APF Awards $60K in Child Psychology Fellowships

The American Psychological Foundation’s Elizabeth Munsterberg Koppitz Fellowship Program, now in its third year, has awarded three $20,000 fellowships and five $5,000 travel stipends to graduate students for their up-and-coming research in child development. The 2005-2006 recipients are as follows:

David A. Beaulieu, of the University of California, Santa Barbara, will investigate how early exposure to adversity, coupled with positive maternal behavior, can lead to extraordinary resilience or promise for children. Beaulieu’s research focuses on decision rules associated with parental investment and the psychological and physiological resilience of children to early adversity. “Given the community-based nature of this type of research, funding is a necessity,” says Beaulieu. “Without funding sources like the Koppitz fellowship, science would not and could not advance.”

Andrew M. Terranova, of the University of New Orleans, will continue a longitudinal project examining the relationship between the way victims and witnesses respond to bullying and bullying rates. Terranova will conduct a 24-month follow-up on 275 fourth grade students currently participating in his dissertation research project. “This fellowship will allow me to continue my research and to continue working with local schools to reduce bullying and school violence,” Terranova says. He believes his research will provide interesting information on the peer group processes that reward children for their involvement in bullying and the amenability of these processes to intervention efforts.

Kseniya Yershova, of the University of California, Berkeley, will research resilience and competence in children. Her objective in understanding resilience is to “strive to preserve unity of cognitive, emotional, and social aspects of development and therefore focus on protective factors that reflect this complexity.” Yershova was part of several University of Massachusetts research teams investigating intervention programs for underserved children. She participated in a literacy program sponsored by USAID and the World Bank in which she helped develop and implement training, instruction and evaluation materials in Burkina Faso, Africa, and Haiti. Working with at-risk children deepened her understanding of both human despair and human resilience, particularly her faith in people’s internal resources in the face of environmental adversity.

The three fellowship recipients will present their research at the 2006 Elizabeth Munsterberg Koppitz Workshop on Child Psychology. The following five students will receive $5,000 travel stipends to attend the workshop and other child psychology conferences.

Melanie A. Dirks, a graduate student in the clinical psychology program at Yale University. Her research focuses on social competence among economically disadvantaged children.

Yarrew Dunham, a doctoral student in the human development and psychology program at Harvard’s Graduate School of Education. His work recruits theoretical perspectives from developmental and cognitive psychology to better understand the acquisition of social group concepts.

Continues on page 3
The American Psychological Foundation (APF) will sponsor a variety of workshops, symposia, and special events at the American Psychological Association (APA) Annual Convention in Washington, DC. Here is a preview of the prominent research contributors, and subject matter that APF will feature at this year’s convention along with dates and times for these events:

**Tuesday, August 16**
Elizabeth Montogomery Koppitz
Pre-Convention Workshop on Child Psychology; Camilla Benbow, Ed.D., chair; Julian C. Stanley, Jr., Ph.D., featured speaker; 3:00-6:00 p.m., Grand Hyatt Washington Hotel, Burnham Room.

**Thursday, August 18**
Arthur W. States Lecture on Unifying Psychology; Frans de Waal, Ph.D.; “Our inner ape: What primate behavior tells us about human nature; 1:00-1:50 p.m., Washington Convention Center, Room 140A.

**Friday, August 19**
Lynn Stuart Weiss Lecture on the Psychological Study of Social Issues; Mary Robinson, Bridging the language of human rights and development; 1:00-1:50 p.m., Washington Convention Center, Room 207A.

**APF Events at the Washington, DC APA Convention**

In 2004, the APF awarded six researchers Wayne F. Plack Investigator Development Awards, between $3,000 and $4,000 each, for their scholarly work in helping to increase the understanding and awareness of homosexuality.

**APF Continues to Raise Awareness of Homosexuality**

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**Lisa Bowleg, PhD.** associate psychology professor at the University of Rhode Island, was awarded monies to investigate how black lesbians, gay and bisexual women in Philadelphia construct and maintain their social identities. Bowleg is the recipient of the 1999 Louise Kidder Early Career Award from APA Div. 9 (Society for the Psychological Study of Social Issues) and held a 1999-2001 visiting professorship at the Center for AIDS Research Studies at the University of California, San Francisco.

**Leslie E. Cragin, PhD.** assistant clinical professor in the University of California, San Francisco’s department of obstetrics, gynecology and reproductive sciences, received funding to study postpartum depression (PPD) among lesbians and their partners. Cragin’s research will specifically address the incidence, patterns and magnitude of PPD during a four-month period for each mother and her partner. She will also examine how social support, discrimination and partner relationship quality are related to other known risk factors for PPD. Cragin is the director of Nurse-Midwives of San Francisco and was recently elected to the American College of Nurse-Midwives’ board of directors.

**Michelle “Mikki” Hebl, PhD.** associate psychology professor at Rice University, will conduct research to assess and enhance diversity training regarding sexual orientation. Hebl’s research focuses on workplace discrimination and the barriers experienced individuals face in social interactions, the hiring process, business settings and the medical community She has published more than 40 articles and book chapters on such topics and is also the recipient of six campus teaching awards.

