

The University of Miami

School of Education & Human Development

The Educator



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Notes from the Dean...

At the beginning of this school year, I was invited to present remarks to the teachers at Bent Tree Elementary School in Miami. I considered carefully what I wanted to say since the principal, Miguel A. Balsera, Ed.D., had asked me to set the tone for the year. Given the current attacks on public education and rampant "teacher bashing," it seemed extremely important to me that I describe what I believe about teaching and learning. This is a summary of my remarks.

If I Were a Teacher....I would like to feel safe. Many schools feel like a war zone, where blame is the name of the game. I would like to work in a school where we all work together to create a vision of what is possible and responsible, not just what is accountable and quantifiable. I would like to know that teacher training is appreciated and valued, just like medical training. I would like to ask why, when the health of the community is poor, nobody blames the doctors; but when the level of education is poor, everybody blames the teachers. I would like to have real conversations, where poverty really matters and politicians don't cover up the ugly facts with talk of teacher resilience and high stakes accountability. I would like to have a conversation where we face the reality of poverty and its effects on children's learning without giving up because of it.

If I were a teacher, I would like to tell parents that the best educational systems in the world are not obsessed with testing and teacher bashing. On the contrary, they do little testing and have high regard for teachers and the teaching profession. I would like to know that parents are grateful for the work I do with their children and that they appreciate a job well done.

I would like to be held accountable when I deviate from the path of caring and compassion towards my students, parents, peers, and the community at large.

If I were a teacher, I would love to be involved in a school where the curriculum is rich in the arts, physical education, interpersonal relationships, history, philosophy, and all the humanities. I would like to see students schooled in recognizing and challenging dogma and rote learning and encouraged to think creatively and independently. I would love to teach in an environment where the process of learning is valued as much as the outcomes.

If I were a Student....I would love to be challenged to excel and to do better; not better than others, but better than what I am today. The main competition should be with myself; I want to be human, not boastful. I would love to know that it is safe to make a mistake and that I don't have to act out to hide my insecurities. I would love to feel welcome and accepted in my school, I would love to feel appreciated for my strengths and not defined by my weaknesses.

If I were a student I would like to know that teachers are attentive to my unique learning style and realize that not all students learn the same way or at the same rate. If I had special challenges, I would like everyone to know that I don't need pity, but respect and opportunities to learn, just like everybody else.

I would love to have recess regularly, live in a safe neighborhood, eat nutritious food, live in a stable home, get along with others, and enjoy learning.

If I Were a Parent...I would love to work with a school that welcomes my child and my family. I would love to be involved with my child's education, but would respect the teacher's opinions and special expertise.

If I were a parent I would love to get together with other parents to problem solve and help one another. I would love to know that I'm not the only one struggling to raise responsible, educated, civic-minded children.

Continued on page 10...

Upcoming Events

- October 20 - UM vs. Florida State at Sun Life Stadium @ 8:00PM(Homecoming)
- November 1 - UM vs Virginia Tech at Sun Life Stadium @ 7:30PM
- November 3-4 - Dolphins Cycling Challenge

New Faces...

We would like to introduce TAL's new Research Assistant Professor, Dr. Jennifer Krawec. She has assumed the role of Principal Investigator on Professor Dr. Marjorie Montague's Mathematics and Science Special Education Research Grant titled, *Solve It! - Grades 5-6: Improving Math Problem Solving for Students with Learning Disabilities in Urban Schools (MPS Project)*.

Dr. Krawec graduated from the University of Miami in 2010 with a PhD in Education under the advisement of Dr. Montague. She received the Division for Learning Disabilities (DLD) of the Council for Exceptional Children's 2011 Dissertation Award. This award recognizes individuals who have conducted outstanding doctoral-level research in the field of learning disabilities. She was also recently awarded the prestigious Marjorie Montague Doctoral Dissertation Award for 2012 from the International Academy for Research in Learning Disabilities (IARLD). Her study, titled "Problem Representation and Mathematical Problem Solving of Students of Varying Math Ability," examined differences in math problem solving among students with learning disabilities (LD), low-achieving (LA) students, and average-achieving (AA) students. The primary interest was to analyze the problem representation processes students use to translate and integrate problem information while solving math word problems.

