, she has written two more books, "Prevent a Second Heart Attack" (2011) and "Blood Pressure Down" (2013). Her research has been published in noted scientific journals including, the *International Journal of Sport Nutrition*, *American Journal of Lifestyle Medicine*, and *International Journal of Obesity*.

For the last several years, Brill worked as the Director of Nutrition for Fitness Together, Inc., the world's largest organization of personal trainers, and authored "Nutrition Together" (2010), a healthy eating and weight loss program available at the company's personal training studios worldwide.

In 2012, Brill was named Nutrition Entrepreneur of the Year by the Nutrition Entrepreneur dietetic practice group of the Academy of Nutrition and Dietetics, and last year she became a fellow of the Academy of Nutrition and Dietetics. She is a member of the American College of Sports Medicine, the National Strength and Conditioning Association.

On the personal side, Brill and her husband Sam have been married for 30 years and have three children. Asked about her advice for today's college students, Brill said, "I believe you should follow your passion. I was fortunate to discover my career path at the University of Miami and I've loved every step along the way."

Society of Counseling Psychology Honors Dean Prilleltensky With Lifetime Achievement Award

An international leader in applied psychology, Isaac Prilleltensky, Ph.D., dean and professor at the University of Miami's School of Education and Human Development, was honored with the Lifetime Achievement Award in Prevention by the Society of Counseling Psychology, Division 17 of the American Psychological Association (APA). He will receive the award from the society's Prevention Section at the APA's annual meeting in Toronto next August.

"Throughout my career, I have focused on the prevention of psychosocial problems and the promotion of well-being in all its aspects," said Prilleltensky, who is also the Erwin and Barbara Mautner Chair in Community Well-Being. "I believe strongly in the need for social justice and building partnerships to address chronic problems like discrimination, child abuse, and poverty."

Prilleltensky's studies have been published in numerous professional journals including *The Counseling Psychologist*, which dedicated a special issue to his work. He has published seven books and more than 120 articles and chapters.

Prilleltensky is currently leading an interdisciplinary team that includes his wife Ora, a former professor at the School of Education and Human Development. The team is developing assessments and online interventions to promote the interpersonal, community, occupational, psychological, physical, and economic (I COPPE) aspects of well-being. Soon his team will launch an online program to promote wellness through fun and games.

A native of Argentina, Prilleltensky has lived and worked in Israel, Canada, Australia, and the United States. He speaks several languages and has given keynote addresses in 23 countries. "I am very gratified to see the concepts of prevention, well-being, and social justice take root in academic institutions around the world," said Prilleltensky.

dean's message

Advancing Well-Being

At our School of Education and Human Development, the phrase “well-being” has many meanings. On an individual level, we all need to have emotional, physical, and mental well-being in order to build strong relationships with others and achieve our goals in life. Schools, families, businesses, neighborhoods, and communities also need to achieve well-being in order to support and nurture individual growth.

In this issue of *Perspective*, you can read about some of the ways our school is moving ahead with our mission of producing knowledge and preparing the next generation of leaders, researchers, and agents of change and well-being in education and the community.

For example, we recently launched a new doctoral program in community well-being to prepare scholars for careers in academia, research, and public policy, and a fully online version of our master's degree program in sport administration. We also hosted an important anti-bullying conference with The Melissa Institute for Violence Prevention & Treatment, a non-profit organization now housed at our school.

Our faculty members are also deeply engaged in a wide range of research projects related to the many aspects of personal well-being, as you can read about in this issue.

As we look ahead to 2015, be assured that we will continue to focus on advancing our commitment to well-being in all its aspects. Thank you for your support and best wishes for a wonderful holiday season.

Dean Isaac Prilleltensky

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

In 2011, Prilleltensky received the “Distinguished Contribution to Theory and Research Award” of the Community Psychology Division of APA, and the John Kalafat Award for the Practice of Community Psychology from the same division of APA. He is a fellow of the American Psychological Association and of the American Educational Research Association. In 2002 he was named a visiting fellow of the British Psychological Society.



