I am honored to serve as president of Division for the next two years. I am fortunate that the past president, Patricia Miller, has done such an outstanding job for the past two years and has been very generous in sharing her knowledge of the procedures and traditions of the organization with me. Under her leadership, with the help of a dedicated executive council, the Division has moved forward in spite of difficult times for APA. Pat Miller has also been writing up a sorely needed manual of the procedures and activities of Division 7, which will be invaluable for future presidents and provide continuity for the organization.

In preparation for writing this column, I read the presidents’ columns of Patricia Miller (written in 2009) and Lawrence Steinberg, the president before Pat (written in 2007). I found that I share many of their goals and concerns for the division. In 2007, Larry wrote that his main priority was the “greening” of the division – bringing more of our younger colleagues into our ranks – with an eye toward investing in the Division’s future. This concern was echoed by Pat Miller two years later. I was struck by this same need two years ago when I attended a meeting of president-elects and obtained data on the age of members of the various divisions. At that time,
although about 27% of APA members (across all divisions) were under 50, that number was considerably lower for members in the scientific/research divisions. The percent of members under age 50 in Division 7 in 2008 was 21.5%; that number was 22.2% in 2009.

As noted in 2007 by Larry Steinberg, in the 1970s and 1980s nearly all serious young developmental psychologists were members of APA, as well as other organizations such as the Society for Research in Child Development. It was part of the process of developing a professional identity and becoming involved in the field. Prior to the time when the APA journals became electronic, another important benefit of joining APA was obtaining the APA journals at reduced rates. Today most young developmental scientists in the United States can obtain the APA journals for free through their universities and are members of other societies that are more specialized and more closely match their research and teaching interests. Too few are joining APA and Division 7.

I am a member of a number of organizations besides APA, including APS. However, I believe for several reasons that it is very important for developmental psychologists to also join APA. First, APA is the largest professional group of psychologists in the country and, consequently, has the potential for the greatest influence on policy making and funding. APA has more staff dedicated to interacting with lawmakers on issues of policy and funding than any other psychological organization in the country. Because of the number of members in APA and the funds that derive from such a large membership, APA is in a unique position to bring our science to lawmakers, to convince them of the importance of adopting policies based on research, and to urge future funding of developmental research. I believe that no other organization can do as much to accomplish these goals for us at this time.

Another important reason to join and retain membership in APA is that the organization is an umbrella for all areas of psychology and provides a forum for exchange across sub-disciplines. APA provides a venue for connecting with diverse groups interested in children and families, including psychologists with interests in clinical child psychology, family psychology, school and educational psychology, health and pediatric psychology, family policy, and life-span psychology. The annual conference, committees, and other activities associated with APA membership provide opportunities for sharing ideas and knowledge across sub-disciplinary boundaries. It is important for our science that developmental psychologists not become isolated from other areas of psychology. Moreover, by partnering with other divisions in APA that share our concerns and by providing input to APA committees and other groups, we can contribute to documents and orchestrated efforts to influence policies affecting children and families, the education of both children and psychologists, and other issues of concern to our membership.

It is important to attract young members to Division 7 because the division and APA more broadly benefit from the ideas and energy of early and mid-career members. For example, Kali Trzesniewski has been doing a terrific job editing the newsletter and early career members such as Victoria Talwar and Angela Crossman organized our program at the APA conference this past year. The young scholars in our field are our future. Larry and Pat started efforts to recruit new early-career members, such as by offering a year of free membership, and I plan to build on these efforts. Because Division 7 is small, young members have more opportunity to take leadership roles and their participation in various activities is highly valued.

In line with the goal of expanding our early career membership, I plan to launch a mentoring program through Division 7. In the not-too-distant future, I will be asking our mid-career and senior members to volunteer to provide mentorship to early career members who request mentoring. Although the specifics will be negotiated between the two individuals, the idea is that the mentor would meet with the early career person at a convenient conference, provide advice on issues such as submitting to journals and granting agencies, perhaps provide feedback on a manuscript or two, and/or answer questions about issues such as securing tenure, setting up a laboratory, and so forth. These activities would provide unique benefits to our early career members that are not readily available through other organizations. I very much hope that mid-career and senior members of the division will volunteer
their time and knowledge for the benefit of new members of our profession and division. Please contact me if you are interested in volunteering or helping to organize this activity; I also will be sending out a call for volunteers in the coming months. Also, please tell your early career former students and young colleagues about this upcoming opportunity for one-to-one exchange with more senior members of the division.

An important event each year for Division 7 is the programming at the annual APA conference. It is a time to connect with other members and learn about new findings, methods, and ideas. Angela Crossman, Chair, and Nathalie Carrick, co-chair, have been organizing an exciting program for the 2011 program at APA in Washington DC. It will include several interesting symposia: What is self-regulation and how does it develop? Integrating emotional, cognitive, and psychobiological perspectives, chaired by Clancy Blair and Susan Calkins; Developmental issues in immigration, chaired by Angela Crossman and Nathalie Carrick; Parenting in and about diverse contexts chaired by Lynn Liben and Lacey Hilliard; Colorblind and colormute: Youth and contemporary racial ideology, chaired by Rebecca Bigler; and “The trouble is they’re growing, the trouble is they’ve grown. Krupke, we’ve got troubles of our own!” Can we stop adolescent bullying, harassment and violence?, chaired by Steve Dranoff. There will also be a symposium of selected papers from young scholars and a conversation hour on Coparenting as paradigm: Toward a new advocacy model for all children, chaired by James McHale and Kristin Lindahl. In addition, invited talks will include those by the following 2011 award winners: G. Stanley Hall Award - - Marc Bornstein; Bronfenbrenner Award – Kathy Hirsh-Pasek and Roberta Golinkoff; and Boyd McCandless Award – Daniel Ansari. There will also be a symposium in honor of the winner of the Mentor Award, Susan Goldin-Meadow. These events, as well as the poster sessions, will showcase the outstanding contributions of developmental psychologists to the field. In addition, as noted by both Larry Steinberg and Pat Miller in prior years, the Division 7 events and happy hour provide a surprisingly informal and friendly venue for exchanging ideas and for students to meet senior members of the division, including the award winners. Please plan to attend the conference if possible.

We are a small division within APA and we lost one of our two representatives to APA council in 2009 due to fewer members allocating their votes to Division 7 during the fall election. This affects our ability to influence the direction of APA. Just months ago we failed to regain that seat because we were 39 votes short of the number needed. Because each member has 10 votes, four people assigning all their votes to Division 7 would have resulted in our regaining the lost seat in council. Please be sure to send in your ballots in the fall and renew your membership so we can secure two seats again in council.

It has been a pleasure to work during my past two years as president-elect with the wonderful group of individuals who have dedicated their time and energy to the division. In 2010, these included Larry Steinberg (Past-President), Patricia Miller (President), Sandra Graham (Secretary), Andrea Greenhout (Treasurer), Kate McLean (Early Career Psychologists Representative); Martha Alibali, Robyn Fivush, and Joan Lucariello (all Members-at-Large of the Executive Committee); Victoria Talwar (Early Career Psychologists Network Representative); Bonnie Klein-Tasman (Membership Chair); Caroline Boyer (Graduate Student Representative); Louis Manfra (Web Master); John Hagen (Division Representative to APA Council); Melanie Killen (Chair, Fellows Committee); Judith Becker Bryant (Chair, Education & Training [DOTDEP]); Thomas C. Dalton (Historian); Kali Trzesniewski, editor of the newsletter; and Victoria Talwar (2010 APA Program Chair) and Angela Crossman (Program Co-chair). Adam Winsler has consistently and faithfully administered the Division 7 list-serve. Chairs of the award committees in the past year (besides me as president-elect for two awards) included Marshall Haith and Kenneth Rubin (Mentor Award), Glenn Roisman and Lisa Feigenson (McCandless Award), Robyn Fivush (Dissertation Award), and Michael Tomasello (Maccoby Book Award). Liaisons to other committees included Lonnie Sherrod (International Relations in Psychology), Sarah Friedman (Committee on Children, Youth, and Families), Lynn Liben (Coalition of Psychology for the Schools and Education), and Victoria Talwar (Committee on Early Career Psychologists). Numerous others have provided valuable service to the division as members of various committees or
liaisons to one-time meetings/committees. I thank them for their wisdom, time, and service.

In addition, a number of new people are coming onto executive council and committees. These include Gail Goodman (President-elect), Celia Brownell (Secretary), Leslie Carver and Catherine Haden (Members at Large), Lisa Oakes (Fellows Committee, chair), Kathryn Monahan (Early Career Representative), Elizabeth Shulman (Graduate Student Representative), and John Hagen (Historian). I look forward to working with these individuals.

In the coming two years, I invite your suggestions regarding how Division 7 can better serve its membership and the field as well as recruit new members. Please feel free to communicate with me about your ideas (nancy.eisenberg@asu.edu), and I would especially appreciate your thoughts and ideas about the proposed mentoring program. Also, please remember to nominate people for the various division dissertation, book, scientific, and mentoring awards, as well as for fellow status. This is a way to honor the contributions of our colleagues and students and to help disseminate their outstanding contributions through talks at the conference.

DIVISION 7 ANNOUNCEMENTS

THANKS FOR A JOB WELL DONE!

Division 7 is indebted to the outgoing members of the Executive Committee for their service, and to Victoria Talwar for her work as Program Chair for APA 2010. Division 7 also is indebted to all the members of the Executive Committee for their service during the past year and to the following committee members who gave their time to serve the division in 2010. We recognize your important contributions to the division and to your colleagues and thank all of you for your service.

President
Patricia Miller

Past President
Laurence Steinberg

Secretary
Sandra Graham

Members-at-Large
Martha Alibali
Robyn Fivush

Fellows Committee Chair
Melanie Killen

Historian
Thomas C. Dalton

Early Career Psychologists Network Representative
Victoria Talwar

Graduate Student Representative
Caroline Boyer

CALL FOR NOMINATIONS FOR DIVISION 7 AWARDS

Members are urged to nominate someone for the Division 7 Developmental Psychology awards: Bronfenbrenner (lifetime contributions), G. Stanley Hall (lifetime contributions), Mentor, McCandless (early career), Maccoby book award, and dissertation. The deadline for all awards is March 15. The calls for the awards are below and also at http://ecp.fiu.edu/APA/div7/. This website also has a list of previous winners.

