



A Message to Prospective Students from the Director of Graduate Studies

Welcome to the Human Development and Family Studies Graduate Program at the University of North Carolina Greensboro. HDFS at UNCG is a vibrant community of accomplished scholars and committed teachers engaged in cutting-edge research on questions central to human development and family studies and relevant to contemporary issues that impact children, youth, adults and families.

Our degree programs are:

- Doctor of Philosophy (PhD) in Human Development and Family Studies
- Master of Science (MS)/Doctor of Philosophy (PhD) in Human Development and Family Studies
- Doctoral Minor in Human Development and Family Studies
- Master of Science (MS) in Human Development and Family Studies

Our practitioner-oriented on-line graduate programs are:

- Leadership in Infant and Toddler Learning Post-

Baccalaureate Certificate (jointly with the Department of Specialized Education Services)

- Birth-Kindergarten (BK) Initial Licensure Post-Baccalaureate Certificate (jointly with the Department of Specialized Education Services)
- Master of Education (MEd) in Birth-Kindergarten Interdisciplinary Studies in Education and Development (two concentrations: Early Childhood Leadership and Advanced Teaching Licensure or Early Childhood Leadership and Program Administration), jointly offered with the Department of Specialized Education Services

Across these programs, our Department is characterized by an unsurpassed commitment to the development of our graduate students into well-rounded individuals who can take on leadership roles upon graduation in academia, research institutes, early child education settings, and policy centers. Our students, like our faculty, come from a diverse array of backgrounds. Fostering diversity and inclusion in graduate education is a paramount philosophy in HDFS at UNCG reflected in our commitment to prepare graduates of our programs to be effective leaders in regional, national, and global societies.

The Master's of Education online program is regionally renowned. The HDFS Doctoral Program is ranked as one of the top graduate programs in the country and reflects the dedica-

tion of our faculty to graduate students' professional development. With 84 graduate students and 23 graduate faculty, graduate students receive individualized mentoring from their advisor(s) and form close bonds with one another. Graduate students are further supported through an innovative professional development program (Pro-Seminar Series) especially tailored to provide the tools necessary to succeed after graduation in HDFS related professional positions.

I invite you to explore our faculty web pages describing the extensive, varied and innovative research activities occurring in the Department and importantly the success and accolades of our current students and alum. Please reach out to us if you have any questions about the programs we offer or the application process.

Applications are due December 15, 2018.

For general inquiries about the program, or to arrange a visit, please contact: Mr. Brandon Hill (Graduate Administrative Assistant) at bthill2@uncg.edu.

Dr. Stephanie Irby Coard

Associate Professor and Director of Graduate Studies

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Current Student Spotlight



Kaicee Beal is a graduate student in the MS/PhD Program. She works on the Accessing Campus Connections and Empowering Student Success (ACCESS) project under the direction of Dr. Arthur Anastopoulos. ACCESS is testing the efficacy of a treatment program for college students with ADHD. As a mentor on this project, she meets individually with college students each week to learn more about the disorder, develops behavioral strategies, and practices cognitive behavioral therapy techniques. Kaicee recently completed a Master's Thesis that investigated the longitudinal trajectories of college students with and without ADHD. She used latent growth curve models to predict differences in students' study skills across time based on various predictors, including the utilization of educational services on campus. Additionally, Kaicee works closely with Dr. Heather Helms and has recently broadened the scope of her research to include more family processes, including marriage and parenting. Kaicee is currently working on a meta-analysis examining the impact of mental health on marriage. Similarly, she plans to collect data for her dissertation to explore the links between ADHD, marriage, and parenting.

