



Graduate College Mentorship Certification

Congratulations to our incoming
2018-2019 cohort

JOHANNA ANDREWS

Ph.D. student,
Department of
Environmental and
Occupational Health

Advisor:
Dr. Melva Thompson-
Robinson



Johanna Andrews is a PhD student in Public Health with a concentration in Social and Behavioral Health, advised by Dr. Melva Thompson-Robinson. Her research focuses on food insecurity and its impact on mental health in the African-American community. With her research, Ms. Andrews would like to understand how African-Americans cope with the stressor of food insecurity so that their coping strategies can be cognized and a multilevel approach to tackling food insecurity can be developed. She would like to be in this mentorship certificate program because as a future faculty member and researcher, she believes that gaining the necessary skills and knowledge to be an effective mentor is essential for her professional and career goals.

DANETTE BARBER



**M.S. student,
Department of
Educational Psychology
& Higher Education**

**Advisor:
Dr. CarolAnne Kardash**



My professional work is in undergraduate student support. Mentors have played a key role in my success, and I now coordinate a program of embedded peer academic and mentoring support for students in first year courses. These students are being mentored by administrative faculty like myself, but are also mentoring their peers. The skills I hope to gain from the Graduate College Mentorship Certification include best practices for mentoring, boundary setting, relationship development, equity, and application of mentoring frameworks. I also hope to learn successful techniques in teaching these mentoring practices to the peer mentors that I coordinate and train.

TAJANAE BARNES



**Ph.D. student,
Department of
English**

**Advisor: Dr. Brandon
Manning**



As a member of GCMC, I am hoping to pass down influential knowledge to my mentee and encourage her to apply herself not just academically, but professionally as well. I also hope to inspire not just my mentee, but other members of our cohort to continuously drive themselves to achieve their goals the most logical and effective way possible.

Linsey Belisle



**Ph.D. student,
Department of
Criminal Justice**

**Advisor:
Dr. Emily Salisbury**



I am a second-year PhD student in the Criminal Justice and Criminology department. I earned my MS in Criminal Justice at North Dakota State University where I focused on juvenile corrections and substance use in communities. Currently, my main research area focuses on corrections, evidence based correctional practices, and correctional rehabilitation. I also focus on substance use, drug policies, and substance treatment within correctional facilities. I completed the graduate college teaching certification last year, and I learned a lot of valuable skills during that program. Throughout the course of this mentorship program, I hope to improve my mentorship skills and learn the most impactful ways to communicate with mentees.

CASSANDRA BOYER



**Ph.D. student,
Department of
Criminal Justice**

**Advisor: Dr. Emily
Troshynski**



Cassandra Boyer is a second-year Ph.D. student in Criminology and Criminal Justice. She is supervised by Dr. Emily Troshynski.

Her research interests are focused on the animal rights movement, surveillance, and eco-terrorism.

Cassandra is a participant of the Mentorship Certification program in conjunction with the Rebel Research and Mentorship Program (RAMP). She hopes to improve her mentorship skills to be able to better assist first-generation students like herself.

CHRISTA CLAYTON

M.S. student, Couple
& Family Therapy
Program

Advisor:
Dr. Carissa D'Aniello-
Heyda



Recent Projects:

- How to collaborate with community mental health agencies to sample their clients and conduct process research: what elements of the process of therapy (EX. therapist behavior; client expectations) are associated with client retention and progress?
- Systematic synthesis and critique of common factors literature in marriage & family therapy research (What non-model specific elements of therapy are associated with change? EX. client characteristics, therapeutic alliance, hope/expectancy)

Goals:

- Differentiate my roles as a mentor & therapist
- Understand ethical considerations in mentoring
- Improve my cultural agility as it relates to mentorship

ELENA GAVRILOVA

Mentee: Johannah Kalita



**Ph.D. student,
Department of
Psychology**

**Advisor:
Dr. Brad Donohue**



My project will focus on examination of significant others' attendance and their influence on mental health outcomes in student athletes. The project will include examination of client satisfaction with services and intervention helpfulness. Frequency of session attendance, as well as type of significant other relationship to client will be examined. This project is unique in its nature. No previous studies have examined the influence of significant others' attendance on athlete mental health outcomes. Undergraduate will become familiar with basic statistical procedures, constructing correlation tables, as well as learn how to create a poster in accordance with APA standards and partake in the poster presentation at a national conference. Student-mentee will assist with the manuscript creation and have an opportunity to co-author a publication in scientific journal past the RAMP program if enough is contributed to the manuscript.

Michael Isaacs

Ph.D. student, School
of Life Sciences

Advisor: Dr. David V.
Lee



I am honored to join this year's mentorship program. I hope to gain experience and knowledge from my peers and mentors as we progress through our research.

Mentorship has had a strong influence on my successes thus far, and I look forward to mentoring others through their academic and personal journeys.