URIE BRONFENBRENNER AWARD FOR LIFETIME CONTRIBUTION TO DEVELOPMENTAL PSYCHOLOGY IN THE SERVICE OF SCIENCE AND SOCIETY

This award is for an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, but also has worked to the benefit of the applications of developmental psychology to society. The individual’s contributions may have been made through advocacy, direct service, influencing public policy or education, or
through any other routes that enable scientific developmental psychology to better the condition of children and families.

Nominations can be submitted, preferably electronically, to Gail S. Goodman at ggoodman@ucdavis.edu, or by regular mail to Department of Psychology, University of California, 1 Shields Avenue, Davis, CA 95616. Include a vita and letter of nomination not to exceed three pages. Self-nominations are encouraged.

**G. STANLEY HALL AWARD FOR DISTINGUISHED CONTRIBUTIONS TO DEVELOPMENTAL PSYCHOLOGY**

This award is for an individual (or sometimes a research team) who has made distinguished contributions to developmental psychology, including contributions in research, student training, and other scholarly endeavors. Evaluations are based on the scientific merit of the individual’s work, the importance of this work for opening up new empirical or theoretical areas of developmental psychology, and the importance of the individual’s work in linking developmental psychology with issues confronting the larger society or with other disciplines.

Nominations can be submitted, preferably electronically, to Gail S. Goodman at ggoodman@ucdavis.edu, or by regular mail to Department of Psychology, University of California, 1 Shields Avenue, Davis, CA 95616. Include a vita and letter of nomination not to exceed three pages. Self-nominations are encouraged.

**BOYD MCCANDLESS AWARD**

The Boyd McCandless Award recognizes an early career scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. Scientists who are within seven years of completion of their doctoral degree are eligible. The award is presented by the membership of Division 7 of the American Psychological Association, and the award winner will be invited to address the following year’s meeting of the APA.

Nominations can be submitted, preferably electronically, to the co-chair of the selection committee Daniel Ansari at daniel.ansari@uwo.ca, or by regular mail to Department of Psychology, University of Western Ontario, London, ON N6G 2K3. Include a letter of nomination, the candidate’s CV, and suggestions for additional potential referees.

**MENTOR AWARD**

The Developmental Psychology Mentor Award honors individuals who have contributed to developmental psychology through the education and training of the next generation of research leaders in developmental psychology. Our interest is in recognizing individuals who have had substantial impact on the field of developmental psychology by their mentoring of young scholars.

We invite developmental psychologists to nominate individuals who have played a major mentoring role in their own careers or in the career of others. Nominations can be submitted, preferably electronically, to Susan J Goldin-Meadow at sgm@uchicago.edu, or by regular mail to Department of Psychology, 5848 South University Avenue, University of Chicago, Chicago, IL 60637, or faxed to (773) 702-0320.

**ELEANOR MACCOBY BOOK AWARD IN DEVELOPMENTAL PSYCHOLOGY**

The award is for the author (not editor) of a book in the field of psychology that has been published within the prior two years and that has had or promises to have a profound effect on one or more of the areas represented by Division 7 of the American Psychological Association. Nominations should include the author’s name and address, the name of the book, the publication date, the publisher’s name and address, and a paragraph about the book’s contribution. Self-nominations are permitted.

Nominations can be submitted, preferably electronically, to Susan Carey at scarey@wjh.harvard.edu, or by regular mail to Department of Psychology, William James Hall, 33 Kirkland Street, Harvard University, Cambridge, MA 02138.
**Dissertation Award**

This award is given to an individual whose dissertation is judged to be an outstanding contribution to developmental psychology. Criteria include: important question, strong theoretical rationale, systematic methods, publishable in a top journal, well-written summary, contribution to developmental science and theory, and a strong letter of support from the dissertation advisor. The awardee must have completed his or her dissertation as a part of a developmental graduate program and the dissertation defense must have taken place during 2009 or 2010. The award is given at the annual APA Convention. To make a nomination, please submit an electronic summary of the research (maximum 2,000 words, excluding references) to the Chair of the Dissertation Award Committee. Accompanying the summary should be an electronic letter from the chair of the student’s dissertation committee. This letter should attest to the student’s primary and major contributions to the research and explain why the dissertation is worthy of the award.

Nominations can be submitted, preferably electronically, to Joan M. Lucariello at Joan.Lucariello@mail.cuny.edu, or by regular mail to Office of Academic Affairs, 535 East 80th Street, City University of New York, New York, NY 10021.

**Call for Nominations for Election of New Members of the Division 7 Executive Committee**

Division 7 of APA is seeking nominations for an Executive Committee Member-at-Large, Early Career Psychologists Network Representative, and two members of the Fellows Committee. Those elected will take office in January, 2012. We invite you to nominate members* of the Division to serve in these roles. Self-nominations are welcomed.

The Member-at-Large of the Executive Committee serves a three-year term. The Early Career Psychologists Network Representative (within seven years of having received the Ph.D.) serves a two-year term, as do members of the Fellows Committee, who review applications for election to Fellow Status within the Division. Members of the Fellows Committee must be APA Fellows. The Executive Committee meets once a year at APA and communicates regularly via e-mail. Executive Committee members’ travel to APA is partially subsidized by the Division.

Submit your nominations for these positions to Patricia Miller, Past-President, at phmiller@sfsu.edu. Nominations are due no later than February 20, 2011.

*To check whether someone is an APA member, go to the APA website; in the upper right is a “My APA” box in which you input your User ID (membership number) and password (you can get one at this point if you don’t have one already). Then go to “APA Tools” on the left and select “Search Member Directory” and enter the person’s name. Or, to browse member names, instead of entering a person’s name select “Division Roster” on the right under “Quick Links” and then select Division 7. You check the boxes for Fellow or Members (doesn’t include Fellows) or both and then select “Go.”

**Check Out Our Website!**

http://ecp.fiu.edu/APA/div7/

The Division 7 website offers a wealth of useful information. In addition to general information about the membership, you will find:

♦ Listing of Graduate Programs in Developmental Psychology

DOTDEP maintains a helpful list of graduate training programs in developmental psychology and related disciplines (with links to each department's WebPages). This is a great resource for prospective graduate students or others interested in learning about or applying for graduate training. More than 70 graduate programs are now listed on our web site at: http://ecp.fiu.edu/APA/div7/?f=gradprograms

If you would like to have your graduate program added to the listing (or would like to make changes to it), the following information from an appropriate representative is requested: school name; program name; department or college affiliation; web site URL to link to relevant developmental or departmental
program information; and email address for an appropriate contact person. Programs concerned with graduate training in developmental psychology, whether located in a department of psychology, or a department or college of education, human development, pediatrics, or home economics, will be considered for inclusion if the above material is submitted. Please send the information to Judy Becker Bryant, jbryant@shell.cas.ufl.edu.

Listing of online resources for developmental psychology (journal homepages, other organizations, grant seeking information...)
- **On-line mechanism to submit Division 7 Awards Nominations** - Nominate your colleagues today!
- **Web-based email mechanism to send questions/comments to various Division 7 committee members**

For information concerning the Division 7 webpage, please contact our webmaster, Louis Manfra, manfral@fiu.edu.

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**CONGRATULATIONS TO OUR MEMBERS**


Gail Goodman was presented the award for Distinguished Scientific Achievement in Psychology by the California Psychological Association (CPA).

Simona Ghetti and Larissa Samuelson received the APA Early Career Award for their work in Developmental Psychology.

John Hagen and Mark Appelbaum received the APA Award for Distinguished Service to Psychological Science.

Melanie Killen, Aline Hitti, and Kelly Lynn Mulvey were invited by Dr. Marty Zaslow (Director, SRCD policy office) to present a poster to the Coalition for National Science Funding (CNSF) on Capitol Hill in Washington, D.C. for a meeting with senators and congressional staff on social science research funded projects (April 14, 2010, Washington, D.C.). The title of the poster was “Children’s Ability to Weigh Complex Social Factors: Implications for STEM Education”. The grant for the study is funded under the American Recovery and Reinvestment Act of 2009 from the National Science Foundation (Division of Behavioral and Cognitive Sciences within the Directorate for Social, Behavioral & Economic Sciences). They met with senatorial and congressional staff aides about the importance of social science funding.

Kim Kopko is currently working to prepare communities in New York State for the PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience) Partnership Model, which pairs University Cooperative Extension Systems with public schools to provide a range of interventions for at-risk youth. This innovative Model is designed to more effectively deliver research-based programs to prevent substance abuse and risky behavior in young teens. More information describing this effort can be found at: [http://www.news.cornell.edu/stories/Sept10/teensRisk.html](http://www.news.cornell.edu/stories/Sept10/teensRisk.html).

Congratulations to all. It is wonderful to see our members and developmental psychology so widely recognized.

If you have won an award or have an accomplishment you wish to share, please let us know (ktrz@ucdavis.com).

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**JOIN US IN WASHINGTON, DC**

**APA 2011**

**AUGUST 4-7**
OTHER ANNOUNCEMENTS

Master Lecturers and Distinguished Scientist Lecturers: Call for nominations

The APA Board of Scientific Affairs (BSA) is soliciting nominations for speakers for the 2012 Master Lecture Program and the 2012 Distinguished Scientist Lecture Program.

The Master Lecture Program supports up to five psychological scientists to speak at the APA Annual Convention. For the 2012 Convention, to be held in Orlando, FL, August 2-5, 2012, speakers will be selected in the following areas:

- developmental psychology
- learning, behavior, and action
- methodology
- psychopathology and treatment
- social and cultural psychology

The Distinguished Scientist Lecture Program supports up to three psychological scientists to speak at Regional Psychological Association meetings to be held in 2012. Speakers must be actively engaged in research, with expertise in any area.

Selected speakers receive an honorarium of $500 and up to $1,000 reimbursement for travel expenses. All nominees should be excellent public speakers. BSA will review all nominations at its 2011 spring meeting. Nominations may be for either or both the Distinguished Lecture Program or the Master Lecture Program. See the BSA website for lists of previous Master Lecture speakers and Distinguished Lecture speakers.

To nominate a psychologist for either or both programs, please submit the name of the nominee and their CV by e-mail or fax (202-336-5953) to Rachel Martin. Self-nominations are welcome. Nominations must be received by February 18, 2011.

The American Psychological Association’s Family Caregiver Briefcase for Psychologists is now available at:


The Briefcase is a web-based resource that psychologists can use to assist family caregivers through individual and organizational practice, research, teaching, advocacy and community service.

It is also useful for other professionals who work with family caregivers, psychologists facing caregiving challenges within their own families, and caregivers themselves.