Shakiera Causey is a doctoral research and teaching assistant in the HDFFS department at UNCG and adjunct professor of psychology at NC A&T State University. Shakiera is passionate about helping families of color cope with ecological stressors and race-based stress to produce positive developmental outcomes. At UNCG, Shakiera is the senior research assistant in the African American Families Strengths and Strategies lab, under the direction of Dr. Stephanie Irby Coard. During her time in the Ph.D program, she was selected to serve as a doctoral intern at RTI International's Substance Abuse Treatment Evaluation and Intervention (SATEI) program under the direction of Dr. Wendee Wechsberg. She has presented her work on race-based stress among students of color at PWIs at Harvard's Alumni of Color conference and facilitated a faculty training on cultural competence in higher education at Guilford Technical Community College. In 2015, she published a first-authored manuscript in the Journal of Black Studies. Shakiera also serves as the grant and research administrator on the board of directors for Stand Up Speak Out-NC, a Durham-based 501c(3) nonprofit organization that provides support services for survivors of domestic and sexual abuse. Her current research interests include ethnic-racial identity development, African-American families, gender-based violence, ethnic minority health disparities, racial socialization, and community-based interventions.



Mary Lee Porterfield is currently a Ph.D. student in HDFFS. She brings a unique perspective to the graduate program, as her first Master's degree was a M.F.A. in Performing Arts Management and she has considerable applied experience, as a former Quality Improvement Projects Officer at the North Carolina Division of Child Development and Early Education (DCDEE). While a MS/PhD student, Mary Lee completed her thesis entitled, "Cultural Competence in NC's Early Childhood Education System". Results from this work will inform DCDEE decisions regarding policies and regulations designed to promote more culturally competent staff in child care settings. She

also recently presented her thesis at the North Carolina Association for the Education of Young Children conference and expects to publish results from the study in 2018. She has also worked as team member on the Measure Development Project, a collaborative project with researchers from UNCG and the University of Delaware, developing a tool to measure the quality of early childhood programs, with the goal of providing a tool that is better suited for the North Carolina ORIS Rated License process.

Experienced Student Testimonials

What advice would you offer someone who is currently applying to graduate school?

Take one step at a time and embrace the current process because before you know it, you will be walking through the door of the next chapter of your life.

- Grace Lee

The advice I wish I had been given is to not stress so much about my research interests. It is important to have a general idea about what you wish to study but you do not need to have a specific topic prior to applying. It is during graduate school that you will figure out your interests based on your classes, mentors, and research experiences.

- Kirsten McLaughlin

Alumni Spotlight



Dr. Angel Dunbar graduated in 2012, under Esther Leerkes. The accomplishment she is most proud of as a graduate student was receiving NICHD funding to support her dissertation work through a diversity supplement and with the guidance of mentors Dr. Esther Leerkes, Dr. Andrew Supple, Dr. Stephanie Irby Coard, and Dr. Susan Calkins. This funding allowed her the opportunity to collect data which cumulated in a novel integrative theoretical/conceptual model of racial and emotion socialization now published in *Child Development Perspectives*. She received the Vira Kivett Publication

Award for her first lead authored manuscript "African American Parents' Racial and Emotion Socialization Profiles and Young Adults' Emotional Adaptation" published in *Cultural Diversity and Ethnic Minority Psychology*. Dr. Dunbar also received the Outstanding Graduate Student and Outstanding Dissertation Awards. Perhaps most importantly, she is grateful for the training she received in HDFS which equipped her with skills in observational data collection, quantitative data analyses, and theoretical frameworks that have allowed her to independently continue her program of research post-graduation. Given that the HDFS graduate program emphasized theoretical competency, Dr. Dunbar's research was and continues to be grounded in ecological theory and guided by theories of child development and family processes including those of Boykin and Toms, Garcia Coll and colleagues, and Beale Spencer and colleagues. Dr. Dunbar is currently an Assistant Professor in African American Studies at the University of Maryland, College Park.

