

▶ DIVISION 7 ANNOUNCEMENTS.....	1
▶ AWARD WINNERS.....	2
▶ THANK YOU FOR A JOB WELL DONE.....	3
▶ PROFESSIONAL DEVELOPMENT OPPORTUNITIES.....	4
▶ AWARDS AND FUNDING.....	5
▶ SCRD'S ORAL HISTORY PROJECT	5
▶ YOUNG SCHOLAR'S FUND.....	10
▶ OPPORTUNITIES FROM APA.....	11
▶ UPCOMING CONFERENCES.....	12
▶ IN MEMORIAM.....	13
▶ JOIN DIVISION 7.....	14

APA Division 7 | Winter 2015

<http://ecp.fiu.edu/apa/div7/>

Developmental *Psychologist*

THE LATEST NEWS AND FUNDING OPPORTUNITIES FOR
DIVISION MEMBERS AND ASPIRING DEVELOPMENTAL
PSYCHOLOGISTS

Division 7 Announcements

Mentor Award

The recipient of the 2014 Mentor Award is Paul Harris, the Victor S. Thomas Professor of Education at Harvard University. Dr. Harris' research focuses on the early development of cognition, emotion, and imagination. He is currently studying how young children judge what they are told about the world—especially when the claims are hard to check because they pertain to the past, the future, hidden causal processes, or the existence of extraordinary beings.



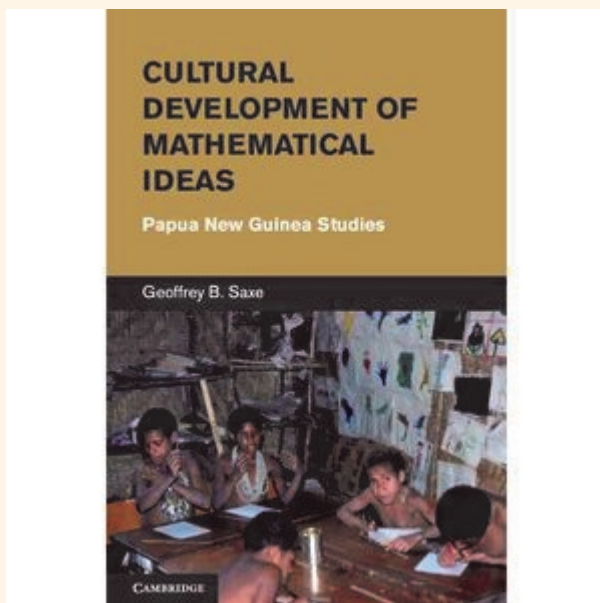
Deadline for nominations for next year's Mentor Award is March 15, 2015. More information can be found at:
<http://www.apadivisions.org/division->

Early Career Research Award

The recipient of the 2014 Early Career Research Grant is Kathleen H. Coriveau, the Peter Paul Assistant Professor at Boston University. Her research focuses on social and cognitive development in childhood, with a specific focus on how children decide what people and what information are trustworthy sources. She is also interested in language and reading development, cross-cultural differences, and the role of parenting in children's social and emotional development.

Eleanor Maccoby Book Award **Co-Winner**

Geoffrey B. Saxe is the 2015 recipient of the Maccoby Book Award for his book, *Cultural Development of Mathematical Ideas: Papua New Guinea Studies* (Cambridge University Press). Saxe describes the counting system of the Oksapmin, in which a sequence of body parts is enumerated. Based on experimental and field research conducted in Papua New Guinea over a span of more than 20 years, Saxe's offer a rich and meticulous analysis of how the counting system was transmitted and altered in the wake of larger societal changes, notably the shift from a trade to a cash economy, and the arrival of Western style schooling. The book is essential reading for anyone interested in how representational tools, such as number, are situated in cultural history and evolve over time.



Mentor Award

Dr. Paul Harris received the Mentor Award for 2014. Those who recommended Dr. Harris noted that he has been a leader in the field of developmental psychology for

over 30 years, researching topics such as Theory of Mind, children's understanding of emotion and imagination, and children's selective learning from others. Dr. Harris' books have been translated into numerous languages, and he is frequently asked to give invited talks abroad. Those he has so effectively mentored include students just starting their doctoral career to established full professors, as well as former students who have pursued careers in the private sector. His nominators noted that he is open and honest with everyone he meets, and he is careful to credit ideas from where they originated. Through his mentorship of the next generation of scientists, he has spread his influence across the globe.