About Our Mark

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

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

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

To view a short film about the School's focus on well-being, visit:
vimeo.com/52027102

Professor Elizabeth Harry Undertaking Special Education Research Project in Trinidad

Professor Beth Harry is stepping down as chair of the Department of Teaching and Learning to embark on a new chapter in her life. In 2015, she will be taking an academic sabbatical to study a special education program in Trinidad before returning to teaching at the School of Education and Human Development.

"Our department has made great strides in the past four years," she said. "Now, I have an opportunity to return to the starting point of my career in special education and give back to the Trinidad community."



Harry's daughter Melanie was born in 1975 in Trinidad with cerebral palsy. "We had a wonderful six years together," said Harry, who chronicled her experience in "Melanie, Bird with a Broken Wing: A Mother's Story."

As a parent in Trinidad, Harry found herself frustrated by the lack of services for a child with special needs like Melanie. In 1978, she started a small school with the support of other educators and therapists called the Immortelle Center for Special Education in Port of Spain, reflecting the name of a shade tree in Trinidad. Run by a volunteer group of parents, the school

grew from 12 to more than 100 students and eventually received support from the government as well as from private sources.

After making many return visits to Trinidad through the years, Harry plans to spend the next year developing an ethnographic portrait of the Immortelle Children's Center as an example of a sustainable special education program in developing countries. "I hope the findings will inspire parents in other countries and provide practical suggestions for building their own programs, such as the importance of building collaborative partnerships," said Harry.

As a faculty member at the School of Education and Human Development since 1995, Harry's research has focused on special education for children and families from diverse cultural and linguistic backgrounds. Her studies have included Puerto Rican, African American and a wide range of other cultural groups. Her work on these topics has been published in numerous books and articles, and in 2003 she received a Fulbright award to do research on Moroccan children's schooling in Spain, where she was based at the University of Seville.

Reflecting on her tenure as department chair, Harry said a major accomplishment was the restructuring of the undergraduate program so that elementary education students would no longer have to take a second major in a different field. Another was Project Include, an initiative supported by a grant from the U.S. Department of Education that resulted in complete restructuring of the teacher preparation curriculum in elementary education (K-6). Students who successfully complete UM's elementary education program now earn dual certification that includes special education (K-12), as well as endorsements in English for Speakers of Other Languages (K-12) and reading (K-12).

"Special education is a broad field that includes learning issues and behavioral challenges as well as physical disabilities," said Harry. "Many students in a general education classroom have these issues, but can learn with other students and don't need to be taught in a separate setting."

Even though she is stepping down as Chair, her scholarly contributions will continue to enrich not only the department, but also the entire field of special education.

KIN Professors Attend Madrid Conference



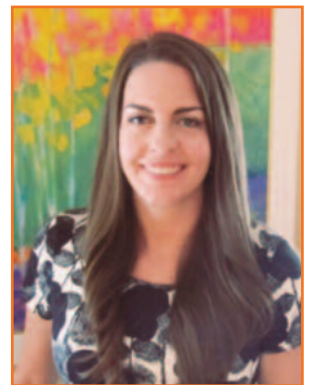
Professors Warren Whisenant, Windy Dees, and Tywan Martin in the Sport Administration Program in the Department of Kinesiology and Sport Sciences (KIN), attended the World Association of Sport Management (WASM) research conference in Madrid, Spain on October 1-3.

At WASM's inaugural conference, the three faculty members presented a research paper, "Gender Composition and the National Olympic Committees" that examined gender inequities in Olympic administration and how these differences affect the representation of participating countries by male and female Olympic athletes.

The Sport Administration faculty members also attended meetings with officials at Universidad Europea de Madrid, which hosted the WASM conference. They discussed potential collaborations within UM's new online Sport Administration master's program, which begins in January 2015. The inaugural WASM conference was a great success and the ideas and research shared during the three days were invaluable.