Dr. Krawec comes to us from Missouri State University where she was an Assistant Professor for the past two years.



Gennet Wright is the new TAL Office Assistant



Kerry Jablonsky is the new advisor in Undergraduate Studies for the Kinesiology Department.



Dr. Lissett Perez-Lima is the new Assistant Director for the IIFC and Practicum Supervisor



Fareza Khan is the new Graduate Program Recruiter

Community & Social Change by Dr. Laura Kohn Wood

The Community & Social Change Master's Program is delighted to have admitted the largest cohort to date. These 21 intrepid new students hailing from across the country, have joined the program to become engaged in our mission "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."

In the past year we received the largest number of applications in our short history and therefore we were able to assemble a highly accomplished, extraordinarily motivated and diverse group of students to comprise our 3rd cohort of the program. Our new group of 6 men and 15 women include five students who are dually-enrolled in the Peace Corps Master's International Program through our partnership with the Peace Corps, one student who is a Peace Corps returnee, one student who is a City Year Alumni and came to our program via our partnership with City Year, and one student who is a graduate of our own undergraduate Human and Social Development program. These new students' previous experiences range from teaching in a multicultural and multilingual under-resourced public school in the southwest, working with a non-profit that creates a college-bound culture in inner-city high schools in the mid-west, and working for many years in the field of international television, marketing and media. We are excited to begin working with all of our new students. We are grateful that our program has enjoyed support from several donors, who are as motivated as our students to engage in the process of community transformation through their generous gifts to the Community & Social Change program



Congratulations...

Dr. Dina Elias-Rodas has been selected for the Wichita State University Graduate School Outstanding Doctoral Dissertation Award. Dr. Elias-Rodas's dissertation engaged African American youth in the community through a community participatory mixed methods research approach. Below is the Abstract of this fine dissertation.

ABSTRACT: The goal of this study was to explore the community assets and strengths identified by African American youth that can contribute to positive youth development, taking into consideration the lived experiences and meanings for youth and their culture and ethnic identification. This study used a participatory approach and a mixed methods design that included survey, focus groups and photovoice. The findings suggest that some individual and community assets and strengths identified by African American youth were similar to other assets and strengths that other models of positive youth development and African American youth development have identified. The findings also suggest the dynamic function of some assets, the relational assets, that moderate and/or mediate the presence and effect of other individual and community assets.

Alumni...

Sport Administration major Diver **Brittany Viola** competed at the London Olympics this past summer. She placed 15th in the semifinals in the 10m platform diving competition. While at UM, Brittany won NCAA titles on the diving platform in 2008 and 2011 and earned All-American honors. Brittany is the daughter of Frank and Kathy Viola. Frank was the 1987 World Series MVP for the Minnesota Twins, the 1988 American League Cy Young Award winner, and a three-time All-Star.



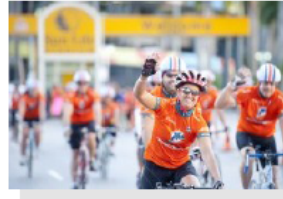


DOLPHINS CYCLING CHALLENGE

TACKLING CANCER ONE MILE AT A TIME

Hello Everyone,

I want to pass along some information regarding a wonderful upcoming opportunity. The [Dolphins Cycling Challenge \(DCC\)](#) on November 3rd and 4th is a tri-county charity event with the aims of increasing cancer awareness, raising funds for the University of Miami Sylvester Comprehensive Cancer Center, and promoting a more active lifestyle. There are [six rides](#) to choose from for all skill levels, ranging from 30 miles to 100 miles and a two-day 170-mile ride for the really ambitious! Just to be clear, these are not races. They are fun rides that are fully supported with water stops, food, entertainment, restrooms, medical treatment areas, and mechanical assistance.