Acknowledging the human-to-human interaction, I plan to deliver my insight to those I have the opportunity to mentor, but I am also prepared to learn from their experiences and apply their unique solutions to problems I encounter in the future.

DANIEL LIDSTONE



**Ph.D. student,
Interdisciplinary
Health Sciences**

**Advisor:
Dr. Janet Dufek**



My mentee and I will be examining the effect of non-invasive cerebellum transcranial direct current stimulation (ctDCS) on motor learning of a complex throwing task. We will be collecting data on healthy college-aged participants over three consecutive days. Most studies examining the effects of ctDCS on motor learning have used simple single joint motor control tasks and few have examined ctDCS effects over multiple days. Our research will help determine whether ctDCS can produce increased learning over three days compared to a group receiving no stimulation.

I wanted to participate in the RAMP program to improve my mentorship skills under the leadership of my own academic mentor. Although I have learned through observation of my academic mentors, I have not received formal training on how to mentor students performing research. The skills I develop will help me grow into a successful research mentor at UNLV and beyond.

JENNIFER JOHN

**Ph.D. student,
Department of
Psychology**

**Advisor:
Dr. Rachael Robnett**



My research broadly focuses on gender and racial inequity. Currently, I am exploring factors related to these inequities in STEM fields. My major research interests include math anxiety, stereotype threat, resilience, intersectionality, and the creation of effective educational interventions and policies.

I had several wonderful research mentors as an undergraduate, and am forever grateful for their guidance. I wanted to join the RAMP and GCMC programs not only to pay forward those mentoring experiences to an undergraduate with future research aspirations, but I also wanted to gain skills and knowledge about best practices that will assist me as a mentor in the future.

FRANK JOHNSON



**M.F.A., Creative
Writing**

**Advisor:
Dr. Anne Stevens**



I give a lot of the credit for the successes I achieve to my mentors. They broaden my vision for what I can accomplish, and help me establish a practical approach to manifesting that vision. I think it's hard to accomplish much without guidance from folks who have both the expertise necessary to help you and some personal relationship with you. With both, they can give you very specific, targeted advice. Through the volunteer work I've done in schools already, I've learned that being an effective mentor is tough. Still, if one fulfills the role properly, the relationship is reciprocal in that both people learn and grow from the partnership. Nick and I are grateful for the opportunity to participate in this guided mentorship program, which offers an excellent support system to bolster the yield of this project. I hope the program will give us suggestions & feedback in terms of structuring these collaborative partnerships so that both mentor and mentee benefit.

LINDA KYRIANNIS

Ph.D. student,
Department of
Educational
Psychology & Higher
Education

Advisor:
Dr. Boone



By participating in the Mentorship Certificate Program I hope to make a positive impact in an undergraduate student's college experience as I enjoy helping others. I also hope to learn best practices in being an exemplary mentor.

PHILLIP LUKE LAMOTTE



**Ph.D. student, School
of Public Policy and
Leadership**

**Advisor:
Dr. Jayce Farmer**



As a full-time higher education administrator, I am most excited to apply what I learn through this mentorship program to my day to day work life. As a doctoral student, I intend to focus my research on retention in higher education. I have an interest in identifying the role that mentorship can have on predicting/explaining student retention and graduation rates. I feel that I can learn quite a bit through this certification that will help to guide my approach to research.

**JONATHAN-
GEORGES
MEHANNA**

**Ph.D. student,
Department of Political
Science**

**Advisor: Dr. David
Damore**



Economic sanctions have come to be known as the foreign policy instrument of the 20th century. Today, their use remains just as relevant as it always has been in most of the recorded history. Their efficacy, however, remains at the center of heated debate between policy makers and researchers. Much of the existing body of literature on economic sanctions focuses on providing specific guidelines for economic sanctions to succeed, and considers factors influencing their effectiveness such as the nature of sanctions and their scope and goals.

The impact on sanctioned states often goes far beyond the national economy and can carry hefty political and social implications.