Blaine Smith Selected for Young Scholars Program

*P*rofessor Blaine E. Smith, Department of Teaching and Learning, was selected for the prestigious Reading Hall of Fame's Supporting Young Scholars Mentoring Program. She will be mentored by Dr. Don Leu, who is an expert in digital literacies and director of the New Literacies Research Lab at the University of Connecticut. Supporting Young Scholars is a highly competitive program with only a small number of talented new scholars selected each year by the membership of the Research Lab.



Dr. Smith, who received her Ph.D. from Vanderbilt in 2014, is an assistant professor specializing in Literacy Education.

SEHD Visiting Committee

Isaac Prilleltensky and Hilarie Bass, J.D. '81, Chair of the Visiting Committee for the School of Education and Human Development meet to discuss important school matters. "The Visiting Committee meets with faculty and administrators several times a year to talk about the school's plans and projects," Bass said. "It provides the school with input from community leaders who support the school's vision and mission."

Bass also serves as Vice Chair of UM's Board of Trustees. She is the Co-President of the international law firm of Greenberg Traurig.



Professor Lydia Buki Studies Psychosocial Barriers Facing Latina Women

What are the psychological and social barriers that keep many Latina women from being screened for cancer? That's a key research question for Professor Lydia P. Buki, Department of Educational and Psychological Studies. "Language barriers and lack of access to providers account for some of the health disparities experienced by Latina women, but there are other factors that also come into play," said Buki, who joined the school in 2013.

"I work closely with our students to be sure they meet their academic milestones. We are shifting our focus from preparing practitioners for private practice to training researchers and future professors"

— Lydia P. Buki

For instance, many Latina women don't get Pap smears until they are pregnant with their first child. Others have not been exposed to information about the importance of breast cancer screening. "Also, some women would rather not get screened because of cultural norms. They feel it is taboo to show their bodies, and feel embarrassed showing their breasts to medical staff," Buki said. "The result is late detection of cancer and far too many preventable deaths."

Having grown up in Buenos Aires, Argentina, Buki has applied her bilingual and bicultural skills to work with the U.S. Hispanic population. Her research has been funded by the National Cancer Institute.

Working with several collaborators, she completed a national survey in Uruguay on the influence of knowledge, beliefs, attitudes, and emotions on breast cancer screening behaviors in Uruguayan women. In 2011, she co-edited a book with Dr. Lissette Piedra, "Creating Infrastructures for Latino Mental Health" (Springer).

Buki is also director of training in the school's doctoral program in counseling psychology. "That's a substantial responsibility, and I work closely with our students to be sure they meet their academic milestones," she said. "Also, we are shifting our focus from preparing practitioners for private practice – the traditional occupational route – to training researchers and future professors, multiplying our impact on the profession."



Last year, Buki was named editor of *The Counseling Psychologist*, the official journal of the Society of Counseling Psychology, Division 17 of the American Psychological Association (APA). As the official journal of the Society, the journal is highly regarded in the field.

"We accept manuscripts that report on studies based on quantitative and qualitative methodologies, as well as literature reviews that can provide new directions to the field," said Buki, who is a fellow of the APA Divisions 17 and 45. She has also been active in governance at the APA, having served on the Committee on Women in Psychology and the Board of Professional Affairs.

Through the years, Buki has received numerous awards for research, teaching, leadership, and service. "I am very interested in promoting social justice, examining multicultural issues, and conceptualizing issues from a preventive perspective," she says. "I couldn't be at a better place than the University of Miami's School of Education and Human Development."

Dina Birman Focuses on Refugee Adaptation Issues

When refugees arrive in the U.S., the newcomers face a host of adaptation issues. In many communities, they face negative attitudes or are simply ignored, while in some cases they flourish in a more welcoming setting.

Professor Dina Birman, Department of Educational and Psychological Studies, is studying those forces of adaptation and acculturation to see why some immigrants are more successful than others. “I am very interested in what happens to families that are forced to rebuild their lives here and how communities can support that process,” she said.