- Briefcase components include:
  - Caregiving facts and figures
  - Strategies for reaching family caregivers
  - Research opportunities and considerations
  - Caregiving interventions
  - Assessment tools
  - Variations in practice for culturally diverse groups
  - Practical aspects of providing services
  - Teaching about caregiving
  - Advocacy on behalf of family caregivers
  - Roles for and profiles of psychologists who work with family caregivers, and
  - Resources for psychologists and caregivers.

The Briefcase was developed by the members of the 2010 APA Presidential Task Force on Caregivers: Andrea Farkas Patenaude, Ph.D. (Chair), Martha Crowther, Ph.D., MPH, Timothy Elliott, Ph.D., ABPP, William Haley, Ph.D., Barry J. Jacobs, Psy.D, and Sara Honn Qualls, Ph.D.

For additional information contact: Deborah DiGilio, APA staff liaison to the Task Force and Director of the APA Office on Aging at ddigilio@apa.org.

Check out APA’s new PsycCRITQUES Blog: http://psycritiquesblog.apa.org/. Post your thoughts and see what your colleagues think about recent books and films.
2012 Call for Nominations
COMMITTEE ON EARLY CAREER PSYCHOLOGISTS

The Committee on Early Career Psychologists (CECP) is seeking nominations for two representatives to serve a three-year term (2012-2014):

APA Divisions Representative:

• Represent early career members in the Divisions of the American Psychological Association (APA)
• Serve as CECP liaison to the Committee on APA/Division Relations (CODAPAR) and as the point of contact for relationships with the APA divisions and affiliated groups.
• Work closely with the State, Provincial and Territorial Associations Representative to manage and direct activities of the Early Career Psychologist Leadership Network (ECPLN), including collaborations with the ECPLN Steering Committee. The ECPLN is an online forum for early career members to discuss early career priorities, convention programming ideas, strategies for increasing recruitment, retention, and involvement of early career members, and to provide feedback on early career initiatives and activities
• Attend and actively participate in CODAPAR’s annual Division Leadership Conference
• Develop initiatives and programs focused on the needs of early career members in divisions
• Promote and support activities, projects, and programs that foster joint membership and participation between early career members and divisions
• Serve as a liaison to the Membership Board and help advise the board on successful recruitment, retention, and engagement efforts aimed at early career professionals
• Responsible for contributing to CODAPAR’s online newsletter re CECP activities and highlighting division’s best practices in early career member involvement
• Write a report of activities for the Fall consolidated meeting for distribution to the committee and inclusion in CECP’s annual report

Science Representative:

• The Science Representative must have work experience as a psychological scientist and have leadership experience.
• Also must have the ability to develop and support projects focused the needs of early career members in psychological science and research,
• Assist in scientific activities to advance psychological science and promote early career relations, contributions, and approaches in scientific psychology with other APA groups and scientific bodies.
• In addition, this individual will be required to attend and actively participate in APA’s annual Science Leadership Conference.
• Applicants for the science slate will be evaluated on scientific activities and leadership experience.

Candidates must be an APA member within seven years’ receipt of their doctorate degree on January 1, 2012.

In addition, you must be able to attend mandatory committee meetings; one in the spring, and two in the fall. Some committee members may be asked to attend additional meetings depending on their position. Meeting expenses are reimbursed by APA.

Although not reimbursed, committee members are highly encouraged to attend APA’s annual convention and participate in developing early career programming for the convention. The committee works extensively through listserv and email. Applicants should expect to spend a minimum of five hours per week engaged in committee activities.

All candidates should include:

1. Statement of Interest from the nominee
2. Current Curriculum Vitae
3. One Letter of Recommendation

Nomination materials must be received by March 15, 2011. Applicants will be notified in July 2011.
Send nominations via email, mail, or fax to:

Kraig Ronald Scott  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002  
Fax: (202) 216-7628  
Email: kscott@apa.org

Please let Nancy Eisenberg know that you are doing so (nancy.eisenberg@asu.edu) because she is also seeking nominations from the division.

CECP seeks to represent the interests and concerns of early career psychologists throughout APA. For more information about the committee and other early career resources, please visit the APA early career website at www.apa.org/earlycareer.

If you have any questions, please contact the current Chair, Oksana Yakushko, PhD at oyakushko@gmail.com.

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**Stay Connected with NIMH**

In pursuit of new ways to reach our stakeholders, NIMH has leapt into the world of social media. In addition to our email newsletters and RSS updates, NIMH now offers YouTube videos on mental health topics. We have also entered the world of Twitter, where we highlight Science Updates, Press Releases, and other timely matters. You can even find us on Facebook! Be sure to read our Director’s Blog for insights into the latest topics in mental health research.

Check us out!

- [RSS Feed](http://www.apa.org/science/resources/ssf/index.aspx)
- [YouTube](http://www.youtube.com/user/NIMH)
- [Twitter](http://twitter.com/nimh)
- [Facebook](http://www.facebook.com/NIMH)
- [Director’s Blog](http://www.apa.org/science/resources/ssf/index.aspx)

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**TRAINING OPPORTUNITIES**

APA is again sponsoring its Summer Science Fellowship program, hosted by the Psychology Department at George Mason University. Up to twelve students who are current juniors will be selected for this six week long, paid summer research internship. Students will be selected for experiences in one of several areas, including biological, applied developmental, applied cognitive, neuroscience, clinical, school, and industrial/organizational.

International students enrolled in US or Canadian colleges are eligible; US citizenship is not required. Students from underrepresented groups are especially encouraged to apply.

The application deadline is **February 11, 2011**. Please encourage your best students to apply for this outstanding program.


Contact [ssf@apa.org](mailto:ssf@apa.org) or call 202-336-6000 if you have questions.

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**COMMENTS TO BE SOUGHT ON REVISED STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING**

The Joint Committee for the Revision of the Standards for Educational and Psychological Testing has released the revised draft of the 1999 Standards for Educational and Psychological Testing (AERA, APA, NCME) as of January 10, 2011. The revised draft Standards are posted at [http://www.teststandards.net](http://www.teststandards.net) under the heading Revision. An on-line template allows individuals and organizations to review and comment on the draft document. All comments and recommendations concerning the draft standards must be submitted to the Joint Committee through this website, and will be due by April 20, 2011. Please share this announcement with organizations and groups interested in professional and scientific issues concerning testing and assessment.
Call for Applications  
Post-doctoral Training Program in Interdisciplinary Education Research (PostPIER)  
@ Carnegie Mellon University

Director: David Klahr, Department of Psychology,  
klahr@cmu.edu,  
http://www.psy.cmu.edu/people/klahr.html

Co-Directors: Kenneth Koedinger, Department of Psychology & Human Computer Interaction Institute,  
koedinger@cmu.edu,  
http://pact.cmu.edu/koedinger/htm and Vincent Aleven, Human Computer Interaction Institute,  
aleven@cs.cmu.edu, http://www.cs.cmu.edu/~aleven

PostPIER is a post-doctoral training program to be funded by the Institute of Education Sciences that aims to train a “new breed” of learning scientists who will acquire the skills and experience necessary to advance our knowledge about human learning and to translate that knowledge into effective instruction. This program is built upon our successful pre-doctoral training program[1].

We seek applicants from strong doctoral programs in areas such as psychology, computer science, or STEM education. Selected trainees will work with faculty in CMU’s Department of Psychology, Human Computer Interaction Institute, or the Pittsburgh Science of Learning Center. Training will focus on cognitive, metacognitive, and/or motivational foundations for developing and implementing evidence-based instructional methods that can improve teaching and learning in authentic educational settings. Content emphasis will be closely related to the development and efficacy goals in IES programs in Cognition and Student Learning, Math and Science Education, and Educational Technology.

The PostPIER program is crafted to advance trainees’ knowledge about the concepts, methods and tools that will enable them to acquire and analyze rich data sets of potential mediating variables between instructional manipulations and final assessments of robust student learning. They will become well versed in emerging technologies, such as intelligent tutors, web-based instructional delivery systems, and educational data mining that play a central role in this type of data collection and analysis. Our research projects, many of which are supported by IES or involve IES pre-doctoral fellows, have demonstrated how such technologies can not only profoundly enhance robust student learning outcomes, but also significantly increase the specificity, accuracy, and breadth of assessment.

More specifically, the post-docs under this grant would be involved in one or more the following areas of research and training:

- Intelligent tutors in core scientific procedures  
  (Klahr, Koedinger)
- Intelligent tutors in middle-school mathematics  
  (Aleven, Koedinger)
- Educational data mining (Koedinger)
- New forms of assessment and cognitive diagnosis.  
  (Koedinger, Aleven, Klahr)

The fellowship carries a stipend of $50,000[2]/yr, full-time benefits including health insurance, as well as funds for professional travel and research costs (computer, software, books, etc.). Successful applicants could expect up to two years of support. For the 2011-12 Academic Year, there are two openings. The anticipated start date is September 1, 2011, but could be earlier.

To apply, send vita, 1 or 2 publications, and a brief (1 page) summary of your research interests and professional goals for this training program. Include the names of two people who have agreed to write letters of support, if we requested them.  

Applications and inquiries should be sent to Audrey Russo, Program Coordinator: ar3v@andrew.cmu.edu.

Review of applications will begin February 15 and will continue until the positions are filled.

[2] This amount could be augmented under appropriate circumstances.
The Center for the Study of Attachment and the Family Presents:

Attachment-based Intervention with Parent-Child Dyads: Training Workshop

Dr. Ellen Moss, Ph.D., Professor of Developmental Psychology at UQAM, has been studying parent/child attachment for more than 20 years and has recently completed an in depth study showing the effectiveness of attachment-based intervention with maltreated children and their caregivers.

Attachment theory has proved to be an inspiring and evidence-based framework for intervening with children at-risk for socio-emotional problems. In this 3-day workshop, Dr. Moss will present the components of attachment-based intervention with at-risk children and their caregivers.

This workshop would be of interest to:

- Public Health Workers
- Agency Administrators
- Psychologists and Psychiatrists
- Social Workers
- Physicians
- Child Welfare Personnel
- Daycare and School Personnel
- Psychiatric Nurses
- Counsellors in Adoption and Foster Care

Agenda: The training will be held at the Université du Québec à Montréal, from March 22 to March 24, 2011 (9am to 4pm).

Learning objectives: By the end of this training, participants will have learned to:

1) Evaluate attachment patterns that signal developmental risk in infants and preschoolers (0 to 7 years).

