

The Department of Psychology

University of New Orleans

Applied Developmental
Psychology

Doctoral Program
Brochure

Director: Paul J. Frick, Ph.D.

Department of Psychology

University of New Orleans

2001 Geology and Psychology Bldg.

New Orleans, LA 70148

Ph: (504)-280-6012

E-Mail: pfrick@uno.edu

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The University of New Orleans

The University of New Orleans was established by the Louisiana Legislature in 1956 to bring public-supported higher education to the state's largest urban community. Since its opening in 1958 to 1,500 Freshman, UNO has grown to be a major urban research university with enrollment levels prior to Hurricane Katrina of over 17,000 students and currently at about 12,000 (9,000 undergraduate and 3,000 graduate). The university has over 525 full-time instructional faculty and 172 part-time instructional faculty. It is one of the most ethnically diverse major public universities in the nation. Over 45% of the student body are ethnic minorities, 5% are international students, and 40% are non-traditional students with respect to age (25 years and older). UNO is a member of the Great Cities' Universities Coalition, a group of the best and most prestigious urban universities throughout the country, committed to keeping our metropolitan areas educationally strong, economically vibrant, and socially and culturally rich.

While maintaining its commitment to serving the educational and cultural needs of the New Orleans metropolitan area, UNO has become a premier institution of higher education that attracts students from throughout the world. It is categorized as an SREB Four-Year 2 institution, as a Carnegie Doctoral/Research University-Intensive institution, and as a COC/SACS Level VI institution. UNO currently has 48 graduate degree programs (37 masters and 11 doctoral). The UNO Research and Technology Park has recently been established at a thirty-acre site adjacent to campus that is home to the Center for Energy Resources Management, the Navy Personnel Information Systems Facility, and the Louisiana Office of Public Health Laboratories. The scenic lakefront main campus, where the Department of Psychology is located, and the dynamic culture of the city of New Orleans combine with UNO's many educational opportunities to create an exciting and enjoyable learning environment for students. Where else in the country could you become an aficionado of jazz music, a connoisseur of Creole cuisine, and a regular Mardi Gras reveler, all while earning your Ph.D. in psychology ?!

The Department of Psychology

Like the university itself, the Department of Psychology is over 40 years old. It is part of the College of Sciences and typically has between 15 and 18 full-time faculty members, between 3 and 6 part-time instructors, over 600 undergraduate majors, and between 30 and 40 graduate students. The faculty are committed to teaching on both the undergraduate and graduate level. In addition, they are all active scholars contributing in various ways to the profession of psychology, such as publishing original research in peer reviewed journals, serving on editorial boards for scientific journals, serving on grant review panels for various public and private funding agencies, and playing leadership roles in various national and regional psychological societies. Also, the department has a history of attracting significant external funding for faculty research. During the 2006-2007 academic year, the department had \$4.2 million in grants and contracts in force and another \$11.7 million in funding proposals submitted. In addition to their many scholarly activities within the Department, many faculty members have adjunct appointments in various institutions around the New Orleans area, such as at the New Orleans Veteran's Administration Hospital and at LSU and Tulane Medical Centers.

The overall training goal of the department's doctoral program is to produce well-trained applied scientists who, depending on their career goals, are capable of teaching, conducting research, and providing professional service delivery. The department offers two specializations for their doctoral

program: Applied Developmental Psychology and Applied Biopsychology. Students have substantial contact with faculty in both programs through classes, graduate committees, and other formal and informal departmental activities.

The department houses a number of laboratories focusing on specific areas of applied psychology research. The department also houses and operates the Psychology Clinic. This clinic is organized to provide students in either of the doctoral specializations with supervised experience in providing many types of psychological services in which departmental faculty have a particular expertise. In addition to these in-house facilities, the department maintains strong alliances with many mental health agencies throughout the New Orleans metropolitan area to enhance the training of graduate students by serving as applied practicum placements, by providing access to applied research projects, and by allowing students to develop collaborative relationships that enhance the student's professional identity.

The Applied Developmental Program

Overview

The Applied Developmental Program underwent a substantial restructuring in 1999-2000 to more clearly define its teaching mission. This restructuring led to the adoption of an emphasis on developmental psychopathology and a revised curriculum that reflects this emphasis. This focus on developmental psychopathology is part of a trend in the profession of psychology that increasingly recognizes the importance of a developmental approach to understanding both normal and pathological human behavior. The restructuring of the program has led to a great deal of excitement and support from the department and the college and both have made a commitment of substantial resources to the Applied Developmental program in the upcoming years.