Through the years there have been many interventions developed in academic settings that focus on education, counseling, and public health services. “My approach has been to look at what I call practice-based evidence, learning from the community about what is working and what is not,” she said.



Birman, who is also director of the school's Ph.D. program in Community Well-Being (CWB), said her research starts with talking with community members about immediate issues and long-term goals. “We ask what do they want to happen, rather than assume that we already know those things,” she said. “Then we develop research questions in partnership with community members in a collaborative process. That's very different than the traditional academic approach.”

Birman has studied and written extensively on acculturation and adaptation issues facing adolescent, adult, and elderly refugees and immigrants, including those from the former Soviet Union, Central America, Somalia, and Vietnam.

“I have always been interested in understanding the ways that culture shapes human behavior,” she said. “As a refugee to the U.S. from the former Soviet Union, I was fascinated with cultural differences between these two dramatically different societies. I also studied Mandarin Chinese to learn about a dramatically different culture.”

“I am very interested in what happens to families that are forced to rebuild their lives here and how communities can support that process.”

— Dina Birman

Birman, who joined the School of Education and Human Development last January, is a Fellow of the International Academy for Intercultural Research and Society of Community Research and Action (Division 27 of the American Psychological Association). She was also elected by the membership of Division 27 to serve as their representative on APA's Council of Representatives for the 2015-2018 term.

Her studies have been funded by the National Institute of Mental Health (NIMH), the Robert Wood Johnson Foundation, and the Substance Abuse and Mental Health Services Administration (SAMHSA) through the National Child Traumatic Stress Network (NCTSN). One recent professional accomplishment is serving as a member of the APA Immigration Taskforce, and co-authoring the recently released Taskforce Report, *Crossroads: The Psychology of Immigration in the New Century* (2012).

Birman, who earned her Ph.D. in clinical/community psychology at University of Maryland, College Park in 1991, has also served on editorial boards of journals in the fields of cultural and community psychology, including *Cultural Diversity and Ethnic Minority Psychology*, *American Journal of Community Psychology*, and *Journal of Community and Applied Social Psychology*, and is the incoming Editor in Chief of the *International Journal of Intercultural Relations*.

School Launches Doctoral Program in Community Well-Being

The School of Education and Human Development has launched a new Ph.D. program in Community Well-Being (CWB) to prepare scholars for careers in academia, research, and public policy.

"With this program, our school now offers undergraduate, master's, and doctoral degrees in community and social change," said director Dina Birman, associate professor of Educational and Psychological Studies. "The vision of our program is rooted in community psychology, in collaboration with other disciplines such as sociology and public health."



(From left) Susan Paterson, Liana Mentor, Miryam Haarlamert, Natalie Kivell and Ahjane Billingley.

"My interest is in transformative justice, especially in regard to gender-based violence," said Ahjane Billingley, who enrolled in the program after serving as a volunteer instructor in women's self-defense and childbirth programs in Portland, Oregon. "What I like about this doctoral program is its interdisciplinary nature. That's been very helpful in formulating my ideas."

Natalie Kivell was working with non-profits in Waterloo, Ontario, before enrolling in the program. "Dean [Isaac] Prilleltensky is a legend in this field, and I had studied with Professor Scot Evans before, so this was a natural choice for me," she said. "I am interested in reimagining the process of social change, because our current methods are fixated on the problems rather than prevention."

After teaching psychology in Lowell, Massachusetts, Susan Paterson wanted to gain a broader perspective on community well-being. "I am interested in feminist psychology and wanted to put that into a broader context," she said. "The faculty members have been very accessible and supportive to us."

As a former University of Miami administrator who directed a full tuition scholarship program for students who have been underrepresented in higher education, Liana Mentor wanted to study community psychology with a focus on the well-being of African-American male college students. "I like the flexibility of this doctoral program and the way we can bring our ideas to the table," she said.

Miami native Miryam Haarlamert worked at a refugee resettlement program on Miami Beach, then studied in Helsinki, Finland, before joining an architectural nonprofit in Washington, DC. Referring to the UM program, she said, "I like the framework of community psychology and plan to focus on issues of social justice related to language, culture, and health disparities."