2) Evaluate adult attachment patterns and behaviours associated with insecure and disorganized child attachment.

3) Intervene successfully to change insecure and disorganized child attachment patterns and caregiver sensitivity.

Pedagogical techniques:

1) Presentation of basic guidelines for evaluation and intervention.

2) Viewing of many videotaped case studies and analysis of parent interviews.

3) Group discussion.

450$ (taxes included) for the three day training.

For more information, please contact Katherine Pascuzzo E-mail: katerinipascuzzo@yahoo.com

Summer course on

“Brains and Minds: The perceptual and computational bases of higher cognitive processes”/Central European University, Budapest

Course Dates: June 27-July 1, 2011

Location: Central European University (CEU), Budapest, Hungary,

Detailed course description: http://www.summer.ceu.hu/brainsminds

Course Director:

Jozsef Fiser, Brandeis University, Department of Psychology and the Neuroscience Program, USA

Faculty:

Nathaniel Daw, New York University, Department of Psychology, New York, USA

Donald B. Katz, Brandeis University, Department of Psychology and the Neuroscience Program, Waltham, USA

Máté Lengyel, University of Cambridge, Department of Engineering, Cambridge, UK

Target group: graduate students and junior faculty interested in one of the disciplinary fields belonging
to the interdisciplinary area of cognitive psychology
Undergraduates without a university degree will not be considered.

Language of instruction: English

Financial aid is available.

Application deadline: **February 15, 2011**

Online application:
[https://apply.embark.com/NonDegree/CEU](https://apply.embark.com/NonDegree/CEU)

The Infant Cognition Center at Yale University, directed by Dr. Karen Wynn, is accepting applications for our annual summer internship program, which runs from June 1 to August 15 (flexible).

Research: Our research broadly focuses on social cognition in infancy. Some ongoing projects examine infants’ preferences for characters based on their social behavior or group membership, infants' understanding of social status, and infants' reasoning about plants and artifacts. More information about our current research can be found at [www.yale.edu/infantlab](http://www.yale.edu/infantlab).

Internship Opportunity: Interns will work closely with graduate students and postdoctoral fellows on new and ongoing studies, participating fully in all aspects of the research process. Interns will become familiar with experimental methods used in infant studies, and will immediately become involved in recruiting and testing participants, designing and setting up studies, and coding and analyzing results. They will also attend a weekly lab meeting where we discuss the theoretical motivation for our studies, experimental data, and relevant research findings from other labs.

In addition, interns will have the chance to learn about and interact with other developmental psychology labs at Yale, and attend sessions organized by professors and graduate students on topics such as applying to graduate school. Interns are encouraged to join graduate students and other researchers from across the department in fun activities such as kickball games, bowling, barbecues, and karaoke nights.

**Internship Requirements:** The internship will involve a minimum commitment of 20 hours per week. Undergraduate students at all stages are welcome to apply. The internship is best suited to students interested in pursuing graduate studies in developmental, social, or cognitive psychology. This is a volunteer position, but it is encouraged to apply for outside funding from one's own university, and we are happy to support these applications.

How to Apply: To receive an application and further information, please contact Lab Manager Annie Spokes at [yalebaby.manager@yale.edu](mailto:yalebaby.manager@yale.edu).

The Modern Modeling Methods conference will be held on May 24-26, 2011 at the University of Connecticut. The Modern Modeling Methods (M^3) conference is an interdisciplinary conference designed to showcase the latest modeling methods and to present research related to these methodologies. Keynote speakers include Bengt Muthen, Stephen Raudenbush, Ken Bollen, David Kenny, and Joshua Angrist. In addition to the 5 keynote presentations, there will be 5 break-out sessions. Each of these concurrent sessions will feature multiple speakers and topics. In conjunction with MMM, Bengt Muthen will offer an all-day preconference workshop on Bayesian Analysis Using Mplus on Tuesday, May 24th, 2011. The preliminary conference agenda is available online at [www.modeling.uconn.edu](http://www.modeling.uconn.edu). The preconference is $75.00 before April 1st and $100 after April 1st. Conference registration is $225 prior to April 1st and $250 after April 1st. Students receive a $50 discount. You can register for the pre-conference only, the conference only, or both the preconference and the conference. You can find more information about the conference and registration at the website, [http://www.modeling.uconn.edu/](http://www.modeling.uconn.edu/).

The APA Committee on Women in Psychology is pleased to invite applications from mid-career women psychologists in **clinical, consulting, academic, or academic medical settings** to apply for the 4th annual Leadership Institute for Women in Psychology.
Please access the call for applications directly at http://www.apa.org/pi/women/programs/leadership\ncall.aspx.

2011 Call for Applications to the Leadership Institute for Women in Psychology

4th Annual Leadership Institute for Women in Psychology

The American Psychological Association Committee on Women in Psychology (CWP) announces its Fourth Annual Leadership Institute for Women in Psychology (LIWP) to be held on Tuesday, August 2, and Wednesday, August 3, 2011, in Washington, DC. This year in addition to accepting approximately 30 mid-career women psychologists who work full time in academic or academic medical settings, we will also be accepting approximately 30 mid-career women psychologists who work primarily in clinical or consulting settings. While there will be some overlap in the curriculum, there will also be separate sessions for each of the groups. This is a competitive process, and you must complete the application for the group with which you most clearly identify.

The overall mission of the LIWP is to empower, prepare and support women psychologists as leaders to promote positive changes in institutional, organizational and practice settings as well as APA and State, Provincial, and Territorial Associations (SPTA) governance, and increase the diversity, number, and effectiveness of women psychologists as leaders. The program’s mission supports APA’s goal to advance psychology as a science and profession and as a means of promoting health, education and human welfare.

Institute Objectives

1. Ensure that mid-career and senior women in psychology have the knowledge and skills necessary to compete for leadership/senior management positions in academic, practice, and other professional settings as well as APA and SPTA governance.
2. Enhance the number and effectiveness of women psychologists holding leadership positions in academic, practice, and other professional settings as well as APA and SPTA governance.

3. Increase the diversity of women psychologists in academic, practice, and other leadership positions as well as APA and SPTA governance.
4. Create networks of women psychologists in leadership/senior management positions in varied professional settings including APA and SPTA governance.
5. Document the career movement, professional advancement as well as the perceived impact of the LIWP among participants.

Who Should Apply

Mid-career (10-20 years post-doctoral degree) women psychologists who are APA members with demonstrated leadership experience, strengths and goals:

(a) holding either full-time, paid faculty appointments at the associate professor or clinical associate professor level or above in academic or academic medicine settings

Or

(b) working 20 or more hours per week primarily in clinical or consulting settings. If you are in a clinical setting, you must be a licensed psychologist to apply to the LIWP.

Women of color, lesbian and bisexual women, transgender women, and women with disabilities are strongly encouraged to apply.

Program Components

Highly interactive, skills-focused workshops with experts in the field. The core curriculum includes:

- Leadership Models
- Mid-Career Management, Goal Setting and Planning
- Negotiation Skills
- Mentoring Networks, including gender and diversity issues

Previous Institutes and Web seminars during the year have also addressed:

- Sustaining and Funding a Research Program
• Fiscal, Program, and Personnel issues
• Managing Work-Life Balance
• Strategic Planning
• Dealing with Difficult People

Individuals who participate will leave with clearly defined professional goals, identify next steps towards promotion and leadership positions, and have the opportunity to join a monthly mentoring forum for mid-career women in psychology.

Applications and supporting materials (CV or resume and letter of recommendation) are due by 5 p.m. Eastern time on Monday, March 7, 2011. Please complete EITHER:
the LIWP 2011 Application Form For Mid-Career Women in Academic and Academic Medicine Settings
OR
the LIWP 2011 Application Form For Mid-Career Women in Clinical and Consulting Positions.

Either online application may be printed and delivered to APA via fax with accompanying documents to the APA Women’s Programs Office at (202) 336-6117, or e-mailed to the Women’s Leadership Institute.

If selected, participants will be asked to pay a $500 fee, which covers registration, program materials, and food (breakfast, lunch and snacks). In addition, participants will be invited to attend a follow-up leadership program in March 2012 at the APA headquarters in Washington, DC; participate in Web seminars on leadership issues throughout the year; and have access to a list serve for LIWP participants, faculty and staff.

Selections will be announced by Monday, May 9, 2011

For additional information, please review the frequently asked questions or contact Shari Miles-Cohen, PhD, Senior Director, Women’s Programs Office

1. Via snail-mail at American Psychological Association, 750 First St. NE, Washington, DC 20002-4242
2. Via phone at (202) 336-6044
3. Via e-mail

The American Psychological Leadership Institute for Women in Psychology has been generously funded by APA Board of Directors, the APA Council of Representatives, the APA Women’s Programs Office, the National Institutes of Health Office of Research on Women’s Health, Psychologists in Independent Practice, the Society for the Psychological Study of Ethnic Minority Psychology, the Society for the Psychological Study of Gay, Lesbian, Bisexual Issues, the Society for the Psychology of Women, and the Women’s Caucus of the APA Council of Representatives.

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**Johns Hopkins Laboratory for Child Development**
**Summer Internship Program**

The Johns Hopkins Laboratory for Child Development, directed by Dr. Lisa Feigenson and Dr. Justin Halberda, studies how young children perceive and think about the world around them. We use a variety of methods to investigate early knowledge, including measuring infants’ looking time to various scenes, measuring children's reaching for hidden objects, and measuring children’s choices in simple experimental games.

We are currently answering questions about which objects can infants and young children keep track of and remember over time? What early numerical abilities do infants and young children have? How do toddlers and preschoolers reason through simple logic problems? How do young children learn the meanings of new words?

We are offering a limited number of summer internship positions in our lab for the Summer of 2011 (starting June 1st and ending July 29th). Student interns will gain experience in all aspects of our research, including: recruiting families to participate in our studies, understanding and helping to design experiments to be run with infants and children, constructing experimental stimuli, conducting experiments with children and their parents, analyzing and interpreting data, and attending lab meetings in which general issues in cognitive development are discussed.
**Requirements:**

1. Applicants must be psychology (or related) majors preferably with coursework in developmental psychology;
2. Applicants must have previous research experience (not necessarily in a developmental psychology laboratory);
3. Applicants should be mature, articulate, and comfortable with parents and children as the internship requires frequent contact with parents as well as with their children.
4. Applicants must be highly organized and reliable.