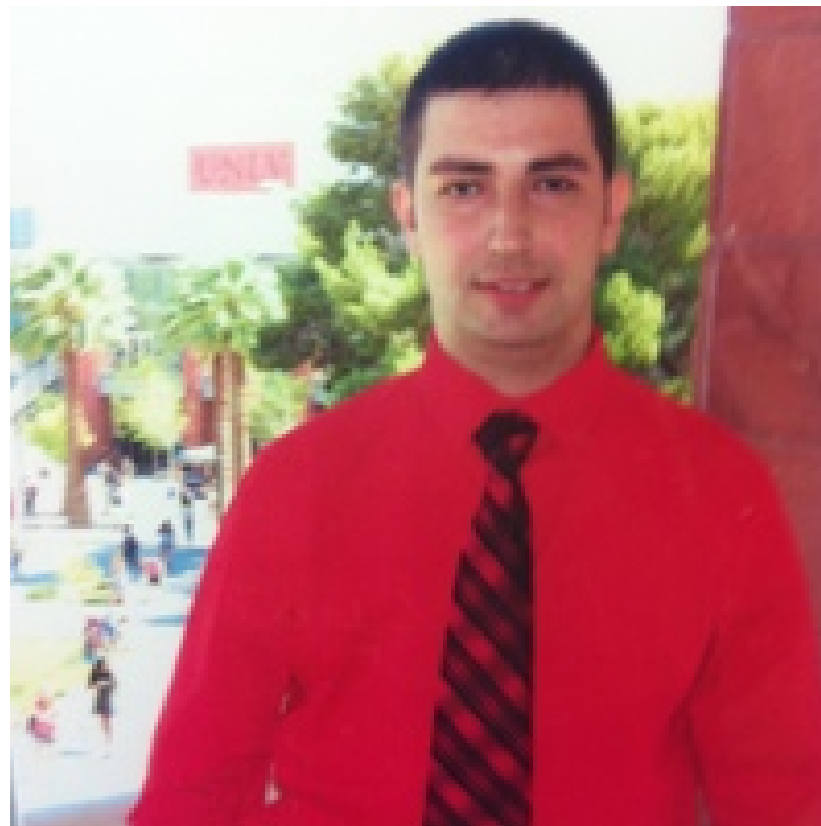
My research investigates that domestic impact of multilateral economic sanctions on “target” (i.e. sanctioned) states, as well as the impact of the rescindment of those sanctions thereafter.

RAFAEL OGANESYAN



**Ph.D. student,
Department of
Political Science**

**Advisor:
Dr. John Tuman**



My research evaluates the impact of sociological and psychological indicators on voter behavior. Specifically, I analyze whether vote functions are primarily driven by group membership or an individual, psychologically-based attachment towards political parties and issues.

Currently, I am working with Karl Catarata in assessing the behavioral traits of Asian-American voters in the 2016 presidential election. We seek to understand whether Asian-American voters were driven by sociological or psychological determinants of the vote.

Being in the Graduate College Mentorship Certificate Program will allow me to expand my pedagogical skills through a better understanding of how my mentee approaches a research-intensive voter behavior project.

TIFFANY PEREIRA

M.S. student, School
of Life Sciences

Advisor:
Dr. Scott Abella



As an undergraduate, I was fortunate to have mentors that remain some of my closest allies and friends to this day. I hope to have the same kind of lasting impact through the Mentorship Certificate Program, particularly for fellow young women of science.

I understand that being an effective mentor requires a host of tools and skills that are not often intuitive. I am honored to have the opportunity to become a better mentor as part of the Graduate College Mentorship Certificate Program

Now, more than ever, the need for young people to engage in STEM fields is critical. The next generation of researchers awaits!

RYAN RADMALL

Ph.D. student,
Department of
Criminal Justice

Advisor:
Dr. Tamara
Madensen-Herold



I am excited to participate in the Graduate College Mentorship Certification (GCMC) program for the 2018-2019 school year. The research I will be conducting in conjunction with my undergraduate mentee, Lauren Sailer, will examine the factors surrounding violence at country concerts in Las Vegas, NV. Aspects of the location, costs of tickets, alcohol served, and nature of violence at these events will be explored through observations, interviews, archival records, and statistical analyses to come up with recommendations for reducing violence at these kinds of events.

By participating in the GCMC, I hope to gain knowledge of and experience in providing direct mentorship to an undergraduate student. Through this process, I hope to become a better counselor and guide on the processes involved with conducting formal research, while strengthening my leadership skills and knowledge of spectator violence.

KAUSHIK RAJ



FERESHTEH REZAEIAN

Ph.D. student,
Department of
Teaching & Learning

Advisor:
Dr. Christine Clark



I have two MA degrees, one in TESL and one in Linguistics. I am a doctoral candidate in Cultural Studies, International Education, and Multicultural Education at the University of Nevada – Las Vegas.

My doctoral dissertation will be on “The Impacts of Acculturation Patterns and Processes on Immigrants’ Success in Higher Education” and the focus will be on Iranians who live in the United States.

My goal is to help students in general, and immigrants in particular, to succeed in the U.S. higher education. To achieve this goal, I need to learn about teaching and research strategies as well as mentorship skills that might enhance students’ learning. Most importantly, I need to learn how to share my own educational experiences with students and how to mentor them to better succeed in their education.

TEREZA TREJBALOVÁ

**Ph.D. student,
Department of
Criminal Justice**

**Advisor:
Dr. M. Alexis Kennedy**



Tereza is a fourth-year Ph.D. student of Criminology and Criminal Justice at University of Nevada, Las Vegas. She obtained her Master's Degree in Political Science from University of Nevada, Reno.