School Offers Fully Online Master's Degree Program in Sport Administration

The School of Education and Human Development (SEHD) is now accepting applications for a fully online version of its highly regarded master's degree program in Sport Administration. The 20-month program will begin in January 2015, with inaugural tuition reductions and merit scholarships available for qualified applicants.

The 30-credit online program is designed for working professionals, either those currently in the sport industry or those looking to transition into the industry. It will focus on topics such as sport marketing, event management, leadership and ethics, sport finance, sport law, and sport communications.

Graduates of the school's on campus program have entered a variety of careers related to the management and business of sport, working for university athletics departments, major collegiate athletic conferences, professional teams such as the San Antonio Spurs and Baltimore Orioles, sports media and apparel companies like Adidas, as well as coaching and other sport administration positions.

The course content of the on campus and online programs is the same, and the courses will be taught by the same highly respected faculty, all of whom have strong scholarly credentials as well as

(continues on page 9)

Doctoral Program Prepares Students for Higher Education Leadership

Professionals seeking leadership roles in higher education are invited to enroll in the School of Education and Human Development doctoral program, which is admitting its next cohort in 2015. The school's Executive Ed.D. in Higher Education Leadership Program is designed to help professionals advance their careers with colleges and universities, education-related organizations, and public policy arenas.

"Our courses are delivered in a convenient format – intensive weekend classes once a month – because we know time is our students' most valuable commodity," said Professor Carol-Anne Phekoo, director of the program in the school's Department of Educational and Psychological Studies. "Our classes provide a solid foundation for future leaders."

Professor Pedro Villarreal, III, who joined the school this year, says the school has a long history of leadership in collegiate and university enrollment management and student life. "Building on that rich legacy, we are seeking visionary leaders who have a passion for higher education and are willing to challenge the status quo," he said.

Built on a practitioner-scholar model, the doctoral program focuses on understanding the factors that contribute to the academic and personal success of individual college students and to fulfillment of the academic mission of the institution that seeks to serve those students and society.

The school has offered a doctoral program in higher education leadership since 2008, with new cohorts admitted every other year. Students focus on areas of special interest and choose applied dissertation projects that address critical issues confronting the current higher education workplace.

"Our executive format has attracted senior academic leaders locally, nationally, as well as from several South American countries, seeking a senior degree in higher education leadership to advance on their career paths," Phekoo said. "It's an excellent opportunity for professionals to gain key skills and certification without leaving important positions in higher education."

For more information, contact Dr. Phekoo at cphekoo@miami.edu.



Dr. Carol-Anne Phekoo (center) with adjunct faculty Dr. Scott Ingold (left of Dr. Phekoo) and current Ed.D. cohort.

Online Master's Degree

(from page 8)

extensive and diverse practical experience in the sport industry. Their work has been cited in more than 600 scholarly publications and over 130 articles in the popular press such as Forbes and the Huffington Post.

Heading the program is Professor Warren A. Whisenant, coordinator for SEHD's Sport Administration Program. Core faculty include Windy Dees, Alicia Jessop, Tywan Martin and Sue Mullane.

Admission requirements for the online program include a bachelor's degree from an accredited university and a strong interest in sport. Although students may enter directly after completing an undergraduate degree, three to five years of post-baccalaureate work experience is preferred.

The University will manage the online program with support from Laureate Partners, a unit of Laureate Education that works with universities to help them expand their reach online.

For more information about the SEHD online master's degree program in Sport Administration, visit www.miami.edu/online.

Melissa Institute Presents Bullying Prevention Conference with School of Education and Human Development

Strengthening peer relationships, conducting genetic research, limiting access to firearms, and developing more effective family-centered interventions are important steps to reducing childhood violence, according to several counseling and clinical professionals at the University of Miami.

Debra J. Pepler, distinguished research professor of psychology at York University, Toronto, Ontario, provided her insights and recommendations as the keynote speaker for "Preventing Aggression and Bullying in School and Community: Multi-Systemic Approaches," an October 3 conference at the Newman Alumni Center.