The position is a full-time commitment. Depending on the strength of the application, we offer either: 1) 4 credit hours or 2) up to $1,500.00 in stipend money. Receipt of university credit is dependent on agreement from the student's home institution. Students are also strongly encouraged to seek external sources of funding (e.g., many universities offer summer research funds to students who can demonstrate a strong research plan). We encourage students to look into such possibilities or to apply for such funds at their home institution (whether JHU or elsewhere) before applying, and to describe such opportunities in their application.

Applications and a more detailed description of the program can be found on our website at www.labforchilddevelopment.com. Click on JOIN OUR TEAM!

To apply, please mail your application, complete with all necessary components to:

Dominic Gibson, Lab Coordinator
JHU-Dept. of Psychological & Brain Sciences
3400 N. Charles St.
Baltimore, MD, 21218

We will accept applications until March 4th, 2011. Late applications will be considered only if positions remain open.

If you have any further questions, please contact Dominic Gibson, Lab Coordinator at (410) 516-6075 or infant.research@jhu.edu. You can also find additional information about the Laboratory for Child Development at our website: www.labforchilddevelopment.com.

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**IES Summer Research Training Institute in Single-Case Design Research**

The National Center for Special Education Research (NCSER) at the Institute of Education Sciences announces its 2011 Summer Research Training Institute on Single-Case Intervention Research Design and Analysis. The Training Institute is intended to increase the national capacity of education researchers to conduct single-case intervention studies that have scientifically credible methodology and analyses.

When: June 27th to July 1st, 2011

Where: University of Wisconsin-Madison; Madison, WI

All applications must be received no later than Friday, March 11, 2011 at 8:00 p.m. EST. For more information about the Training Institute, including the application procedures, please visit: http://ies.ed.gov/whatsnew/conferences/?id=772

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**APA announces Advanced Training Institutes for summer 2011**

The American Psychological Association will sponsor four Advanced Training Institutes (ATIs) in the summer of 2011. These intensive training programs are hosted at major research institutions across the country. ATIs expose advanced graduate students, post-doctoral fellows, new and established faculty, and other researchers to state-of-the-art research methods and emerging technologies.

This year’s ATIs are listed below. Complete information about these programs can be viewed on the Advanced Training Institutes website.
Research Methods with Diverse Racial & Ethnic Groups
Michigan State University
June 20-24, 2011
Application Deadline: March 30

Non-Linear Methods for Psychological Science
University of Cincinnati
June 20-24, 2011
Application Deadline: April 6

Structural Equation Modeling in Longitudinal Research
University of California, Davis
June 20-24, 2011
Application Deadline: March 30

Exploratory Data Mining in Behavioral Research
University of California, Davis
June 27-July 1, 2011
Application Deadline: March 30

The content of each ATI has been updated to include the most current methods and approaches. For example, the 2011 institute on Non-Linear Methods will include expanded coverage of multifractals and distribution analyses.

The ATIs on Structural Equation Modeling and Exploratory Data Mining will be held at UC Davis on consecutive weeks. In order to help make it feasible for people to attend both of these ATIs, participants who are accepted and register for both sessions will receive a 20% discount on their tuition for each institute.

Tuition for each ATI ranges from $300 to $1200, with students, post-docs, and APA members paying lower tuitions. Participants may also apply for financial assistance.

APA arranges for group rates at nearby lodgings and encourages all ATI participants to stay at the same location. Prices for accommodations have been negotiated at competitive group rates.

Note that application deadlines begin in March. Applications are available at the Advanced Training Institute website and must be submitted electronically through each institute’s webpage. For more information, contact ATI or (202) 336-6000.

There will be three week-long DATIC summer workshops offered during June 2011 on hierarchical linear modeling, structural equation modeling, and dyadic analysis at the University of Connecticut. The cost of each workshop is $1000. Additional details about the workshops and registration are available on the DATIC website, www.datic.uconn.edu. The Dyadic Analysis workshop is already sold out, but you can complete the registration form to be placed on the waiting list. The other two workshops still have space available. If you’re interested in attending, go to www.datic.uconn.edu to fill out an online registration form.

Hierarchical Linear Modeling (June 13–17, 2011)

Instructors: D. Betsy McCoach & Ann A. O’Connell

Each HLM workshop covers basics and applications of multilevel modeling with extensions to more complex designs. Participants will learn how to analyze both organizational and longitudinal (growth curve) data using multilevel modeling and to interpret the results from their analyses. Although the workshop does not require any prior knowledge or experience with multilevel modeling, participants are expected to have a working knowledge of multiple regression as well as SPSS (or SAS). Analyses will be demonstrated using the software HLMv6. Instruction will consist of lectures, computer workshops, and individualized consultations. The workshop emphasizes practical applications and places minimal emphasis on statistical theory.

Structural Equation Modeling (June 20–24, 2011)

Instructors: David A. Kenny & D. Betsy McCoach

The workshop on Structural Equation Modeling covers basics of path analysis, confirmatory factor analysis, and latent variable modeling. Using AMOS Graphics, participants will learn how to build, evaluate, and revise a structural equation modeling. Although the workshop does not require any prior knowledge or experience with multilevel modeling, participants are expected to have a working knowledge of multiple regression.
Dyadic Analysis (June 27–July 1, 2011)

_Instructors:_ David A. Kenny & Randi Garcia

The workshop on dyadic data analysis will focus on data where both members of a dyad are measured on the same set of variables. Among the topics to be covered are the measurement of nonindipendence, the Actor-Partner Interdependence Model, the analysis of distinguishable and indistinguishable dyads, mediation and moderation of dyadic effects, and over-time analyses of dyadic data. The software package used in the workshop will be SPSS, but there will be discussion of other packages (e.g., HLM) and structural equation modeling. Although the workshop does not require any prior knowledge or experience with multilevel modeling, participants are expected to have a working knowledge of multiple regression or analysis of variance, as well as SPSS. The dyadic analysis workshop is already sold out, but you can register online to be placed on the waiting list.

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_Yale Mind and Development Lab Summer Internship Program_

The _Yale Mind and Development Lab_, under the direction of Dr. Paul Bloom, is accepting applications for its annual Summer Internship Program.

**Our Research:** Research in the Mind and Development Lab explores how children understand and reason about the social world around them. Some of the topics we are currently studying include: how children understand and reason about bodies and souls; what children like about art and fiction; what children understand about fairness and moral expertise; and how children understand acting and pretense.

**Internship:** Interns will have the opportunity to work closely with graduate students and postdocs on ongoing projects, as well as assist in the development of various new studies. Summer interns are involved in all aspects of projects, including activities such as developing new project ideas, designing new experiments, recruiting participants, running experiments, analyzing data, and presenting results. We expect this will be a rewarding experience for motivated and responsible students who are interested in hands-on research experience and training in developmental psychology.

**Details:** The internship is open to all undergraduate students, though particularly suited for students considering graduate school in experimental psychology or cognitive science. The schedule requires a minimum commitment of 20 hours per week, for at least 8-10 weeks during the period of May 15 – Aug 15.

**How can I apply?** All interested applicants are encouraged to visit [http://www.yale.edu/minddevlab/summer2011.html](http://www.yale.edu/minddevlab/summer2011.html) for further details and to download an application form.

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**2nd IMPRS NeuroCom Summer School**

London, UK, 6-8 July 2011

We would like to solicit your help to announce the 2nd IMPRS NeuroCom Summer School among your colleagues, your students, or any interested researchers. For more details please see: [http://imprs-neurocom.mpg.de/summerschool](http://imprs-neurocom.mpg.de/summerschool)

The Summer School of the “International Max Planck Research School on Neuroscience of Communication: Function, Structure, and Plasticity” (IMPRS NeuroCom) is jointly run by the Institute of Cognitive Neuroscience, University College London and the Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig.

**Target group:**
We cordially invite national and international doctoral students, but also Master's students and post-docs conducting research in the interdisciplinary field of cognitive neuroscience.

Participants are invited to present their current project in form of a poster.
KEYNOTE SPEAKERS

**Wednesday 6 July: Neuroscience of Communication**
Organisers: Sophie Scott, Mairead MacSweeney
Angela D. Friederici
Thomas C. Gunter
Peter Indefrey
Cathy Price

**Thursday 7 July: Sensory Processes**
Organisers: Patrick Haggard, Jon Driver
Marc Ernst
Sabrina Pitzalis
Geraint Rees
Arno Villringer

**Friday 8 July: Neural Connectivity**
Organiser: Klaas Stephan
Rosalyn Moran
Marc Tittgemeyer

**Friday 8 July: States of Consciousness**
Organiser: Vincent Walsh
Quinton Deeley
Steven Laureys

Venue:
Lecture Theatre
33 Queen Square Lecture
WC1A 3BG London
United Kingdom

Registration fee:
£175

Working language:
English

Registration deadline: **31 March, 2011**
Online registration:
http://imprs-neurocom.mpg.de/summerschool/registration

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GRANTS AND AWARDS

**BEHAVIORAL AND SOCIAL SCIENCES RESEARCH GUIDE TO NIH GRANTS**

http://obssr.od.nih.gov/funding_opportunities/BSSR_guide_to_grants_at_the_NIH/guidelIndex.aspx

Recent publications in the "NIH Guide to Grants and Contracts" (http://grants.nih.gov/grants-guide/) relevant to Behavioral and Social Science Research Compiled and Distributed by the Office of Behavioral and Social Sciences Research Office of the Director National Institutes of Health (U.S.A.)

http://obssr.od.nih.gov/ Questions or Comments to Rachel Mandal mandalr@mail.nih.gov

OBSSR is pleased to announce the release of a new program announcement, PA-11-063, *Translating Basic Behavioral and Social Science Discoveries into Interventions to Improve Health-Related Behaviors (R01).* This funding opportunity announcement (FOA) encourages highly innovative research projects that propose to translate findings from basic research on human behavior into effective clinical, community, and population-based behavioral interventions to improve specific health-related behaviors (e.g., dietary intake, physical activity, sun safety, or adherence to medical regimens) and/or prevent and reduce problem health behaviors (e.g., smoking, tanning, or alcohol or substance use, abuse or dependence). This FOA will support projects in which interdisciplinary teams of basic and applied researchers collaborate to accelerate the translation of promising discoveries in basic behavioral and/or social science research by developing and refining novel health-related behavioral interventions.