This will be the first year that I am riding in the DCC and I have decided to take on the challenge of the 100-mile ride on Saturday, November 3rd. The Dean and I would like to have a strong SOEHD presence at the DCC and you can help us achieve this by registering to ride or by supporting a SOEHD or other UM rider. Registration details are below and if you would like to support a specific SOEHD rider, just contact me and I can pass along his or her personal fundraising website.

Each of the six routes has a different [fundraising goal](#). Fundraising minimums for first-time DCC riders, students, and out-of-town riders are half those of returning riders. There is a registration fee that helps to cover amenities during the ride, including: food, beverages, medical supplies, mechanical assistance, road security, etc. In addition, registered riders will receive a commemorative ride jersey, water bottle, gift bag and two tickets to the Miami Dolphins DCC Celebratory Game (Dolphins vs. Seahawks on Sunday, November 25th). The registration fee does not count towards your fundraising goal, allowing for all funds raised by the riders to go directly to the Sylvester Comprehensive Cancer Center.

You can also support the effort by registering as a 'virtual' rider. There is no registration fee or fundraising minimum for a 'virtual' rider, but you will not receive any of the goodies listed above. The registration process is the same.

Register Now!

1. Click the "REGISTER NOW" button above
2. Click on REGISTER at bottom of screen
3. Enter information and click CONTINUE **
4. Complete the contact information details
5. Enter GOCANES12 in the "promo code" section

**During the registration process you will be given the opportunity to join our existing team. On the second page of the registration process, please select Team UM. Then select Team UM – School of Education & Human Development from the drop-down menu.



Professor **Arlene Clachar** was elected Co-Chair (Junior and Senior) of the Committee on Public Policy of the Linguistic Society of America (LAS) in spring 2012 and will serve for a two-year term. In her capacity as Co-Chair, she will participate in drafting an LAS memorandum in response to the White House Executive Order on the Education of Language Minorities. Her Committee will also act as a liaison with the U.S. Department of Education to ensure that it makes policy decisions related to elementary and secondary public schools based on linguistic research. In addition, the Committee on Public Policy will address the linguistic dimensions of immigration issues.

Dr. Clachar focuses mainly on morphosyntactic theory, pragmatics, linguistic imperialism, and second language acquisition, which she views as intimately related. Her research began to emerge and galvanize around these areas in sociolinguistics and applied linguistics when she was a professor in Puerto Rico (1987-1998). She argues that the acquisition of Standard English as a second language and the acquisition of Standard English as a second dialect must be situated in a macro-societal theoretical context. This perspective later guided her research in Turkey, Florida, and the Anglophone Caribbean. The empirical aspects of research have been substantially influenced by colonial linguistic inheritance, language and power, ethno linguistic vitality, the spread of English as a global language, and the exclusionary effects of English-language programs on minority education. She has drawn on the developments in sociolinguistics and applied linguistics to explore complex language-acquisition issues that are related to island-raised Puerto Ricans, Puerto Rican return migrants, Turks, speakers of English-lexified Creoles, and African-American English. Some of her studies on the social and ideological roles of language have made inroads in the judicial system. She is cited in such journals as *The Harvard Civil Rights and Civil Liberties Law Review*. Clachar has also chaired several graduate theses at the University of Miami and Bilkent University in Turkey while on a Fulbright Fellowship.

Partnering: A Collaboration between the School of Education and Human Development and the Department of Family Medicine

By Dr. Brian Lewis and Dr. Robert Schwartz

Beginning this August, the Department of Educational and Psychological Studies (EPS) and the Department of Family Medicine are developing a partnership with the goal of enhancing the educational/training mission for both doctoral students in Counseling Psychology and Family Medicine residents. Dr. Brian Lewis who has been directing EPS's Institute for Individual and Family Counseling (IIFC) since 2002 and serving as the Director of Training in the Counseling Psychology Program from 2005-2011, now has a 50% appointment within the Family Medicine Department functioning as the Director of their Behavioral Science training curriculum for Family Medicine residents. This collaborative arrangement was the result of a year long discussion between the departments – which included Dr. Robert Schwartz, Chair of Family Medicine and Dr. Guerda Nicolas, EPS Chair.