The conference was presented by The Melissa Institute for Violence Prevention & Treatment and the University of Miami School of Education and Human Development, which is the new home of the nonprofit institute. Etiony Aldarondo, associate dean for research and director of the school's Dunspaugh-Dalton Community and Educational Well-Being Research Center (CEW), welcomed attendees and moderated the panel discussion.

In her talk, Pepler outlined the connections between "Childhood Aggression and the Developing Brain." She said that positive or negative relationships leave a chemical signature on a child's genes that can be temporary or permanent.

"If a child has stressful experience, the brain adapts negatively," she added. "For instance, peer victimization leads to high levels of stress hormones and is linked to depressive symptoms."

Emphasizing the importance of warm, positive relationships for troubled children, she said, "Aggressive children are not just bad kids. They just have missed important developmental opportunities in relationships. We need to focus on their individual strengths, help them control anger and anxiety, and build a sense of empathy and respect for others."



(From left) Isaac Prilleltensky; Debra J. Pepler; Etiony Aldarondo; Suzanne Keeley (Ph.D. '85), co-founder of the Melissa Institute; Judy Schaechter, M.D.; and Frank DeLaurier, (B.S.Ed. '65, M.S.Ed. '67), executive director of the Melissa Institute.

In his presentation, "Promoting Wellness and Fairness in Schools and the Community," Professor Isaac Prilleltensky, Dean, School of Education and Human Development, emphasized the importance of justice and fairness in developing healthy children. "Children are very sensitive to injustice and react in a healthy way," he said. "That creates problems if a child feels an injustice has been perpetrated and he or she is the victim."

Prilleltensky also focused on the issue of "mattering," a sense that children are recognized by their parents, teachers, and peers and feel they can make a difference in the world. "When children feel invisible, they often react in aggressive ways," he said. "We don't want them to start dominating other children, nor do we want them to feel helpless. We have to find the sweet spot in the middle, focus on their strengths, and teach skills to promote positive behaviors, emotions and thoughts."

(continues on page 15)

About the Melissa Institute

Melissa Aptman, a young student from Miami who was about to graduate from Washington University in St. Louis, MO, was murdered in 1995. A year after her tragic death, her family, their friends, and internationally known violence prevention experts established the nonprofit Melissa Institute to honor her memory and to promote safer communities through education and the application of research-based knowledge. The organization is dedicated to the study and prevention of violence through education, community service, research support, and consultation.

The institute's Board of Directors is headed by Lynn Aptman, M.Ed., Melissa's mother, President, and one of the founders of the Melissa Institute. Also on the Board is prominent psychologist Donald Meichenbaum, Ph.D., and Etiony Aldarondo, Associate Dean for Research and Director of the Dunspaugh-Dalton Community and Educational Well-Being Research Center (CEW) in the School of Education and Human Development (SEHD). Other members of The Melissa Institute's Board of Directors and Scientific and Honorary Boards include many prominent researchers and community professionals, including SEHD Dean, Isaac Prilleltensky.

The Executive Director of the Melissa Institute is Frank DeLaurier, (B.S.Ed. '65, M.S., Ed. '67), and Trish Ramsey (M.A. Ed.'01) is the Education Director. The Institute office is now located in the Max Orovitz Building under the auspices of the CEW. Said Dr. Aldarondo, "The CEW and the SEHD offer the perfect home for the Melissa Institute. Their commitment to improving the quality of life in our communities and their track record as the leading training organization on all matters related to the prevention and treatment of violence make them an ideal partner for us."

In 1996 the Melissa Institute was established to honor Melissa Aptman's memory and to promote safer communities through education and the application of research-based knowledge.

President Shalala Visits Ponce Middle School

In October, University of Miami President Donna Shalala made a personal visit to Ponce de Leon Middle School in Coral Gables at the request of Principal Martha Chang. The school was one of the first professional development school relationships established as a result of the U.S. Department of Education "Project Succeed" grant between the University of Miami and Miami-Dade County Public Schools.