The interventions to be developed include any of a wide range of innovative strategies aimed at promoting positive behavioral changes or preventing/reducing unhealthy behaviors. Behavioral interventions can be targeted to any age group and at the individual, family, social network, community, environmental, clinical or population level or combinations of these, and
should specifically identify a behavior or constellation of behaviors that is the target of change. During the funding period, Investigators are required to conduct basic or formative research (e.g., laboratory experimental studies, qualitative research) AND applied research (e.g., early phase trials and pilot/feasibility studies) in order to create promising new avenues for promoting healthy behaviors and reducing problem health behaviors. Studies should develop, characterize and refine new, innovative strategies rather than evaluate the effectiveness of already well-defined strategies. At the end of the period of support, the strategies that have been developed should be well-characterized and demonstrated to be safe, feasible to implement, effective in small-scale trials or pilot studies, acceptable to the target populations of interest, and ready to be tested in larger-scale clinical and community efficacy trials. Please see the full announcement at http://grants.nih.gov/grants/guide/pa-files/PA-11-063.html

The Jacobs Foundation announces its call for nominations for the 2011 Klaus J. Jacobs Research Prize, in honour of the Jacobs Foundation’s late founder Klaus J. Jacobs. The prize is awarded annually in the first week of December in Zurich, Switzerland.

The Klaus J. Jacobs Research Prize awards outstanding scientific contributions of individuals from all disciplines aiming at the improvement of young people’s development and perspectives worldwide. The prize is endowed with 1 Mio. Swiss Francs, of which 900’000 Swiss Francs are for use in a research project, 100’000 Swiss Francs are for related costs, such as travel, networking, and dissemination.

The prize addresses scholars from all countries who have achieved major breakthroughs in understanding and contributing to child and youth development and at the same time have the potential to advance the field by actively conducting research.

An international jury will choose the laureate from the pool of nominated candidates. The following individuals form the jury:

- Professor Albert Bandura, Stanford University, USA
- Professor Monique Boekaerts, Leiden University, the Netherlands
- Professor Jeanne Brooks-Gunn, Columbia University, USA
- Professor Meinrad Paul Perrez, University of Fribourg, Switzerland
- Professor Anne C. Petersen, University of Michigan, USA
- Professor Rainer K. Silbereisen, Friedrich Schiller University Jena, Germany
- Professor William Julius Wilson, Harvard University, USA

Further details on nominations are provided below. Please have your nomination submitted by 15 March 2011 at the latest. To find out more about the Research Prize, please also visit our website: http://award.jacobsfoundation.org/en/.

I’m pleased to announce that SAGE Publications has funded a program to support exceptional post-doctoral academics for two year periods in residence here at UCSB The position will be titled SAGE Center Junior Fellow. Through these new fellowships we will foster even more interdisciplinary research in the study of mind at the postgraduate level. Fellows will be given the opportunity to develop independent research programs in close collaboration with our faculty.

* *We are seeking exceptional post-doctoral students to engage in research and participate in teaching through graduate level courses in a variety of departments at UCSB. The Junior Fellows will enjoy special privileges including access to faculty, Visiting SAGE Scholars, and attendance at regular group meetings to collaborate and share information about the role of cognitive neuroscience, economics, political science, anthropology, biology, psychology, and philosophy on the study of mind. To be eligible for a Junior Fellowship, a candidate must be at an early stage of his or her scholarly career. The fellowships will be awarded for two years commencing after July 1, 2011.

Please circulate this information and point outstanding candidates to the announcement of this position.
The application Deadline is February 15, 2011.* Applicants should contact:
Director, Michael S. Gazzaniga
SAGE Center for the Study of Mind
University of California
Santa Barbara, CA 93106-9660

Application inquiries may be directed by email to rosenblatt@psych.ucsb.edu.

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**Nominate Your Department or Your Colleague for a Culture of Service Award**

**Department Nominations**

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Departmental Award for Culture of Service in the Psychological Sciences. This Award recognizes departments that demonstrate a commitment to service in the psychological sciences. Departments selected for this award will show a pattern of support for service from faculty at all levels, including a demonstration that service to the discipline is rewarded in faculty tenure and promotion. Successful Departments will also demonstrate that service to the profession is an integral part of training and mentoring.

Service to the discipline includes such activities as departmental release time for serving on boards and committees of psychological associations; editing journals; serving on a review panel; or chairing an IRB. Other culture of service activities that a department would encourage include mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. The focus of this award is a department's faculty service to the discipline and not their scholarly achievements.

Both Undergraduate and Graduate Departments of Psychology are eligible.

Self-nominations are encouraged.

To submit a nomination the following is required:

- A letter that describes and illustrates the department's commitment to a culture of service (e.g., nature of the department's commitment, effect on tenure and promotion, mentoring, effect on current and/or former students' activities as a result of the department's focus on service, etc.). The letter should be no more than three pages long.
- Three letters of support from individuals familiar with the department's support for a culture of service. (These letters can be from current or past faculty members; a Dean familiar with the department's service program; etc.)

Each Department selected will receive an award of $5,000 to be used for departmental activities.

Nominations will only be accepted as electronic submissions to cultureofservice@apa.org. Please be sure to submit the nomination as a package that includes all the required letters.

The deadline for 2011 submissions is April 1, 2011. For more information, please contact swandersman@apa.org.

**Past Recipients**

- 2010 No departmental awards given in 2010
- 2009 University of South Florida, Department of Psychology and University Wisconsin-Madison, Department of Psychology
- 2008 James Madison University, Department of Psychology and University of Miami, Department of Psychology
- 2007 George Mason University, Department of Psychology and University of Florida, Department of Clinical and Health Psychology
- 2006 Davidson College and University of Minnesota, Department of Psychology

**Nominations of Individuals**

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Award for Distinguished Service to Psychological Science. This Award recognizes individuals who have made outstanding contributions
to psychological science through their commitment to a culture of service. Nominees will have demonstrated their service to the discipline by aiding in association governance; serving on boards, committees and various psychological associations; editing journals; reviewing grant proposals; mentoring students and colleagues; advocating for psychological science's best interests with state and federal lawmakers; and promoting the value of psychological science in the public eye. Nominees may be involved in one service area, many of the areas, or all of the service areas noted above. An individual's service to the discipline and not a person's scholarly achievements are the focus of this award.

To submit a nomination, provide the following:
- A letter of nomination that describes and supports the individual's contributions (e.g., nature of the individual's service to psychological science, positions held, etc.). The nomination letter should be no more than two pages long.
- A curriculum vita
- Three letters of support from individuals familiar with the nominee's service to the discipline (These letters can be from colleagues who have served with the nominee; a Dean familiar with the nominee's service; former students; Association/Society presidents, etc.

Award recipients will receive an honorarium of $1,000. The deadline for nominations is April 1, 2011.

Nominations will only be accepted as electronic submissions to cultureofservice@apa.org. Please be sure to submit the nomination as a package that includes everything you need for the nomination. For more information, please visit the Distinguished Service to Psychological Science Award page on the Science Directorate website.

Past Recipients
2010 Mark Appelbaum, Morton Ann Gernsbacher, and John Hagen

Meritorious Research Service Commendation: Call for Nominations

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the 2011 Meritorious Research Service Commendation. This commendation recognizes individuals who have made outstanding contributions to psychological science through their service as employees of the federal government or other organizations. Contributions are defined as service to the field that directly or indirectly advances opportunities and resources for psychological science.

Nominees may be current or former employees of federal or non-federal research funding, regulatory, or other agencies. Nominations of employees of non-profit/private organizations are encouraged. Nominees may be active or retired but ordinarily will have a minimum of 10 years of service. The individual's personal scholarly achievements (i.e., research, teaching, and writing) are not considered in the selection process if independent of their service contributions.

To submit a nomination, provide the following:
- A letter of nomination that describes and supports the individual's contributions (e.g., nature of the individual's service to psychological science, positions held, program development activities). The nomination letters should be no more than two pages long.
- A curriculum vita
- Three letters of support from scientists, at least two from outside the nominee's organization

Deadline for submitting nominations is March 1, 2011. Please send nominations to Suzanne Wandersman at swandersman@apa.org.

For a list of past recipients and more information about the award, visit: www.apa.org/about/awards/bsa-merit.aspx
USDA
Department of Agriculture
National Institute of Food and Agriculture Agriculture and Food Research Initiative: Childhood Obesity Prevention Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=66593

HHS
Department of Health and Human Services
National Institutes of Health
Learning Disabilities Research Centers (P50) Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=66173

HHS
Department of Health and Human Services
National Institutes of Health
Reducing Health Disparities Among Minority and Underserved Children (R21) Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=66215

HHS
Department of Health and Human Services
National Institutes of Health
Indo-US Program on Contraception and Reproductive Health Research (CRHR) [R01] Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=66233

HHS
Department of Health and Human Services
National Institutes of Health
Indo-US Program on Maternal and Child Health and Human Development Research (MCHDR) (R03) Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=62254

HHS
Department of Health and Human Services
National Institutes of Health
Scientific Meetings for Creating Collaborative Research Teams under the Indo-US Program for Contraception and Reproductive Health Research (CRHR) [R13] Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=62255

HHS
Department of Health and Human Services
National Institutes of Health
Scientific Meetings for Creating Collaborative Research Teams under the Indo-US Program for Maternal Child Health and Human Development Research (MCHDR) [R13] Grant
http://www07.grants.gov/search/search.do?&mode=VIEW&oppid=62273

RFA-HD-12-202 (Learning Disabilities Research Centers [P50])
Letter of Intent Due Date: April 4, 2011
Application Due Date: May 3, 2011

The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) invites center program project applications for the Learning Disabilities Research Centers Program, hereafter termed ‘Program’. The Program will focus on generating new scientific knowledge to inform our understanding of learning disabilities and comorbid conditions. The request invites both foundational and translational, transdisciplinary research examining issues related to etiology, classification and definition of, and prevention and remediation of learning disabilities impacting listening, speaking, reading, writing and mathematics with an emphasis on comorbid conditions. The P50 mechanism allows for richly integrative, multi-method approaches to examining research topics focusing on learning disabilities that are not feasible through standard research mechanisms. Applicants should propose inter-disciplinary, coordinated programs of research that demonstrate cohesion and synergy across research subprojects and cores.
Because the Child Development and Behavior Branch, within NICHD, has developed an ongoing research program in learning disabilities in mathematics development and disorders, investigator-initiated applications with a primary research focus on Math learning disabilities should be directed to that program (http://www.nichd.nih.gov/about/org/crmc/cdb/program_mscld/index.cfm). Note also that this Program complements but does not replace funding opportunities available through NIH’s parent announcement for investigator initiated projects. This Program is intended to be a more focused effort on learning disabilities impacting reading and writing as part of our broader support for literacy and related learning disabilities at the NICHD.