This is an exciting opportunity for both programs. Many people are not aware of the unique history of Family Medicine within medical education. Beginning in the 1960's and culminating in the official sanctioning of Family Medicine as a specialty area of practice in 1969 by the AMA, the pioneers in Family Medicine had a goal of refocusing on the holistic care of the person rather than going with the tide of increased specialization and technical intervention that was beginning to pervade all medical care. The values demonstrated in this movement included an appreciation of holistic wellness (i.e., both physical and emotional wellbeing), the importance of the relationship in the healing process, and a concern for issues of social justice and access to care for underserved popula-

tions. A review of these foundational values shows remarkable overlap with those currently articulated in the vision of the School of Education and Human Development (SEHD); i.e., the “promotion and integration of educational, psychological, and physical well-being in multicultural communities”. One additional note of historical distinction is that our own Department of Family Medicine at UM was the first academic department in the country to be accredited in this area of specialization.

This is also a timely collaboration for both departments given all the changes currently on the horizon in how healthcare will be delivered and paid for in future years. An important focus in most of the emerging models for how this care is to be coordinated involves truly *integrative* care within the primary care setting – holistically attending to the interdependence of physical and psychological/behavioral wellbeing of patients. Training psychology doctoral students to function competently as primary care psychologists working collaboratively alongside family medicine physicians will be an important goal for academic programs. Our partnership with the Family Medicine Department will include opportunities for our doctoral students in counseling psychology to obtain advanced practicum experience working with family medicine residents in community health clinics, like the Jefferson Reeves Health Clinic. There are currently very few programs nationwide in either counseling or clinical psychology where this type of training is available to doctoral students; our collaboration with the Family Medicine Department creates an opportunity to develop what could be a model training program in integrative care for both doctoral students and Family Medicine residents.

Future Educator's Association: A Commitment to Help Children with Extreme Medical Needs by Elena Dossett



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

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

Along with staff from PATCHES, FEA members created a "wish list" of items and at the end of the Spring 2012 semester, current FEA members carried out the project and delivered the educational games and toys and presented them to the staff. FEA members also created a special set of flash cards to offer PATCHES teachers and staff a variety of creative ways in which the new resources could be enjoyed by the children while providing stimulating, engaging techniques for building cognitive and motor skills.

In a recent visit to PATCHES, FEA members presented the resources and set of flash cards to Kyle Smith, the Chief Executive Officer and one of the founders of the program. They toured the facilities, met several educators, and watched as nurses, therapists, and teachers worked with the children. The staff was extremely kind and passionate about what they do to help the children and quite appreciative of the donations. They assured FEA members that the resources would enhance the education of their students.

PATCHES seeks to help the community and improve the lives of ill children. They provide support for the parents and allow for the children to experience as little pain as possible while interacting with other children and playing, developing skills with the therapists, and learning with the teachers. It was incredible to see the work that they are doing to improve the well-being of sick children. It was valuable to see a different side of education although it is extremely sad to see the ill children and what they go through.

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

CRECER

The CRECER (Challenging Racism and Empowering Communities through Ethnocultural Research) team in the Department of Educational and Psychological Studies is pleased to announce a book chapter and articles that are in press or have been published this calendar year (they appear on the following page highlighted as Nicolas, G.). Under the leadership of EPS Department Chair, Dr. Guerda Nicolas, CRECER members are committed to social justice for ethnic minorities and immigrant populations through academic research and community intervention and engagement. In addition to running several community-based programs throughout Miami-Dade, the team is currently undertaking a mixed-methods investigation of the validity and appropriateness of measures of depression for the Black community. For more information, email <umcrecer@gmail.com>.