Ponce Middle School principal Martha C. Chang and UM President Shalala.

Dr. Shawn Post is the professor-in-residence at the school, and has been working to create a strong university/school partnership. As part of the effort, Professors Ji Shen and Blaine Smith have been implementing a program to develop students' technology and writing skills through the use of science fiction texts. Art experiences for students were arranged at UM's Lowe Art Museum to help develop critical thinking, visual literacy, and communication skills by using visual thinking strategies (VTS).

Dr. Post has conducted staff development for the school's teachers in literacy strategies designed to enhance the processing of deep textual comprehension. Additionally, UM teacher education students are participating in field experiences and student teaching internships at Ponce Middle School.

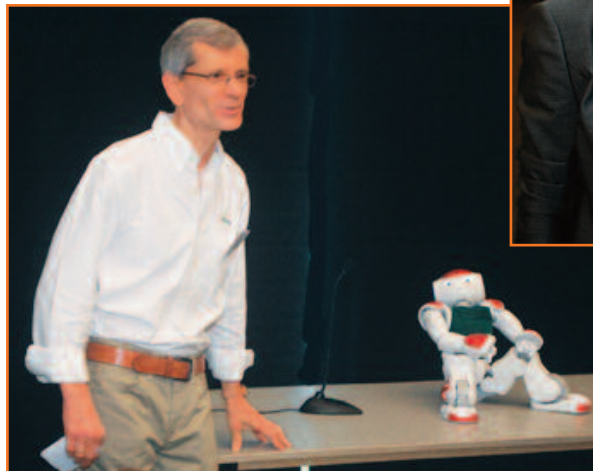
The entire Teaching and Learning Department, with the encouragement of President Shalala, is engaged in strengthening the bonds connecting the school, community, and university.



Homecoming Breakfast

President Donna Shalala welcomed School of Education and Human Development alumni at a Homecoming breakfast on Friday, October 31.

The president praised Dean Isaac Prilleltensky for his leadership and ability to strengthen the school's ties locally, nationally, and around the world. Professor Moataz Eltoukhy, Department of Kinesiology and Sport Sciences, demonstrated how his robot "Sebastian" can engage students in learning and fitness activities and work with children with autism spectrum disorders. Gina Astorini, assistant dean of undergraduate academic services, thanked the alumni for their support.



Institute for Individual and Family Counseling Hosts Reception for Alumni

Professor Emerita Dr. Carolyn Garwood was honored for her long history of educating the school's counseling psychology students at an October 15 alumni reception at the Institute for Individual and Family Counseling (IIFC) on the second floor of the Max Orovitz Building,

Dean Isaac Prilleltensky, Laura Kohn-Wood, professor and chair of the Department of Educational and Psychological Studies, and Lisette Perez-Lima, institute director, thanked Garwood for being the "mother and founder" of the school's counseling program.

Alumni at the reception had an opportunity to tour the institute's new facility, which features modern therapy rooms, a children's play therapy area, and reception suite and waiting area, along with advanced technology to facilitate counseling and the training of students. Coordinated by office manager Jackie Ojeda, the institute serves clients from Monday through Saturday in English and Spanish.



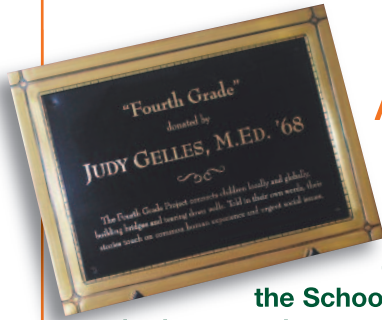
(Top) Dr. Lisette Perez-Lima presenting award to Dr. Carolyn Garwood.

(Bottom) Dr. Laura Kohn-Wood, right, with Dr. Steven Sorkin '90.



(Top) Dr. Lisette Perez-Lima, third from left, and Jackie Ojeda, second from right, with Institute students.