Early Career Research Award

Dr. Kathleen Corriveau received the Early Career Award for 2014. Her research focuses on social cognitive development in early childhood, with a specific interest in how children use information from others to learn about the world. Dr. Corriveau is very grateful for this award, and will use the funds to further explore the relationship between adult explanations and children's theory formation. In addition to providing insight to the conditions under which young children's learning of concepts are enhanced by explanations, the results will focus on individual differences in explanation preference based on upbringing. Understanding differences in explanation preference should have a broad impact for guidelines on how to provide explanations in informal learning environments, such as museums, and in more formal classroom learning environments.



THANK YOU FOR A JOB WELL DONE!

Recognition of service to EC (ending 2014)

- President – *Gail Goodman* (2013-2014)
- President Elect – *Jacquelynn Eccles* (2013-2014)
- Past President – *Nancy Eisenberg* (2013 - 2014)
- Member at Large – *Jodi Quas* (2012 - 2014)
- Early Career Network Representative – *Leah Doane* (2013 - 2014)
- Graduate Student Representative – *Kelly McWilliams* (2013 – 2014)
- Fellows committee – *Stephanie Carlson & Laura Namy* (2013 - 2014)

Recognition of newly elected (or appointed) EC members (starting Jan, 2015)

- President-Elect, *Michael E. Lamb* (2015 -2016)
- Member-at-large—*Elizabeth Gershoff* (2015-2017)
- Fellows Committee Chair—*Bennett Bertenthal* (2015)
- Program Committee Chair—*Sandra Simpkins* (2015)
- Program Committee Co-Chair—*Jennifer Fredricks* (2015)

- Student Representative—*Sue Hobbs*, 2015-2016)
- Early Career Representative—*Lindsay Malloy* (2015-2016)

Recognition of current & continuing members of the EC

- Secretary—*Kali Trzesniewski* (2014-2016)
- Treasurer—*Andrea Greenhoot* (2013-2015)
- Members-at-large—*Susan Rivera* (2014 -2016), *Kathryn Lemery-Chalfant* 2014-2016)
- Representatives to APA Council—*Kang Lee* (2013-2015), *Soniya Luthar* (2014-2016)
- Newsletter Editor—*Kate McLean* (2014—2017)
- Membership Chair—*Bonnie Klein Tasman* (2013-2015)
- Education and Training Chair—*Judith Becker Bryant* (2013-2015)
- Historian—*John Hagen* (2014-2016)
- Early Career Representative—*Angela Evans* (2014-2015)
- Webmaster - *Louis Manfra*, ongoing
- Listserv Administrator - *Adam Winsler*, ongoing

Professional Development Opportunities



Data Analysis Training Institute of Connecticut (DATIC) will be offering workshops on Dyadic

Analysis, Structural Equation Modeling, and Hierarchical Linear Modeling in June 2013 at the University of Connecticut. Brief descriptions of the workshops are below. Online registration is currently open, and space is limited to 24 participants per workshop, so please register early. For more information or to register for the work-shops, go to www.datic.uconn.edu

Meta-Analysis June 17-19, 2015

Instructor: Noel Card

This course teaches the skills necessary to conduct and write publishable meta-analytic reviews, including methods of searching the empirical literature, coding effect sizes, and analyzing effect sizes across multiple studies. Specifically, this course will enable participants to: (1) Understand and critically evaluate published meta-analyses; (2) Develop the skills necessary to conduct and write publishable meta-analytic reviews; and (3) Identify the foundations upon which more advanced meta-analytic techniques are based.

Dyadic Analysis Using Multilevel Modeling June 15-19, 2015

Instructors: David A. Kenny, Tessa V. West

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 nonindependence, 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.

Structural Equation Modeling June 8-12, 2015

Instructor: D. Betsy McCoach

This introductory workshop on Structural Equation Modeling (SEM) covers basics of path analysis, confirmatory factor analysis, and latent variable modeling. Using AMOS Graphics, participants will

learn how to build, evaluate, and revise structural equation models. Although the workshop does not require any prior knowledge or experience with SEM, participants are expected to have a working knowledge of multiple regression, as well as some experience using a statistical software program such as SPSS.