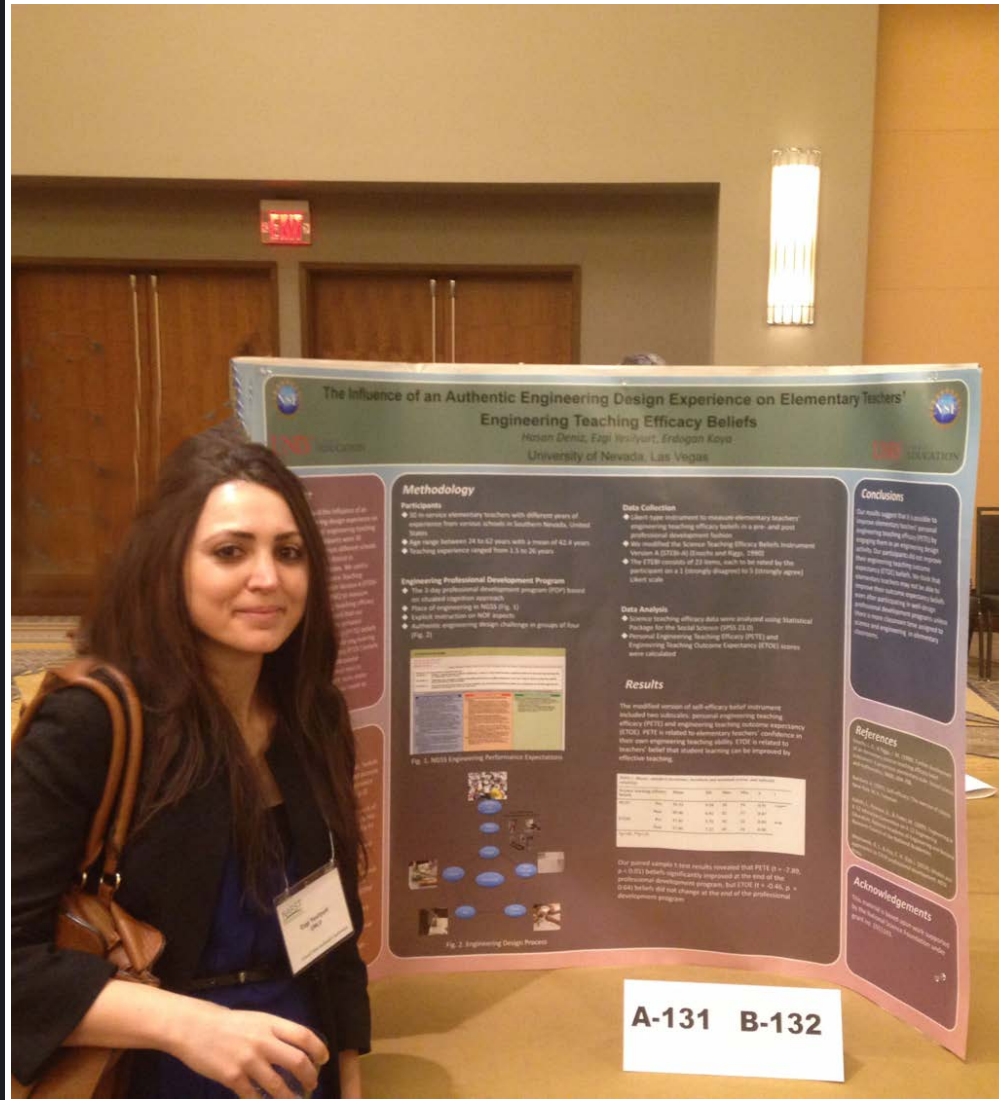
Her research interests include the death penalty in the US, Africa, and Asia, male victimization and trauma, women in corrections, and human rights. Upon graduation, she hopes to pursue a career in academia.

Having encountered many great mentors during her graduate studies, she hopes to work on her mentoring skills to provide the same for her future students. The criminal justice field requires serious, fair and educated individuals, and she believes that she can help through improving her mentorship skills and offering them to others.

EZGI YESILYURT

Ph.D. student,
Department of
Teaching & Learning

Advisor:
Dr. Hasan Deniz



I would like to reach my full potential in my future academic life and promote my personal and professional development. Participating in GCMC program would help me gain valuable experience of being a mentor. This program could be a significant help for me career success. I believe that this program would significantly help my professional development as a scholar.

The Research Project:

The research is titled "Examining the interrelations among factors related to preservice teachers' approaches to teaching evolution". The purpose of the study is to explore to what extent the direct and indirect relations of cognitive, affective and contextual factors explain teachers' perceived approaches to teaching evolution. The survey will be used to collect data about participants' acceptance of evolutionary theory, religious orientations, and teaching preferences for evolutionary theory. A path model is proposed to explain how all these factors are related.