Active Grants...

PI	Title	Sponsor	Dates
ALDARONDO, ETIONY	Immigrant Children's Legal Project	Americans for Immigrant Justice	11/11-7/12
BESSELL, ANN	CEC/PASS Statewide Evaluation	Council for Educational Change	6/04-5/15
BESSELL, ANN	Smaller Learning Communities Project Cohort 2008	Miami Dade Co. Public Schools (MDC)	3/09-6/13
BESSELL, ANN	Smaller Learning Communities Project Cohort 2006	Miami Dade Co. Public Schools (MDC)	10/09-12/12
BESSELL, ANN	Breakthrough Miami - Program Evaluation	Summerbridge Miami/ McDonald foundation	5/12-8/12
CAVENDISH, WENDY	Develop a comprehensive, Collaborative Plan for Juvenile Reentry in Palm Beach Co.	Palm Beach Co. Board of County Commissioners	5/12-12/12
ELBAUM, BATYA	ESE Parent Survey Project Part B Taps#12C026	FL State Dept. of Education	1/12-12/13
ELBAUM, BATYA	Measuring Outcomes for Preschool Children with disabilities	FL State Dept. of Education	7/12-6/13
ELBAUM, BATYA	ESE Parent Survey Project (Preschool Tap@ 12C025)	FL State Dept. of Education	1/12-12/12
EVANS, SCOT	Capacity Building for Non-Profit Organizations in Miami	Catalyst Miami	1/12-12/13
GRIMES DAVIS MARIE	Upward Bound Program	Dept. of Education (US)	6/07-8/12
HARRY, ELIZABETH	Special Education Leaders for a Diverse Society	Dept. of Education (US)	5/09-5/13
HARRY, ELIZABETH	Culturally Responsive Educational Specialists and Partners in Early Childhood Disabilities	Dept. of Education (US)	9/08-8/12
HARRY, ELIZABETH	Family Center Special Educators for Early childhood FAMSEEC	Dept. of Education (US)	10/11-12/13
HARRY, ELIZABETH	Inclusive Collaborative Leaders united for Diversity in Education (INCLUDE)	Dept. of Education (US)	10/10-9/13
HARRY, ELIZABETH	IES - Solve It!	Dept. of Education (US)	3/11-2/13
KOHN WOOD LAURA	ICYSF/Project Hope	FL State Dept. of Education	8/11-7/12
LEE-SALWEN, OKHEE	Promoting Science Among English Language Learners (P-SELL)	Dept. of Education (US)	7/09-6/13
LEWIS, BRIAN	Youth & Family Counseling Serives	Thelma Gibson Health Initiative	11/11-7/12
NICOLAS, GUERDA	Beyond Borders engaging and Supporting Graduate Students at the Caribbean Regional Confer.	APA	8/11-7/12
NICOLAS, GUERDA	Youth & family Empowerment Program	Junior League of Miami	9/11-5/12
PEREZ BENITEZ, CARLOS	Cognitive Behavior Therapy for PTSD and Medical Unexplained Symptoms	Nat'l Inst. Of Mental Health (NIH)	1/12-12/12
SECADA, WALTER	Language in Math	Dept. of Education (US)	7/10-6/13
SIGNORILE, JOSEPH	Providing Target Exercise Intervention to Improve Independence and Reduce Falls in Older People	Western Union Fdn.	11/11-11/12

Pending Grants...