Hierarchical Linear Modeling (HLM) June 22-26, 2015

Instructor: 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 HLMv7. Instruction will consist of lectures, computer workshops, and individualized consultations. The workshop emphasizes practical applications and places minimal emphasis on statistical theory.

Awards and Funding

Members are urged to nominate individuals for the following awards and grants.

Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society

This award is for an individual who, over a lifetime career, has contributed not only to the science of developmental psychology but also to the application of developmental psychology for the benefit of society. The individual's contributions may have been made through advocacy, direct service, influencing public policy or education, or any other routes that enable scientific developmental psychology to better the condition of children and families. A list of prior recipients can be found at: <http://www.apadivisions.org/division-7/awards/bronfenbrenner.aspx>

Nominations can be submitted to

[Dr. Michael E. Lamb](#)

Department of Psychology

University of Cambridge

Free School Lane

Cambridge CB2 3EB, United Kingdom

Email: mel37@cam.ac.uk. Include a vita and letter of nomination not to exceed three pages. Electronic submissions are preferred. Self-nominations are encouraged.

Deadline: March 15, 2015

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. A list of prior recipients can be found at: <http://www.apadivisions.org/division-7/awards/hall.aspx>

Nominations can be submitted to

[Dr. Michael E. Lamb](#)

Department of Psychology

University of Cambridge

Free School Lane

Cambridge CB2 3EB, United Kingdom

Email: mel37@cam.ac.uk. Include a vita and letter of nomination not to exceed three pages. Electronic submissions are preferred. Self-nominations are encouraged.

Deadline: March 15, 2015

Mentor Award in Developmental Psychology

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. A list of prior recipients can be found at: <http://www.apadivisions.org/division-7/awards/mentor.aspx>

We invite developmental psychologists to nominate individuals who have played a major mentoring role in their own careers or in the career of others. Send nominations to [Dr. Paul Harris](#), Harvard Graduate School of Education, Harvard University, 503A Larsen Hall, 14 Appian Way, Cambridge, MA 02138. Email: paul_harris@gse.harvard.edu
Deadline: March 15, 2015

Boyd McCandless Award

The Boyd McCandless Award recognizes a young 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.

SRCD Oral History Project Website Now Launched!

Curious about the legends in our field? Ever wonder how those SRCD members whose work provides the content of our textbooks found the path they followed? Answers to these and many other such questions are now available through the SRCD Oral History Project.

The SRCD Oral History website is now launched with interviews from 16 of the most illustrative and influential scholars in the field of child development — and this is just the beginning. SRCD has collected over 100 interviews, which will be posted to the site in the foreseeable future.

Don't miss out on your opportunity to take advantage of this valuable SRCD archive as an educational tool. Visit www.srcd.org/ohproject to view the SRCD Oral History Project website and use the history of our field to guide your current research and teaching.



The award is for continued efforts rather than a single outstanding work. Scientists who are within seven years of completion of the 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. To nominate an individual, please mail or email a letter of nomination, the candidates CV, up to four representative publications, and suggestions for additional potential referees to the chair of the selection committee: Dr.

[Dr. Felix Warneken](#)

Department of Psychology
Harvard University
33 Kirkland St.

Cambridge, MA 02138 . Email: warneken@wjh.harvard.edu

For more information, see: [http://](http://www.apadivisions.org/division-7/awards/mccandless.aspx?tab=3)

www.apadivisions.org/division-7/awards/mccandless.aspx?tab=3

Deadline: March 15, 2015

Dissertation Award in Developmental Psychology

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 nominee must have participated in his/her dissertation defense during the current or prior calendar year of the award. 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. More information can be found at: [http://](http://www.apadivisions.org/division-7/awards/mccandless.aspx?tab=3)

www.apadivisions.org/division-7/awards/dissertation.aspx

Send materials by **March 15, 2015** to

[Kathryn Lemery-Chalfant](#),

Department of Psychology
Arizona State University
Tempe, AZ 85287-1104

The Eleanor Maccoby Book Award in Developmental Psychology

Nominations are invited for the 2015 Eleanor Maccoby Book Award given by APA Division 7 (Developmental). The award is made to the author (not an editor) of a book in psychology that has had or promises to have a profound effect on the field of developmental psychology or any of its areas. (Co-authored books may be nominated.)