The US Substance Abuse and Mental Health Services Administration, Center for Mental Health Services is accepting applications for fiscal year (FY) 2011 Campus Suicide Prevention grants. Higher educational institutions that have not previously been awarded one of these grants are eligible to apply. Community-campus partnerships, community-based research and service-learning fit well into this program.

Applications are due March. See abstract below and complete details at http://bit.ly/exhw1v

The purpose of this program is to facilitate a comprehensive approach to preventing suicide in institutions of higher education. This program is designed to assist colleges and universities in their efforts to prevent suicide attempts and completions and to enhance services for students with mental and behavioral health problems, such as depression and substance use/abuse that put them at risk for suicide and suicide attempts. The Campus Suicide Prevention grants supports an array of campus activities to help the grantee build a solid foundation for delivering and sustaining effective mental health and substance abuse prevention and treatment services.

Successful applicants will provide a coherent and detailed conceptual roadmap of the process by which they have assessed or intend to assess suicide prevention needs and plan/implement infrastructure development strategies that meet those needs. The plan put forward in the grant application must show the linkages among needs, the proposed infrastructure development strategy, and increased system capacity that will enhance and sustain effective prevention programs and services which support SAMHSAs first Strategic initiative of preventing substance abuse and mental illness. The plan must also address the needs of youth at high-risk as identified by the National Action Alliance for Suicide Prevention; including, but not limited to lesbian, gay, bisexual, or transgender (LGBT) youth, American Indian/Alaska Natives (AI/AN), military family members and veterans.

As a result of the Garrett Lee Smith Campus Suicide Prevention grants, colleges and universities will:

- increase the amount of training to students, faculty and staff on suicide prevention and mental health promotion
- increase collaboration among campus and community partners to deliver the message that suicide prevention is everyone’s responsibility
- increase the number of educational seminars and informational materials for students, faculty, staff and family members on suicide prevention, identification and reduction of risk factors such as depression and substance use/abuse
- increase help-seeking among students and reduce stigma for seeking care for mental and behavioral health issues among students
- increase the promotion of the National Suicide Prevention Lifeline

Applications responsive to this Request for Application must implement evidence-based or best practices that will create or expand capacity to address the following SAMHSA Strategic Initiative: Prevention of Substance Abuse and Mental Illness - Create prevention prepared communities where individuals, families, schools, workplaces, and communities take action to prevent and reduce mental illness and substance abuse across the lifespan.
ESTHER KATZ ROSEN FELLOWSHIP

American Psychological Foundation (APF) Mission and Funding

The APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. It executes this mission through a broad range of scholarships and grants. For all of these, it encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

The Esther Katz Rosen program funds graduate fellowships for work in giftedness of children. Its description, application requirements, and procedures appear below.

Description
This Program was established in 1974 for the advancement and application of knowledge related to gifted and talented children and adolescents. The Rosen fellowship supports graduate students whose work centers on the psychological understanding of gifted and talented children and adolescents.

Program Goals
- Advance the understanding of gifted children for the ultimate purpose of enabling and enhancing development of their talents
- Encourage promising graduate students to conduct research in this area

Funding Specifics
- Up to $25,000 for one-year graduate fellowships
- Up to three awarded each year

Eligibility Requirements
- Completed doctoral candidacy (documentation required)
- Good academic standing at accredited university in the U.S. or Canada and enrolled in graduate program during fellowship year
- Tuition waiver by home institution

Evaluation Criteria
- Conformance with stated program goals
- Magnitude of incremental contribution
- Quality of proposed work
- Applicant’s demonstrated scholarship and research competence

Proposal Requirements
- Description of proposed project to include goal in relation to program goals, conceptual framework (theory, background), target population, methods, expected outcome and impact, future research plans
  Format: not to exceed 10 pages (1 inch margins, no smaller than 11 point font); one paragraph abstract
- Timeline for execution
- Full budget and justification (indirect costs not permitted)
- Current CV
- Recommendation from graduate advisor and Department Chair or Director of Graduate Studies

Submission Process and Deadline
Submit a completed application online at http://forms.apa.org/apf/grants/ by March 1, 2011.

Questions about this program should be directed to Kim Palmer Rowsome, Program Officer, at krowsome@apa.org.

American Psychological Association Division 1:
The Society for General Psychology

Call for Nominations 2011 Awards

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2011 awards competition, including the William James Book Award for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the Ernest R. Hilgard Award for a Career Contribution to General Psychology, the George A. Miller Award for an Outstanding Recent Article in General Psychology,
and the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award managed by the Society. In addition, there is an award for graduate students: The Anne Anastasi General Psychology Graduate Student Award (see below for details).

All nominations and supporting materials for each award must be received on or before February 15, 2011. With the exception of the William James Award, you are encouraged to submit your materials electronically.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Winners will be announced at the annual convention of the American Psychological Association the year of submission. The awardees for the first four awards will be expected to give an invited address at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (The General Psychologist). These Awardees will receive a certificate and a cash prize of $1000 to help defray travel expenses for that convention.

For the William James Book Award, nominations materials should include three copies of the book (dated post-2006 and available in print); the vitae of the author(s) and a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. The award criteria can be found at www.apa.org/div1/awards. Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to Dean Keith Simonton, PhD, Department of Psychology, One Shields Avenue, University of California, Davis 95616-8686; dksimonton@ucdavis.edu.

For the Ernest R. Hilgard Award, nominations packets should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent electronically to John D. Hogan, PhD, Psychology Department, St. John’s University, 8000 Utopia Parkway, Jamaica, NY 11439 (hoganjohn@aol.com).

For the George A. Miller Award, nominations packets should include four copies of the article being considered (which can be of any length but must be in print and have a post-2006 publication date), vitae of the author(s), and a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. Nomination letters and supporting materials should be sent electronically to Nancy Felipe Russo, PhD, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104 NANCY.RUSSO@asu.edu.

The 2012 Arthur W. Staats Lecture for Unifying Psychology is to be awarded in 2011 and given at APA’s 2012 annual convention. Nominations materials should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. They should be sent electronically to Donald Dewsbury, PhD, Department of Psychology, University of Florida, Gainesville, FL 32611 (dewsbury@ufl.edu).

The Anne Anastasi General Psychology Graduate Student Award is in its second year and some changes are being introduced. This nomination must be submitted electronically to Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023, takoosh@aol.com.
Please send the Following Cover Sheet:
Candidates for the Anne Anastasi General Psychology Graduate Student Award should submit the following:
1. There are 2 levels of the Anastasi Award: Students with 2 years or less of graduate study and those with more than 2 years of graduate study. Circle the one that best applies to you:
   a. Two years or less of study beyond the baccalaureate
   b. More than two years beyond the baccalaureate
2. I completed my masters’ degree in year: ________; or did not complete ________
3. Include:
   a. Name + email:
   b. Institution:
   c. A mentor + email:
   d. Focus of research, title:
II. Send the next three as attachments:
   1. Research statement on your past/present/future work (2-3 pages, with limited number of important citations)
   2. Your Curriculum Vitae
   3. Supporting letter from one mentor, either attached or sent separately

These materials should be sent electronically to the 2011 Chair of the committee, Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023, takoosh@aol.com.

Each of two recipients of this award will receive $300 and a certificate in 2011. The winner will be decided based on the student’s vitae and research plan, plus a supporting letter from the student’s advisor.

Requests for further information about Division One Awards may be directed to MaryLou Cheal, PhD, Awards Coordinator, Society for General Psychology, 127 E. Loma Vista Drive, Tempe, AZ 85282 (cheal@asu.edu).

Janet Hyde Graduate Student Research Grant

Proposals are being sought for Hyde Graduate Student Research Grants. These grants, each up to $500, are awarded to doctoral psychology students to support feminist research. The grants are made possible through the generosity of Janet Shibley Hyde, Ph.D., who donates the royalties from her book, Half the Human Experience, to this fund. Past recipients of Hyde Graduate Student Research Grants are not eligible to apply. Because the purpose of this award is to facilitate research that otherwise might not be possible, projects that are beyond the data analysis stage are not eligible.

Please send all application materials attached to a single e-mail message to both of the Hyde Award Co-chairs at the following addresses by March 15th:

Dr. Mindy J. Erchull, merchull@umw.edu and Dr. Olivia Moorehead-Slaughter, oms@parkschool.org

Requirements:

1. Cover page with project title, investigator's name, address, phone, fax, and e-mail address
2. A 100-word abstract
3. A proposal (5-pages maximum, double-spaced) addressing the project’s purpose, theoretical rationale, and procedures, including how the method and data analysis stem from the proposed theory and purpose.
4. A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
5. The expected timeline for progress and completion of the project (including the date of the research proposal committee meeting). The project timeline should not exceed two years.
6. A faculty sponsor’s recommendation, which includes why the research cannot be funded by other sources. This letter should be attached to the e-mail with the application materials. Please do not send it separately.
7. Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
8. An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources)

9. The applicant’s curriculum vitae

10. All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font)

Proposals that fail to meet the guidelines described above will not be reviewed.

Review Process

A panel of psychologists will evaluate the proposals for theoretical and methodological soundness, relevance to feminist goals, applicant's training and qualifications to conduct the research, and feasibility of completing the project.

Other Requirements

Only one application will be accepted per student, for each application deadline. Applicants who are involved in multiple projects that meet the submission requirements should choose the project that best fits the evaluation criteria (see “Review Process”).

Within 24 months of receipt of the grant, recipients are expected to submit to the Hyde committee co-chairs a complete and final copy of the research document (e.g., a copy of the thesis, dissertation or journal manuscript based on the sponsored research), along with a 500-word abstract for publication in Division 35 newsletter. In addition, grant recipients shall acknowledge the funding source in the author’s notes in all publications. Hyde award winners will be announced at the APA convention during Division 35 Social Hour. The names of the Hyde award winners may also be posted in Division 35 newsletter as well as on Division 35 web page and listserv.