PI	Title	Sponsor
ALDARONDO,ETIONY	Promising Neighborhoods Memo of Understanding with Florida	Wecare of South Dade, Inc.
BESSELL,ANN	Home Visitation Evaluation	Children's Services Council of Palm Beach County
BESSELL,ANN	Optimizing Outcomes for Adults and Children in Early Childhood	Miami Museum of Science
BESSELL,ANN	The Parent Academy's Parent Plan for Success (TPAPPS)	Dept. of Education (US)
EVANS,SCOT	Increasing Access to Florida Specialty Crops for Low-Income Families	Fl. Dept. of Agriculture & Consumer Service (FDACS)
EVANS,SCOT	Poverty policy in Florida: A 20 Year Retrospective	University of California - Davis
JACOBS,KEVIN	Effect of Exercise Intensity on Inflammation and CVD Risk	University of Idaho
KOHN WOOD,LAURA	Race/Ethnic Differences in Coping and Resilience	Nat'l Institute of Mental Health (NIH)
LANGER-OSUNA,JENNIFER	The Authority of Idea	Nat'l Academy of Education
LEE,DEBBIESIU	Coping with Discrimination: Effects on Drug, Alcohol, and Tobacco	Nat'l Institute of Health (NIH)
MONTAGUE,MARJARIE	Video Modeling to Enhance Solve It! Improving Math Problems	Dept. of Education (US)
NEFF,MARILYN	Commissioner's Task Force on Holocaust Education	FL Gulf Coast University (SUSF)
NICOLAS,GUERDA	Recruiting Mentoring, and Enhancing the Skills of Ethnically	Health Resource & Services Admin.(HRSA)
NICOLAS,GUERDA	Rites of Passage Youth Development Program	Urgent, Inc.
NICOLAS,GUERDA	Latin Caribbean Mental Health Research Institute	Nat'l Institute of Health (NIH)
NICOLAS,GUERDA	The AFYA Project	Health Resources & Services Admin. (HRSA)
NICOLAS,GUERDA	Maternal and Infant Mortality Health Disparities	Fl State Dept. of Health (HRS)
NICOLAS,GUERDA	Addressing Infant Mortality Through Academic Community Partners	Nat'l Institute of Child Health & Human Development
PERRY,ARLETTE	THINK: Translational Health in Nutrition and Kinesiology Junior	Nat'l Institute of Health (NIH)
PERRY,ARLETTE	Translation Health in Nutrition and Kinesiology Developing	W K Kellogg Foundation
SECADA,WALTER	Promising Neighborhoods Memo of Understanding with Miami Dade	Miami Dade County (MDC)
SECADA,WALTER	Engineering Goes to School	Nat'l Science Foundation
SIGNORILE,JOSEPH	Project LASRR: Local and Systemic Testing and Training	Nat'l Institute of Health (NIH)
SIGNORILE,JOSEPH	Project DO IT - Diabetic and Obesity Intervention and Training	Nat'l Institute of Health (NIH)

PRESENTATIONS...

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

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

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

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

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

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

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

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

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

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

The College Board by Ying Jin

The past eight weeks at the College Board, a not-for-profit national organization committed to excellence and equity in education, was an exciting experience. As a psychometric summer intern selected from a competitive pool of applicants, I stood out for the knowledge and skills gained from the training at my current program, Research, Measurement, and Evaluation from the EPS department. Under the supervision of two brilliant mentors at the College Board, Dr. Chajewski and Dr. Rawls, a simulation study was conducted (Weighted or un-weighted linking: An investigation of the effect of sampling weight adjustments). The results of this study will provide both theoretical and practical support for practitioners. A proposal of this study has been submitted to National Council on Measurement in Education. As a senior Ph.D. candidate, I benefited from this internship experience in many aspects, including career goals, research agenda, professional development, etc.

Editorial Note: Ying also received a letter of commendation from the College Board stating that she went above and beyond in the program.

PUBLICATIONS...

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

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

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

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

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

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

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

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

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

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

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

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

Continued from cover...

If I Were a Parent ...I would like to know that the teachers in my child's school care about my child and will try to do what is educationally appropriate. I would like to know that my child is safe and that bullying will not be an issue. I would like to know that my child is being treated with dignity.

If I Were a Principal...I would love to pay my teachers decent salaries and give them more time to prepare and work in teams. I would like there to be more freedom to choose the curriculum. I would like to work together with other principals, to collaborate and cooperate, not compete against them for school ratings. If I were a principal, I would love the freedom to be creative in how I involve students, parents, teachers, and staff in decision making.

