

## TESTIMONIAL TO DR DANIEL E SHEER, PAST PROFESSOR OF PSYCHOLOGY AT THE UNIVERSITY OF HOUSTON

An example of Dr. Sheer's sense of humor occurred one day during a neuroanatomy class when we students were waiting in the classroom for him to appear. As he step through the threshold of the door, he lightly slapped his forehead and said, "Oh, I forgot my brain." and turned around and left. Needless to say the class roared with laughter, and so did he when he returned with an anatomical plastic model of the brain. We students enjoyed his infectious laughter.

Dr. Sheer seemed to have a way of interacting with his students that was not always direct, but rather indirect and subtle. Dr. Sheer appeared to have a quick mind as he appeared to focus on one issue at a time, but this was not the case. He usually focused on multiple issues at a time and seemed to be forgetful requiring reminders from each of his students about their progress in each of their personal educational program. As we matured as students we were not so sure this forgetfulness was true, but rather this was Dr. Sheer's way of finding out if we as students knew what we were doing, knew the progress we had made and knew what our goals were. His subtle strategy shaped our minds professionally to always have goals and know how we were going to achieve them. I am grateful for his subtle professional training.

As far as I know Dr. Sheer called all his students (male & female) "Buddy." We students wondered why? Although we never knew why, we students decided he did this because he could not remember our names, or else he did not make a mistake by calling one student by another student's name. As I matured professionally I came to feel this may have been his way to make his students feel we were being treated equally the same by him and appreciated his effort.

To his students Dr. Sheer's behavior seemed complex and often not initially understandable by his students. On one occasion Dr. Sheer stopped his lecture in class, got down on his knees and started feeling the floor with his hands. We students could not understand his behavior. Thoughts ran through our heads. Had he lost his mind? Why had he stopped in the middle of his lecture to get down on the floor? Why this behavior? Finally while he was still on the floor engaged in touching the floor with his hands he finally said, "I lost a contact." We students quickly learned to take immediate action when required to achieve your goal or purpose even if unexpected behaviors were required.

In essence these examples of training have assisted me in my professional development during student days and beyond. Thanks to Dr. Sheer!

Barbara P. Uzzell, PhD