

Ψ CURRICULUM

The Developmental program offers students a flexible curriculum. Developmental students take a series of core courses as a foundation of study. They then have the opportunity to take advanced electives in their area of interest, while also developing their research skills. Students are also encouraged to take advantage of offerings in other areas of the University of Miami, including Education and Public Health.

In addition to coursework, students in the Developmental Program have the opportunity to engage in research and teaching in a variety of contexts including:

- Ψ The Fred C. & Helen Donn Flipse Building containing state of the art child EEG and behavior observation laboratories, as well as “smart” classrooms
- Ψ The Linda Ray Center for vulnerable children and families www.lindaraycenter.miami.edu
- Ψ The University of Miami/Nova Southeastern University - Center for Autism and Related Disabilities www.umcard.org
- Ψ The Mailman Center for Child Development and the Bachelor Child Research Center pediatrics.med.miami.edu
- Ψ Developmental Brown Bags where faculty, students and outside investigators present their research



Fred C. & Helen Donn Flipse Building
P.O. Box 248185
Coral Gables, FL 33124-0751



Graduate Training in

DEVELOPMENTAL PSYCHOLOGY

*Applied Developmental
Brain Behavior Development
Social Emotional Development
Developmental Disorders*



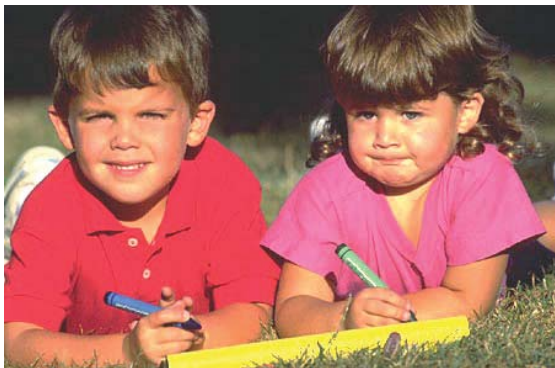
Fred C. & Helen Donn Flipse Building
P.O. Box 248185
Coral Gables, Florida 33124-0751
(305) 284-2814

www.psy.miami.edu

The Developmental Psychology Program at the University of Miami is designed for the doctoral student who plans to pursue a career in science and teaching in colleges, universities, or other research centers. Our research often involves bilingual families and children from diverse ethnic and cultural backgrounds. The program emphasizes the study of basic processes as they relate to both typical and atypical development.

Research Programs Include:

- Applied Developmental - early intervention, school readiness, developmental epidemiology, and the impact of poverty
- Brain-Behavior Development - frontal systems and temperament; ERP autism- social cognition
- Social Emotional Development - shy behavior and temperament; infant emotional development, joint attention; early interaction, peers and family process
- Developmental Disorders - autism spectrum disorders, deafness, language disorders, and intellectual disabilities



Ψ FACULTY

Supportive mentoring relationships are a keystone of our program. Members of the Child Faculty accepting Developmental Students are:

MICHAEL ALESSANDRI, PH.D., Clinical Professor Rutgers University, 1992 - developing and evaluating effective treatments for autism spectrum disorders

CHRISTINE DELGADO, PH.D., Research Assistant Professor University of Miami, 1999 - developmental disabilities (risk factors, service provision), reproductive health awareness

DARYL B. GREENFIELD, PH.D., Professor University of Connecticut, 1976 - Head Start school readiness, preschool science, children's museums as learning environments

HEATHER HENDERSON, PH.D., Assistant Professor University of Maryland, 2002 - temperamental contributions to social behavior, self-regulation, developmental psychophysiology

MARYGRACE Y. KAISER, PH.D., Research Assistant Professor University of Miami, 1999 - effects of early intervention, developmental epidemiology, social and communicative development

DANIEL S. MESSINGER, PH.D., Associate Professor University of Utah, 1994 - social and emotional development, interaction, attachment, dynamic systems approaches to development

ALEXANDRA QUITTNER, PH.D., Professor University of Western Ontario, 1987 - Director, Child Division. Impact of chronic childhood illness, family-based interventions, development after cochlear implants.

REBECCA SHEARER, PH.D., Assistant Professor University of Pennsylvania, 2004 - emotional/behavioral adjustment, school readiness, academic achievement of Head Start children

Affiliated Child Faculty

JILL EHRENREICH, PH.D., anxiety interventions

JENNIFER DUROCHER, PH.D., autism spectrum disorder

LYNNE F. KATZ, Ed.D., parenting maltreatment

ANNETTE LA GRECA, PH.D., stress, anxiety disorder

KRISTIN LINDAHL, PH.D., family intervention

FINANCIAL ASSISTANCE

Full tuition remission and additional financial support are typically provided for all Ph.D. students in the program. Graduate students are supported by teaching assistantships, research assistantships and various fellowships. Research and training support is provided by grants from NIH, the CDC, IES, NSF, Autism Speaks, Marino Autism Research Institute and the State of Florida.

Past graduates of the University of Miami Developmental Psychology Program are employed in academic departments at the university level, research institutes, governmental agencies, and various service-delivery settings.

Application deadline is *DECEMBER 1*. Please visit the Department website for more information:

www.psy.miami.edu