If We Were All in This Together...we would push for high quality early childhood education programs that promote reading and learning. We would push for adequate levels of funding for education. We would hold each other accountable to make sure that every child is educated to the best of his or her abilities. We would advocate for education because it is the best solution to economic, social, and health problems. We would know that highly educated people thrive, seek justice, promote wellness, and foster peace. Such is the calling of education and we should all be in this together..

Cultivating an international perspective: South Africa

By: Kahaema Byer

This summer, I had the pleasure of attending training in South Africa for doctoral students from around the world. The event was hosted by the International Association for Cross-Cultural Psychology. Our lecturers were international researchers including persons posted in Norway, New Zealand, and Germany. Professor Fischer of the University of Wellington in New Zealand, led the stream on Culture, wellbeing and society, which focused on applying models of psychological theory to societal wellbeing. What I most enjoyed about my training with Dr. Fischer was the ability to apply psychological theory to the level of societal wellbeing, with collaboration and feedback from a variety of cultural perspectives. The experience had tremendous professional implications for me as I was challenged to integrate my passion for Counseling Psychology with my interests in International Development and Sociopolitical issues.

As such, my most enjoyable presentations at the subsequent conference were by Carl Ratner and Amina Abubakar. Dr. Ratner described a proposed theory of Macro-Cultural psychology which integrates the political context into an analysis of psychological wellbeing. Dr. Abubakar, located in Kenya and the Netherlands, advocated for a more sophisticated approach to decompose poverty as a cultural variable rather than broad level analyses by SES. Perhaps my most memorable moment of the conference was a strange juxtaposition of celebrating the birthday of Nelson Mandela, *Mandela Day* at Stellenbosch University, where just a few years ago Blacks and Coloreds could not be seen, and simultaneously attending the talk of Colin Tredoux, University of Cape Town professor, on "Inter-racial contact in post-apartheid South Africa: resistance and change." Dr. Tredoux described his research on segregation within the South African university context. With interesting parallels to the work done by Beverly Tatum in her work "*Why are all the Black kids sitting together in the cafeteria?*" as well as others in the US, he examined segregation within the South African university context by conducting an analysis of where students of various ethnicities sat to eat. Findings revealed a strong theme of segregation by color within the context examined. I am yet to process the mixed feelings that I experienced on that day. While I had for months anticipated being in South Africa to share in the celebration of Mandela's birthday and the great work he had done, it was a strange space to simultaneously learn of the continuing struggles of the country. I think of my own country's race-class-ethnicity struggles and the ones I have experienced and observed here in the United States. It reminded me that we all have a long way to go.

My funny story of the trip would be meeting a Jamaican on the plane. On my way to the training, the week before the conference, as I connected from London to Johannesburg, I met this beautiful woman who I complimented on her appearance. We talked briefly and learned that we were both

(probably the only) Caribbean islanders on our way to South Africa via that trip. We were both intrigued and parted not expecting to see each other again. By the following week, I had met her again, in Stellenbosch, South Africa! Apparently she had headed to South Africa early for sight-seeing. She is a professor in Illinois and her research was on identity/accluturation amongst Caribbean youth! We both now believe the connection was meant to be and anticipate collaborations in the future.

There was a particularly special warmth in both the training and the conference. A number of "famous names" were in attendance and I got to see a softer side to many of these great researchers. The IACCP is a smaller conference and has managed to sustain a unique balance of warmth, friendliness, and scientific and professional community building. My trip to South Africa reframed my professional goals and tremendously influenced my approach to research moving forward. Overall a great experience. More representation is needed from Caribbean and Latin American/Caribbean contexts by both students and faculty. Maybe our dean will become a trainer in the years ahead! What a professionally and personally inspiring experience!



Photo: John Berry, his wife, Jonas from Norway.