Can We Improve the Academic Life Chances of At-Risk Minority Children?

Felipa Chavez & the Teacher Child Interaction Therapy / Parent Child Interaction Therapy Teams School of Psychology

Felipa Chavez received her Ph.D. in clinical psychology with a specialization in child clinical psychology from the State University of New York at Buffalo, and is a former NIAAA postdoctoral fellow examining the effects of parental alcoholism on parent-child interactions and child development. Dr. Chavez has worked in a variety of clinical settings and has experience with a variety of clinically and ethnically diverse populations and issues related to children and families such as parenting children with behavioral, emotional, and medical problems. She is invested in the important role psychologists serve as going back to the community by addressing issues relevant to servicing minority populations in her clinical and community based translational research. As such she was a 2007 recipient of the Great Fight Against Community Violence Grant for her community research implementing Teacher Child Interaction Therapy (TCIT) in community schools and after-school programs. Her research spans a wide range of clinical issues and concerns of minority clients:

- Teacher Child Interaction Therapy (TCIT) for the reduction disruptive classroom behaviors and fostering healthy parent-child interactions and increasing academic performance.
- Parent-Child Interaction Therapy (PCIT) for the reduction of dyadic and parenting stress and oppositional defiant behaviors in children, as a mechanism for reducing child abuse potential and parental substance abuse resiliency.
- Cultural differences in child rearing with respect to disciplinary strategies, maltreatment, and the use of supportive kinship support networks among Black and White populations.

- Fostering community responsibility in graduate clinical students offering their talents to community endeavors for the betterment of at-risk minority youth populations in the areas pursuing higher education, stress reduction, self-esteem, and healthy nutrition practices.

An Ethnographic Examination of Changes in Anxiety, Distress, and Self Esteem Among African American High School Seniors as a Result of a College Preparatory Program

Ashley Hoffman, Bronya Stainton, Anne Stainton, Felipa Chavez

We set out to test the effects of a 10-week college preparatory class for African American high school seniors on anxiety, social role distress, and self esteem during the college application process. The course included topics such as SAT/ACT registration and preparation, essay writing, resume workshops, creating timelines for submitting applications, financial aid and scholarships, visiting and interviewing at prospective colleges, and transitioning to college life.

The figure at right shows that distress (first two column sets) was reduced by the program. The third column set shows that difficulties in relationships with family, friends, and romantic partners were reduced. Problems involving the social role of student were also reduced (last column set).

How Do Ethnic Communities Maintain Their Linguistic Heritage?

JoAnn Parla Palumbo School of Arts and Communication

My research focuses on the linguistic and sociolinguistic aspects of bilingualism and their manifestation as cultural phenomena. I am especially interested in communities that struggle to maintain native language and culture while acculturating to mainstream society. Language loyalty characteristics as well as cultural heritage retention are demonstrated throughout the unique place in Florida, Ybor City.

JoAnn Parla Palumbo received her Ph.D. from the University at Buffalo, NY in Applied Linguistics/Spanish. Dr. Palumbo has developed and taught undergraduate and graduate level courses in bilingual/multicultural education at SUNY – Fredonia, where she has directed and directed the M.S. in TESOL program. She is on the FIT ESL/English faculty where she has been instrumental in developing our Center for the Study of Critical Languages.

The Institute for Cross-Cultural Management is for Global Business

Richard Griffith, Director

The Institute for Cross Cultural Management (ICCM) was founded to serve as resource for global organizations facing the challenges of operating in a global environment. We provide answers to difficult cross-cultural issues through innovative, rigorous research. We then translate and transfer those findings into well-designed solutions for the real world needs of global organizations. Our mission is to develop leaders and organizations to succeed in the global environment through evidence based research and programs. ICCM concentrates on issues that affect daily overseas conduct such as cross cultural competency as well as building, maintaining, and repairing trust in multicultural work groups.

Does Applied Linguistics Help Students Learn English?

Penny Bernard School of Arts and Communication

Does Applied Linguistics Help Students Learn English?

Penny Bernard graduated from The Ohio State University in 1993 with a B.S in Elementary Education and received her Masters degree in English in 1999 with additional training in teaching English as a Second Language (ESL). She taught English and ESL at Brevard Community College (East Florida State College) prior to joining the FIT faculty. She has presented her work with Dr. Parla Palumbo at the Florida College English Association.

Mabkhra जोड़ा Used to burn incense—a piece of coal is lit and put in the center top; then, a small piece of “the sound of Aoud” is laid on top of the coal to add a pleasing scent to the area. (From Penny Bernard's collection)