Questions and other communications may be sent to the committee co-chair:

Mindy J. Erchull, Ph.D. Co-Chair, Hyde Research Award Committee, Department of Psychology, University of Mary Washington, 1301 College Avenue, Fredericksburg, VA 22401-5300. Phone: (540) 654-1557. E-mail: merchull@umw.edu

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**CALL FOR PAPERS**

**CALL FOR SUBMISSIONS FOR THE AMAE Journal 2011**

**Educational Opportunity for Immigrant Children: From Preschool to Higher Education**

Guest Editors
James L. Rodríguez, California State University, Fullerton
William Pérez, Claremont Graduate University
Patricia A. Pérez, California State University, Fullerton

The *Association of Mexican American Educators Journal* is currently soliciting manuscripts for a special theme issue on *Educational Opportunity for Immigrant Children: From Preschool to Higher Education*. Given the current political state of our country as it relates to immigration reform, we welcome submissions that focus on the array of access, equity and social justice issues embedded in theory, research, policy and practice on the education of Latina/o immigrant children and families, both documented and undocumented, in pre-K through postsecondary educational settings. Submissions suitable for publication in this special issue include empirical papers, theoretical/conceptual papers, essays, book reviews and poems. Submissions may address a broad range of topics emphasizing the educational opportunity of Latina/o immigrant children, adolescents, families, and communities including:

*Family and/or community engagement and involvement in educational processes*
*The preparation and ongoing professional development of teachers*
*Sociopolitical factors that shape the educational context, opportunities, and experience*
*Social and cultural factors impacting the educational context and experience*
*Culturally-sensitive initiatives that promote educational success*
*Work that highlights successful educational programs and/or models*
*Programs and/or curricula that promote bilingualism, biliteracy, and biculturalism
*Challenges and successes of attainment of a higher education
*Programs and/or curricula that promote social justice
*Research and theoretical perspectives that demonstrate and/or promote academic achievement

The selection of manuscripts will be conducted as follows:
1. Manuscripts will be judged on merit and relevance to the theme of the issue.
2. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.
3. Each manuscript will be subjected to a blind review by a review panel with expertise in the area treated by the manuscript. Those manuscripts recommended by the panel of experts will then be considered by the AMAE guest editors and editorial board, which will make the final selections.

Manuscripts should be submitted as follows:
1. Submit via email both a cover letter and copy of the article in Microsoft Word to James L. Rodríguez (jamesrodriguez@fullerton.edu).
2. Cover letter should include name, title, short bio and institutional affiliation; indicate the type of manuscript submitted and the number of words with references. Also, please indicate how your manuscript addresses the call for proposal.
3. Manuscripts should be no longer than 4,500 words (including references). The standard format of the American Psychological Association (APA) should be followed. All illustrations, charts, and graphs should be included within the text. Manuscripts may also be submitted in Spanish.

Deadline for submissions is April 1st 2011.

For further inquiries please email one of the guest editors.
James L. Rodríguez (jamesrodriguez@fullerton.edu)
William Pérez (william.perez@cgu.edu)
Patricia A. Pérez (pperez@fullerton.edu)

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British Journal of Guidance & Counselling
Call for Papers
Symposium on Counselling in Schools’

Children and young people frequently experience psychological difficulties, emotional distress and serious mental illness, with figures suggesting that this problem is increasing worldwide (World Health Organization, 2006). School-based counselling services can be an important accessible source of emotional support for young people, particularly in circumstances where therapeutic services in the wider community are inappropriate or unavailable. In addition, these services can provide schools with a vital independent resource in their struggle to meet the emotional and psychological needs of troubled young people within the education system. Recent research suggests that school counselling services have a significant positive impact on young people (e.g. Baskin et al, 2010; Cooper, 2009) but further work is needed to clarify processes, outcomes and efficacy.

This symposium aims to bring together a range of current work on school-based counselling to form a coherent picture addressing issues such as efficacy, accessibility and areas for improvement. We welcome original contributions in this area using qualitative and/or quantitative research methods, from practitioners or academics working both nationally and internationally.

Those interested in contributing to this symposium should send a brief outline (max 500 words) of their proposed paper to joanne.pybis@bacp.co.uk.

The latest deadline for submission of outlines is 31st May 2011 however authors are encouraged to submit earlier to ensure best chance of publication. Articles of 4,000 – 6,000 words will be expected by 31st July 2011 and should be submitted to the journal’s ScholarOne™ Manuscripts website (http://mc.manuscriptcentral.com/cbjg) specifying the symposium title given above. Acceptance of articles will be subject to the journal’s usual refereeing procedures and must adhere to standard BJGC guidelines for authors www.tandf.co.uk/journals/bjgc.
References


UPCOMING CONFERENCES

Edward Zigler Western Research Institute
February 8, 2011
San Francisco, CA
http://caheadstart.org/ResearchInstitute2011Schedule.html

Society for Cross-Cultural Research (SCCR) 40th Annual Meeting
February 16-19, 2011
Charleston, SC
http://psych.wfu.edu/admin/sccr/

L.O.V.E. (Lake Ontario Visionary Establishment) conference
Feb 17-18, 2011
Niagara Falls, ON
http://brain.mcmaster.ca/love.

23rd SOUTHEASTERN CONFERENCE ON THE TEACHING OF PSYCHOLOGY
February 25-26, 2011
Atlanta, GA

25th ANNUAL CONFERENCE ON THE PREVENTION OF CHILD ABUSE
February 28-March 1, 2011
Dallas, TX
http://www.preventchildabusetexas.org/forms.html

SECOND INTERNATIONAL CONFERENCE ON SPORT AND SOCIETY
February 28-March 2, 2011
Kolkata, India
http://www.SportConference.com/

2011 Association for Women in Psychology Conference
March 3-6, 2011
Philadelphia, PA
http://awp2011.blogspot.com/

Eastern Psychological Association
March 10-13, 2011
Cambridge, MA
http://www.easternpsychological.org/i4a/pages/index.cfm?pageid=1

19th European Congress of Psychiatry
March 12-15, 2011
Vienna, Austria
www.epa-congress.org

The 43rd Banff International Conference on Behavioural Science: Disseminating Evidence-Based Practices in Children's Mental Health
March 20-23, 2011
Banff, Alberta, Canada
www.banffcentre.ca/conference_registration/2011/BVS1103

24th Annual Children's Mental Health Research and Policy Conference
March 20-23, 2011
Tampa, FL
http://cmhtampaconference.usf.edu

4th Annual NIH Conference on the Science of Dissemination and Implementation: Policy and Practice
March 21-22, 2011
Bethesda, MD

2011 Adult Development Symposium
March 29-30, 2011
Montréal (Québec) Canada
http://www.adultdevelopment.org/
SRCD Biennial Meeting
March 31 - April 2, 2011
Montreal, Quebec, Canada
www.srcd.org

PEERS Preconference at SRCD
March 31, 2011
Montreal, Quebec, Canada
www.srcdpeerpreconference.org

38th Annual Head Start Conference and Meetings
April 4-8, 2011
Kansas City, Missouri

Resilience - Why bother?
April 6-7, 2011
University of Brighton, England
http://www.brighton.ac.uk/snm/contact/details.php?uid=ah111

From Disparities Research to Disparities Interventions: Lessons Learned and Opportunities for the Future of Behavioral Health Services
April 6-7, 2011
Arlington, Virginia
http://bhsr.fmhi.usf.edu

AERA Annual Meeting
April 8-12, 2011
New Orleans, LA
https://www.aera.net/

32nd Annual Meeting & Scientific Sessions
April 27-30, 2011
Washington, DC
www.sbm.org

The Society of Behavioral Medicine
April 27-30, 2011
Washington, DC
www.sbm.org

Society of Behavioral Medicine 32nd Annual Meeting & Scientific Sessions
April 27-30, 2011
Washington, DC

A.P.P.A.C. (Association of Psychology & Psychiatry for Adults & Children): Neuropsychiatric, Psychological & Social Updates & Challenges
May 10-13, 2011
Athens, Greece
www.appac.gr

13th Annual International Conference on Education
May 23-26, 2011
Athens, Greece
http://www.atiner.gr/education.htm

Society for Prevention Research
May 31 - June 3, 2011
Washington, DC
www.preventionresearch.org

Global Summit on Ending Corporal Punishment and Promoting Positive Discipline
June 2-4, 2011
Dallas, TX
http://smu.edu/psychology/html/globalSummit.html

Hawaii International Conference on Social Sciences
June 1-4, 2011
Honolulu, HI
http://www.hicsocial.org/

41st Annual Meeting of The Jean Piaget Society
June 2-4, 2011
Berkeley, CA
www.piaget.org

Global Summit on Ending Corporal Punishment and Promoting Positive Discipline
June 2-4, 2011
Dallas, TX
http://smu.edu/psychology/html/globalSummit.html

International Mind, Brain, and Education Society
June 2-4, 2011
San Diego, CA
www.imbes.org/conference.html
The Organization for the Study of Sex Differences  
June 2-4, 2011  
Oklahoma City, OK  
www.ossdweb.org

Perspectives on Autobiographical Memory Development  
June 16-17, 2011  
Aarhus University, Denmark  
http://psy.au.dk/developmentalpsychology

The Centrality of SELF Theory and Research for Enabling Human Potential  
June 19-22, 2011  
Quebec City, Canada  
www.self.fse.ulaval.ca

2nd Conference of the Society for Ambulatory Assessment  
June 24-26, 2011  
Ann Arbor, MI  
www.ambulatory-assessment.org

The 14th Annual Meeting of the Society for Interpersonal Theory and Research (SITAR)  
June 27-28, 2011  
Zurich, Switzerland, 2011  
http://www.sitar2011.ch/

24th Annual Conference of the International Association for Conflict Management  
July 3-6, 2011  
Istanbul, Turkey  
www.iacm-conflict.org

17th Biennial Conference of the Australian Human Development Association  
July 4-6, 2011  
Dunedin, New Zealand  
www.otago.ac.nz/ahd aa2011

CogSci 2011 "Expanding the Space of Cognitive Science"  
July 20-23, 2011  
Boston, MA  

7th Biennial Conference of the International Academy for Intercultural Research  
July 24-28, 2011  
Singapore  
http://www.interculturalacademy.org/iair2011conference/

American Psychological Association  
August 4-7, 2011  
Washington, DC  

21st EECERA Annual Conference  
Education from birth : research, practices and educational policy  
September 14-17, 2011  
Geneva, Switzerland  
www.eecera2011.org

Essential for the Journey of Our Children: Keeping the Cultural Fire Burning  
October 8-11, 2011  
Nashville, TN  
www.nbcdi.org

The Cognitive Development Society's 7th Biennial Meeting  
October 14-15, 2011  
Philadelphia, PA  
www.cogdevsoc.org

5th Conference on Emerging Adulthood  
October 27-28, 2011  
Providence Rhode, Island  
http://www.ssea.org/conference/index.htm
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