(Bottom) Dr. Carolyn Garwood, center, with guests at reception in her honor.



Alumna Donates Photographs from 'Fourth Grade Project'

Artist and former teacher Judy Gelles, M.Ed. '68, recently donated three of her "Fourth Grade Project" photographs to the School of Education and Human Development. They are displayed in the reception area in the Max Orovitz Building, where the Institute for Individual and Family Counseling is located. Gelles received her master's degree in counseling from UM and studied with Professor Carolyn Garwood, who founded the Institute.

"Using the combination of frontal and reverse portraits allowed for the development of both personal and universal stories," Gelles said on her website, www.judygelles.com. "The children are presented as individuals; however, their stories speak to greater pervasive truths and problems within our society."

Over the past five years, Gelles interviewed and photographed more than 200 fourth-grade students from a wide range of economic and cultural backgrounds in China, India, Korea, England, and the United States. She asked all of the students the same three questions: Who do you live with? What do you wish for? What do you worry about?

"Told in their own words, their stories touch on some of our most pressing social issues and common human experiences," Gelles said. "The Fourth Grade Project connects children locally and globally, building bridges and tearing down walls. Its intent is to lessen prejudice, oppression, and violence by sharing stories that prompt people to change their views of the 'other' and of themselves."

Gelles' work is in major collections, including the Los Angeles County Museum of Art and the Philadelphia Museum of Art. Her work blends the deep sensitivity of a trained educator and counselor with the keen eye of a gifted artist. The school is honored to display her photography.



In Memoriam: Dr. Susan Becker

Counseling psychologist Dr. Susan Kelly Becker, M.S. '88 (Counseling Mental Health) and, Ph.D., '94 (Counseling Psychology), died May 1 in Miami at the age of 50. Born in Massachusetts, she grew up in South Florida and was one of the first freshmen admitted to Florida International University in 1981. After one semester, she transferred to Duke University and earned degrees in political science and psychology.



Driven by her passion for helping others, Becker enrolled in both the master's degree and doctoral programs in the University of Miami Counseling Psychology Program. She later served as a clinic supervisor and adjunct faculty member for 15 years. After working in South Miami Hospital's Child Development Center for several years, Becker opened her own private practice in Coral Gables and helped many individuals in crisis over the following 15 years. She was also a leader in the Association for Clinical Hypnosis and Florida Society for Clinical Hypnosis. She is survived by her husband Michael Becker and sons Daniel and Sean. The family asked that donations be made in Becker's name to the Children's Bereavement Center in South Miami.

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Bullying Prevention *(from page 10)*

As associate professor and interim chair of the Department of Pediatrics at the University of Miami Miller School of Medicine, Judy Schaechter, M.D., has seen many children who have been critically injured by firearms. "It is our job to ask questions about firearms before these tragic events take place," she said. "Then, we need to use this information to prevent violence."

In her talk, "Family-Centered Screening for Violence and Weapon Injury Risk," Schaechter said firearms are involved in half of teenage suicides and in numerous deaths of children of all ages. Since studies show that locking and unloading a gun reduces the risk of a shooting in the home, health professionals need to educate parents on taking steps to safeguard their weapons, she said.

However, the Florida Firearms Owners Privacy Act – which is being challenged in the courts – prohibits providers from recording firearm ownership information in a patient's medical record. "We need the courage to talk to children, adolescents, and parents about firearms," she said.

Clinical psychologist and SEHD professor Daniel Santisteban outlined his research on "Intervention Strategies and Prevention Resources for Family Aggression." He focused on the importance of developing and testing family-based interventions, particularly for minority and Hispanic families.

"Early intervention is particularly important with adolescents," he said. "Since aggression, drug use, and risky behaviors are often linked to severe depression, ADHD or other behavior disorders, we need to treat the individual while providing support and education to the other members of the family."

Santisteban also believes that technology, such as online videos, can help make family-centered therapy more convenient and successful. "Our goal is to help parents provide effective guidance, promote attachment, and bring stability and safety to the home environment."