**Melanie A. Morrison, PhD.** assistant professor in the University of Saskatchewan’s applied social psychology department, was awarded funding to study explicit and implicit measures of prejudice toward gay men and lesbian women. Using surveys, self-reporting and behavioral assessments, the researchers, including Hebl, will examine modern prejudice and discrimination, male body image, scale development and validation, and program evaluation.

**Ann M. Ryan, PhD.** professor of organizational psychology at Michigan State University; will develop both a psychometrically sound measure of sexual orientation harassment in the workplace and a measure of perceived organizational behaviors toward gay men and lesbian women, and conduct research to determine the relationship between diversity training and harassment. Ryan’s research focuses on fairness in the workplace and employee selection. She currently serves as editor of Personnel Psychology and is a fellow and past-president of APA’s Div. 14 (Society for Industrial and Organizational Psychology).

**Melanie C. Steffens, PhD.** Doctor of Science, psychology professor at the Friedrich-Schiller-University in Germany; will investigate heterosexual societies’ comfort with same-sex attractions. The study will extend existing models to include measurements of automatic or implicit internalized homonegativism. Steffens will then measure that implicit homonegativism and its relationship with self-esteem, lesbian or gay identification and psychological well-being, using German and multinational samples. Steffens has been the chair of the Association of Lesbian, Gay and Bisexual Psychologists Europe and was a visiting fellow at Yale University in 2001.

Platt received her Masters of Education in Marriage and Family Therapy from the University of Oregon. Before pursuing her doctorate, she worked as a child and family therapist in Eugene, OR.

The grant alternates each year between a graduate student and a professional. The 2006 Gerson grant will be awarded to a professional. For more information, visit www.apa.org/apf/gerson.html.
James J. Gallagher, Ph.D.
Dr. Gallagher is the recipient of the 2005 APF Gold Medal Award for Life Achievement in Psychology in the Public Interest. He is currently Kenan professor of education at the University of North Carolina, Chapel Hill. He is a past president of the Council for Exceptional Children, National Association for Gifted Children, and the World Council for Gifted and Talented Children. His numerous awards include the J. Wallace Wallin Award from the Council for Exceptional Children, the John Fogarty Award for Excellence in Government Service and the Lifetime Achievement Award from the National Association for Gifted Children.

Citation—For being our nation’s premier scholar in the fields of giftedness and developmental disabilities, James J. Gallagher impacted national policies in both areas where he served as Associate Commissioner of Education in the U.S. Office of Education, and Chief of the Bureau of Education for the Handicapped. He was a pioneer and remains a figure in the relatively new discipline of Child Development and Social Policy, a field characterized by efforts to apply knowledge of human development to creating policies for children and families. He was Director and continues to work at the Frank Porter Graham Child Development Center, a leading center in the study of early education and child-care. In that position, he has influenced the many enlightened children’s policies now found in North Carolina, and copied by many other states.

Howard Leventhal, Ph.D.
Dr. Leventhal is the recipient of the 2005 APF Gold Medal Award for Lifetime Achievement in the Science of Psychology. He is currently a professor at the Institute for Health, Policy & Aging Research at Rutgers University. In collaboration with investigators at Mr. Sima and the Robert Wood Johnson School of Medicine, he is also directing a newly funded NIH Center for the Study of Health Beliefs and Behavior. The center’s studies will develop and test models describing the conditions under which practitioners are able to infer patient mental models of illness and treatment and identify the processes for helping them to use experience to bring their models into correspondence with biological reality.

Citation—For conducting systematic studies that created new theoretical models of the cognitive processes underlying representations of illness and treatment and relating these processes to emotion and behavior, the studies were among the first to identify parallel routes for cognitive and affective processing, action plans for translating beliefs into behaviors, how preparation for and interpretation of symptoms facilitates adaptation to painful/noxious stimuli and cigarette addiction, the identification of heuristics for the construction of common-sense models of illness and treatment, and the processes underlying self assessments of health and how representations of illness and treatment affect the self system.

Jerome M. Sattler, Ph.D.
Dr. Sattler is the recipient of the 2005 APF Gold Medal Award for Life Achievement in the Application of Psychology. He is currently professor emeritus and an adjunct professor at San Diego State University. Sattler’s major publications include Assessment of Children and Clinical and Forensic Interviewing of Children and Families. In 1998, Sattler received the Senior Scientist Award from APA’s Division of School Psychology (16). He is co-author of the Stanford-Binet Intelligence Scale—Fourth Edition and served as an expert witness in the Larry P v. Willson Riles case involving cultural bias of intelligence tests.

Citation—For a lifetime of distinguished contributions to the application of psychological measurement to the assessment of children, and to the education of a legion of applied and research psychologists, Jerome M. Sattler’s textbooks on child assessment are internationally recognized as among psychology’s most influential resources, and his research on assessment has been exemplary. His name alone evokes good testing practice. He possesses a rare combination of intelligence, clarity of thought, flexibility, patience, creativity, and excellent writing ability. His contributions to the fields of clinical and school psychology have been unparalleled, and his work has indelibly benefited psychological science and practice.
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