Books published within the prior two years are eligible for this year's award. Nominations must include the author's name and address, the name of the book, publication date, publisher's name and address, and a brief description of the book's content and contribution to the field. Self nominations are welcome. Recent winners can be found at <http://www.apadivisions.org/division-7/awards/book.aspx>

Nominations should be sent to the co-chairs of the Book Award Committee, [Dr. Kali Trzesniewski](#)

Co-Chair, Division 7 Maccoby Book Award
Department of Human Ecology
University of California
One Shields Avenue
Davis, CA 95616
ktrz@ucdavis.edu

[Dr. Geoffrey Saxe](#)

Co-Chair, Division 7 Maccoby Book Award
University of California
Graduate School of Education
4315 Tolman Hall # 1670
Berkeley, CA 94720-1670
saxe@berkeley.edu

Deadline: March 15, 2015

Dissertation Research Grant

Between one and three \$500 [grants](#) are awarded each year. The in-progress research must significantly advance content knowledge, methodology, and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs, and likely contribution to the field, as well as the applicant's record. Eligible doctoral students are within one year of successfully defending their dissertation proposal (or the program's equivalent requirement) at time of application for the dissertation grant. The dissertation proposal must have been approved by the dissertation/orals committee (or the equivalent, depending on the doctoral program requirements). Applicants must be nominated by their faculty supervisor. Awardees will submit a report at the end of their dissertation, describing the results and how the funds were used. Funds cannot be applied to conference travel. Applications will include a letter of recommendation from the faculty supervisor, the student's CV, a one-page budget with justification (e.g., why the funds are needed), and a one-page single-spaced research proposal outlining the research question, the rationale for the study, the methodology, the significance, and the expected contribution to knowledge. More information can be found at: <http://www.apadivisions.org/division-7/awards/research-grant.aspx>

Send applications to: Dr. Jacquelynne Eccles, School of Education, University of California, Irvine, 3200 Education, Irvine, CA, 92697.

Email: jecclles@umich.edu and jsecclles@uci.edu.

Deadline: March 15, 2015

Early Career Outstanding Paper Award

The paper must significantly advance content knowledge, methodology, and/or theory in [developmental psychology](#). Main criteria include the importance of the work, [innovation](#), and the likely impact on the field. The nominee must be

the first author and must be a member of APA and Division 7. Applicants can be self- or other-nominated. An in-press paper must be accompanied by a letter of acceptance from the editor. Nominees must make sure that any other authors of the nominated article do not object to the nomination. More information can be found at: <http://www.apadivisions.org/division-7/awards/early-career.aspx>

To nominate an individual, please email: the paper being nominated, the CV of the nominee, and a one-page cover letter outlining the strengths, importance, and potential impact of the article to

[Dr. Gail S. Goodman](mailto:Dr.Gail.S.Goodman)

Department of Psychology

University of California

1 Shields Avenue

Davis, CA 95616

ggoodman@ucdavis.edu

Deadline: March 15, 2015

Early Career Research Grant

The Early Career Research Grant supports the research of outstanding early career members of Division 7 who have not yet received any federal funding for research as a principal investigator or co-investigator (pre-Ph.D. training funds or F31 grants are not counted). Eligible assistant professors (pre-tenure AS OF OCTOBER 1, 2015) and post-doctoral scholars (within 5 years past receipt of the doctoral degree) may apply. One or two of these \$1000 grants will be awarded each year, as possible. The proposed or in-progress research must significantly advance content knowledge, methodology, and/or theory in developmental psychology. Criteria include the project's importance, innovation, feasibility, funding needs, and likely contribution to the field, as well as the applicant's record. Eligible assistant professors (pre-tenure) and post-doctoral scholars (within 5 years past receipt of the doctoral degree) may apply. Awardees will submit a report at the end of their project and no later than 2 years after the award, describing the results and how the funds were used. The report should be in a form

that facilitates Division 7's posting it on the website and/or including it in the newsletter. Funds cannot be applied to conference travel. Applications will include the applicant's CV, a one-page budget with justification (e.g., why the funds are needed), and a three-page single-spaced research proposal outlining the research question, the rationale for the study, the methodology, the significance, and the expected contribution to knowledge. In the case of multi-investigator studies, the application should make clear the specific contribution of the applicant. More information can be found at: <http://www.apadivisions.org/division-7/awards/research.aspx>

Materials should be sent by e-mail to: Send applications to:

[Susan M. Rivera](mailto:Susan.M.Rivera)

Psychology Department

University of California

One Shields Avenue

Davis, CA 95616

Deadline: March 15, 2015

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.