Dr. Bridget Hatfield received her PhD in HDFS at UNCG in 2010; her major professor was Dr. Linda Hestenes. At UNCG, she received dissertation fellowships from the Society of Research in Child Development and Kappa Omicron and was the 2010 recipient of the HDFS outstanding graduate student award. After graduation, she served as an Institute of Education Sciences (IES) postdoctoral fellow at the University of Virginia's Center for the Advanced Study of Teaching and Learning until 2013. Bridget is currently an Assistant Professor in the College of Public Health and Human Sciences (CPHHS) at Oregon State University. Her research focuses primarily on how teacher-child interactions in early childhood are associated with children's health (i.e., activity in the stress response system) emotion regulation, and self-regulation. Additionally, she strives to translate this research to professional development for early childhood educators and early education policy. Currently, she serves as a co-investigator on two IES grants focused on developing interventions for early childhood teachers to improve health and/or self-regulation skills of preschool children, co-principal investigator on a grant from the Office of Research Planning and Evaluation investigating the effect of the Child Care Development Block (CCDBG) policies on home-based child care providers in Oregon, and as a principal investigator examining the effect of a parenting education program on parent-child interactions. Her recent honors include the CPHHS's Excellence in Teaching and Mentoring and the American Educational Research Association-Society of Research in Child Development (AERA-SRCD) Early Career Fellowship in Early Childhood Education and Devel-



Experienced Student Testimonials

In what ways have your first experiences in the HSDFS program been challenging or unexpected?

The main challenge for the first few months, and still appears here and there, is the time management. Scheduling out when to do course work, and/or have some down time is something that has become crucial to having a bit of balance in your life.

-Dana Conlin

It has been unexpected to find such camaraderie and friendship in our cohort—I miss them on days we don't have class! They are a wonderful group of people.

- Jessica Navarro

Alumni Spotlight



Dr. Melvin Herring received his PhD in HDFS at UNCG in 2010 under Dr. Stephanie I. Coard. In 2013, Dr. Herring joined the Masters of Social Work Program at Johnson C. Smith University (JCSU) and immediately contributed to the accreditation process for the initial candidacy for the university. Dr. Herring was recently named the Director of the Masters of Social Work Program. During his graduate studies at UNCG, he was trained by several prolific scholars in Racial Socialization and Critical Race Theories. This experience laid the foundation for him to develop his own cultural competence theoretical framework to guide his practice and pedagogical approach, on which the MSW's cultural competence model at JCSU was largely established. He also co-authored the book chapter with Dr. Coard titled, Black Parents Strengths and Strategies (BPSS) Program: A Cultural Adaptation of the Strong-Willed Child program. Dr. Herring has been sought out by numerous organizations for cultural competence education and training and has presented at several local, state, and national conferences on this topic. Dr. Herring was recently recognized as a community leader in the Real Times, Inc. Who's Who in Black Charlotte Publication and was also featured in the book "Ten Men: Examining the Passion and Progress of Black Men of Charlotte's Historic West Side" for his mentoring work with young males in Charlotte.

Dr. Selin Zeytinoglu received her PhD in HDFS at UNCG in 2018 under the mentorship of Dr. Susan Calkins. Her previous experiences working as a classroom teacher and a clinical counselor helped her realize that self-regulation — the ability to exert control over one's thoughts, emotions, and behaviors — may be a key contributing factor to the trajectories of children's academic competence and psychological adjustment. Based on evidence suggesting that self-regulatory skills are largely modifiable by the context, Selin investigated the specific aspects of the caregiving context that contribute to the development of children's self-regulation in the School Transitions and Academic Readiness (STAR) project led by Drs. Esther Leerkes and Susan Calkins. She and her co-authors are currently working on a study examining the associations between maternal emotional support and neural processes that support inhibitory control. Her interest in understanding the role of context in positive aspects of development also led to a collaboration with Dr. Jonathan Tudge on the gratitude project. In this project, data were collected in her hometown, Izmir and results from this project has been published in two peer reviewed journals and a book chapter in Cross-Cultural Variations in the Development of Gratitude, and an empirical manuscript on children's and adolescents' expressions of gratitude in Turkey. Dr. Zeytinoglu currently is a postdoctoral research scholar at the University of Maryland, working with Dr. Nathan Fox in the Program in Neuroscience and Cognitive Science.



Experienced Student Testimonials

What advice would you give to an incoming graduate student?

Contemplate what you want to study and develop background knowledge about your research interest.

-Sung-Ae Kim

What have you learned about yourself since joining the HDFS program?

Since I have joined that HDFS program, I have learned that I have what it takes to be successful in graduate school (and in this field) and I second guess myself less.

- Ebony Leon