Requirements:

- Cover page with project title, investigator's name, address, phone, fax, and e-mail address
- A 100-word abstract
- A proposal (5-pages maximum, double-spaced) addressing the project's purpose, theoretical rationale, and procedures, including how the method and data anal-

ysis stem from the proposed theory and purpose. [References are not included in this 5-page limit.]

- A one-page statement articulating the study's relevance to feminist goals and importance to feminist research.
 - 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.
 - 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.
 - Status of IRB review process, including expected date of IRB submission and approval. Preference will be given to proposals that have received approval.
 - An itemized budget (if additional funds are needed to ensure completion of the project, please specify sources). Funds cannot be used for tuition, living expenses, or travel to present research at a conference.
 - The applicant's curriculum vitae
- All sections of the proposal should be typed and prepared according to APA style (e.g., please use 12-point font). Applicants should submit no more than two files (i.e., one with the letter of recommendation and one with all the other required materials). 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's 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's Social Hour. The names of the Hyde award winners may also be posted in the Division 35 newsletter as well as on Division 35's web page and listserv.

Request for Abstracts from previous Hyde Award Winners:

Brief abstracts of the work conducted by previous award recipients are printed in the newsletters. Previous award winners are highly encouraged to contact Dr. Olivia Moorehead-Slaughter, Hyde Award Co-chair, at the email address:

oms@parkschool.org to submit a 500 word summary of their Hyde grant-funded research for consideration of publication in the Feminist Psychologist. **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 September 15th (for the fall deadline) or **March 15th (for the spring deadline):**

[Dr. Olivia Moorehead-Slaughter](mailto:oms@parkschool.org)

oms@parkschool.org

[Dr. Clare M. Mehta,](mailto:Dr. Clare M. Mehta)

Mehtac@emmanuel.edu

REQUEST FOR PROPOSALS: Visionary Grants and the Drs. Rosalee G. and Raymond A. Weiss Research and Program Innovation Grants

The Visionary Grants and Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant support innovative research, education, and intervention efforts that advance psychological knowledge and application in:

- Understanding and fostering mental-physical health connections
- Reducing stigma and prejudice
- Understanding and preventing all forms of violence
- Addressing long-term psychological needs in the aftermath of disaster

Preference will be given to early career psychologists (7 years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and "demonstration projects" that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount:

Visionary Grants range from \$5,000-\$20,000. Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant: up to \$2,500. Applicants may apply for one or both grants.

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Applicants must:

- Be affiliated with 501(c)(3) nonprofit organizations.
- Have demonstrated competence and capacity to execute the proposed work
- APF will NOT consider the following requests for grants to support:
 - political or lobbying purposes
 - entertainment or fundraising expenses
 - anyone the Internal Revenue Service would regard as a disqualified group or individual
 - localized direct service
 - conference/workshop expenses
- IRB approval must be received from host institution before funding can be awarded if human participants are involved.

Proposals will be evaluated on:

- Conformance with stated program goals and requirements - Innovative and potential impact qualities (introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged)

- Competence and capability of project leaders

Proposal Requirements:

Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):

- Goals and Objectives. Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of which APF priority(ies) the work falls within.
- Workplan and Timeline. Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding will be applied.
- Program Evaluation/Outcomes Measures. Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- Personnel. Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- Budget. Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.
- Please attach your organization's IRS determination letter.

Submit a completed application as a single PDF document online at <http://forms.apa.org/apf/grants/>

Deadline: April 1, 2015

REQUEST FOR PROPOSALS: APF John and Polly Sparks Early Career Grant For Psychologists Investigating Serious Emotional Disturbance (SED)

Program Goals:

The John and Polly Sparks Early Career Grant

- Empowers early career psychologists to produce scientifically based research and programs (on serious emotional disturbance) that could provide models for broad-based applications across the country.
- Encourages early career psychologists to devote their careers to methods of intervention and treatment for serious emotional disturbance in children.

Amount:

- One \$10,000 annual grant
- APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements:

Applicants must:

- Be a psychologist with an EdD, PsyD, or PhD from an accredited university
 - No more than 7 years postdoctoral
- Proposals will be evaluated on:
- Conformance with stated program goals and qualifications
 - Quality and impact of proposed work
 - Innovation and contribution to the field with proposed project
 - Applicant's demonstrated competence and capability to execute the proposed work

Proposal Requirements:

- Detailed proposal which describes the proposed project, methodology, and the applicant's qualifications; and includes a detailed budget and justification, current CV, two letters of support

Submit a completed application online

at <http://forms.apa.org/apf/grants/>

Please be advised that APF does not provide feedback to applicants on their proposals. Questions about this program should be directed to Parie Kadir, Program Officer, at pka-dir@apa.org.

Deadline: May 15, 2015

Seeking Donations for New Grant Programs for Young Scholars

Division 7 has started two new grant programs for young scholars, one for dissertation research and one for young post-Ph.D. scholars who are as yet untenured and who have not yet received any major external funding. These are important resources for our young colleagues in this time of tight money. Approximately 20% of our members are younger than 50 years old so it is essential we attract young scholars to the division if developmental psychology is to have a voice in APA in the future.

A number of senior members of the division have donated over \$7000 to get the fund going. But this is not enough money to sustain these awards. We are not making money in the division (our costs are more than our modest outlay), and we need to pay for these new awards from donated funds. PLEASE CONSIDER GIVING TO DIVISION 7 AS PART OF YOUR TAX- DEDUCTABLE CHARITABLE GIVING. Please go to Page 10 for a form that provides information on how to donate. And please nominate your students and young colleagues for these awards.

Thanks for considering these important new endeavors.

Nancy Eisenberg, Regents' Professor of Psychology, Department of Psychology, Arizona State University, Tempe, AZ 85287-1104

Gail Goodman, Division 7 Past President, Distinguished Professor of Psychology, Department of Psychology, University of California, Davis, Davis, CA 95616

Andrea Greenhoot, Division 7 Treasurer, Department of Psychology, University of Kansas 1415 Jayhawk Blvd. Lawrence,

APA Division 7 Young Scholars Fund

APA Division 7 (Developmental) is seeking donations for the Young Scholars Research Fund. The Division 7 Young Scholar's Research Fund supports research projects for graduate students and early career scholars in developmental psychology. Grants of \$500 to \$1000 will be awarded to a designated number of deserving scholars each year. These awards will include a dissertation research grant and a small grant for early career, untenured faculty members. Donations to the fund are tax-deductable.

To donate, please complete the form below (make checks out to American Psychological Association, Division 7; PLEASE put "for the Young Scholar Fund" somewhere on the check :

Name: _____

Address: _____

Donation Amount: _____ Check Enclosed or Charge Credit Card (circle one)

If using credit card, cardholder name and address (if different from above):

Credit Card Type: Visa Mastercard Amex (circle one)

Credit Card Number: _____

Signature: _____

Expiration Date: _____

Please mail to the Treasurer of Division 7: Dr. Andrea Greenhoot
Department of Psychology
University of Kansas
1415 Jayhawk Blvd.
Lawrence, KS 66045

***Some Division 7 Award winners and executive committee members have opted to donate their convention travel reimbursement funds to the Young Scholars Fund. If you would also like to donate your Division 7 reimbursement funds, and receive documentation of your donation for tax purposes, please notify the Division 7 treasurer. You may then send your travel receipts to the treasurer along with a memo indicating that you would like your reimbursement funds transferred into the Young Scholar Fund. You will receive a donor letter documenting the donation amount.

Exciting Opportunities from APA

Departmental Award for Culture of Service in the Psychological Sciences

Nominations due April 2, 2015

Main page: <http://www.apa.org/about/awards/bsa-culture.aspx>

Award for Distinguished Service to Psychological Science

Nominations due April 2, 2015

Main page: <http://www.apa.org/about/awards/bsa-distserv.aspx>

Advanced Training Institute (ATI): Structural Equation Modeling in Longitudinal Research

Applications due March 24, 2015

Main page: <http://www.apa.org/science/resources/ati/equation-model.aspx>

Advanced Training Institute (ATI): Exploratory Data Mining in Behavioral Research

Applications due March 31, 2015

Main page: <http://www.apa.org/science/resources/ati/data-mining.aspx>

Advanced Training Institute (ATI): Research Methods with Diverse Racial & Ethnic Groups

Applications due April 2, 2015

Main page: <http://www.apa.org/science/resources/ati/res-diversity.aspx>

Advanced Training Institute (ATI): Non-Linear Methods for Psychological Science

Applications due April 9, 2015

Main page: <http://www.apa.org/science/resources/ati/nonlinear.aspx>



Upcoming Conferences

Southeastern Psychological Association Annual Meeting

March 18-21, 2015
Hilton Head, SC

Eastern Psychological Association Annual Meeting

March 5-7, 2015
Philadelphia, PA

Southwestern Psychological Association Annual Meeting

April 10-12, 2015
Wichita, KS

Society for Research on Child Development

March 19-20, 2015
Philadelphia, PA

Rocky Mountain Psychological Association Annual Meeting

April 9-11, 2015
Boise, ID

Western Psychological Association Annual Meeting

April 3—May 3, 2015
Las Vegas, NV

Midwestern Psychological Association Annual Meeting

April 30—May 2, 2015
Chicago, IL

International Association of Forensic Mental Health Services

June 16-18, 2015
Manchester, UK

World Association for Infant Mental Health World Congress

May 29—June 2, 2015
Prague, Czech Republic

New England Psychological Association Annual Meeting

October 9-10, 2015
Fitchburg, MA

Society for the Study of Emerging Adulthood

October 14—16, 2015
Miami, FL

International Society for the Study of Behavioural Development

July 2016
Vilnius, Lithuania

Society for Research on Adolescence

March 31—April 2, 2016

American Psychology-Law Society

March 19—21, 2015
San Diego, CA

In Memoriam

Carolyn Rovee-Collier (1942-2014)

By Kimberly Cuevas

Carolyn Rovee-Collier passed away on October 2, 2014 after a prolonged struggle with breast cancer. She was a highly respected scholar with an enduring commitment to her family, students, colleagues, and research. Carolyn was a developmental psychobiologist who had an impeccable ability to draw upon her past experiences and “connect-the-dots” between topics that others might think were unrelated. During her undergraduate training (B.A., 1962, Louisiana State University) and internship at Jackson Memorial Laboratory, Carolyn worked with puppies and rat pups. Although she was interested in studying “learning” in graduate school, she was encouraged to consider experimental child psychology because it was a “good field for a woman.” (Carolyn said that at the time, she was too naïve to be offended.) Thus, she studied olfactory psychophysics with infants, receiving her Sc.M. and Ph.D. from Brown University (1964 and 1966, psychology) and becoming a member of the “second generation” of infant researchers. Carolyn was assistant and associate professor at Trenton State College (1965-1970), before taking a position at Rutgers University where she spent the remainder of her career, retiring in 2013 with the distinguished rank of Professor II.

As a pioneer in the field of infant learning and memory, Carolyn’s work challenged the zeitgeist of the time. Her discovery of mobile conjugate reinforcement did not occur in the lab, but as a mother trying to calm her colicky baby so that she could study for her doctoral exams. This discovery provided



Carolyn with an optimal paradigm to systematically investigate the role of early experience on later behavior. In over 200 publications, she and her second family (“the baby lab”) enlisted eloquent experimental designs to provide insight into the “secret lives” of infants. Carolyn’s research was continuously funded by NIMH for over 30 years. For her theoretical and scientific contributions to the field, she was awarded NIMH MERIT and Research Scientist Awards; the James McKeen Cattell Sabbatical Fellowship; the Distinguished Scientific Contribution Award from SRCD (Society for Research in Child Development); the Senior Scientist Lifetime Contribution Award from ISDP (International Society for Developmental Psychobiology); and the Howard Crosby Warren Medal from SEP (Society of Experimental Psychologists).

In 2006, Carolyn was interviewed by her former postdoc, Peter Gehardstein, as part of the Oral History Project of SRCD. This invaluable resource preserves Carolyn’s memory, capturing her quick-wit, enduring drive, and passion as she seamlessly transitions from one story to another. http://www.srcd.org/sites/default/files/documents/rovee-collier_carolyn_interview.pdf

Contributions in her honor may be made to the University Laboratory School Foundation (www.ulsfoundation-lsu.org), which has established a “Carolyn Kent Rovee-Collier '59 Memorial Scholarship” for young women interested in pursuing advanced studies in the human sciences.

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Additional information regarding Division 7 membership can be obtained from Dr. Bonnie Klein-Tasman, Division 7 Membership Chair, Department of Psychology, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201. Email: bklein@uwm.edu.