What is Applied Developmental Psychology

The Applied Developmental specialty emerged out of the recognition that developmental theory and research could be used in a number of very important ways to promote positive developmental outcomes in individuals, families, and communities. This grounding within the developmental tradition is critical for understanding some of the differences in the applied developmentalist's approach to research and practice in psychology compared to psychologists from other applied specialties which emerged from clinical, educational, or community counseling traditions.

First, the Applied Developmental approach emphasizes that human behavior, both normal and disordered, is often best understood as developing from similar processes. Just as normal human development is a complex interaction of evolutionary, genetic, experiential, social, and cultural processes, so too are problems in human development that lead to mental illness. Therefore, the Applied Developmental approach recognizes that any theory of normal or pathological development that focuses on any one process will be severely limited, as will interventions that are developed from such a limited theoretical approach. Second, the developmental tradition recognizes both the continuities and discontinuities inherent in the development of any individual. Developmentalists have traditionally taken a strong interest in understanding the processes that can either enhance optimal development or that can set into motion a maladaptive trajectory that increases the risk for the development of psychopathological conditions. Accordingly, the Applied Developmental approach emphasizes preventive interventions as early in the developmental trajectory as possible, rather than simply focusing on treating existing disorders. Third, the focus on developmental processes leads to applications of psychological research, such as assessment, prevention, and treatment, that are "process-oriented". The Applied Developmental approach contends that applications should be based on the most current research as to the critical processes that are involved in the psychological phenomenon one is trying to assess, prevent, or treat. Furthermore, these applications should evolve

as our understanding of these processes increases through ongoing research. For example, the Applied Developmental approach to the treatment of psychopathological disorders focuses on treatments that are based on a firm knowledge of the development processes that can lead to a particular disorder. In addition, these treatments are applied to individuals based on a solid understanding of the developmental history of that person, the critical developmental tasks that are being mastered by that individual at the time of treatment, and with a sensitivity to the myriad of sociocultural influences that can influence a person's development.

An Emphasis on Developmental Psychopathology

Each of the basic principles of an Applied Developmental approach to psychology is reflected in the curriculum that is described below. In addition, the UNO program has chosen to have an explicit emphasis in developmental psychopathology. This emphasis in developmental psychopathology makes UNO's program unique, since most other Applied Developmental programs typically focus on normative developmental processes and the promotion of healthy development. The developmental psychopathology framework stresses the importance of applying our understanding of normal developmental processes to the study, prevention, and treatment of psychopathological conditions. Because these developmental processes are diverse, faculty in this program bring varying expertise to the study, diagnosis, prevention, and treatment of psychopathological disorders that cuts across traditional disciplinary boundaries in psychology. Given the importance of biological processes in both normal and abnormal development, there is a collaborative atmosphere with students and faculty in the Applied Biopsychology program and the two programs have complementary mission. As a result of this training, students are uniquely suited to carry out research that cuts across traditional boundaries in psychology (e.g., clinical, developmental, biological, school, community) and to develop and implement interventions based on this integrated approach to understanding psychopathological disorders.

Training Orientation

The Applied Developmental program shares with the department as a whole the commitment to training applied scientists who can contribute to the science of psychology by conducting innovative programmatic research and developing and implementing practical applications of this research. As applied developmental scientists, students are trained to be able to function in a number of different types of settings upon graduation. These range from teaching and conducting research at universities, to providing psychological services in various mental health settings. The success of this training is evidenced by the diversity of career paths chosen by recent graduates from the program. The majority have taken academic positions in university departments of psychology or at major medical centers across the country. However, a significant number of graduates have chosen to obtain the additional post-doctoral supervision in the practice of psychology required to be licensed and have chosen to practice in mental health agencies or in private practice. Even those graduates who have chosen more applied career paths have typically continued their involvement in academic psychology, such as teaching or conducting research as an adjunct faculty member at a university or medical center. To illustrate this diversity in career paths, the initial employment of graduates of the Applied Developmental program over the past 2 years include post-doctoral research fellowships at Penn State University, Rutgers University, Virginia Tech University, University of Virginia, and Arizona State University and a staff psychologist position at a mental health facility in California.

The academic and scientific orientation of our graduates is a function of the strong emphasis placed on research in the Applied Developmental Program. Each semester, students must be involved in research under the guidance of a faculty member. Furthermore, much of the curriculum is specifically designed to provide students with the educational background to conduct research

independently upon successful completion of the program. The strong research emphasis is explicit and was not designed to detract from the applied training of the program but to enhance it in a number of important ways. First, students work under the supervision of faculty members who conduct applied research in an area related to developmental psychopathology, such as research into the risk and protective factors that can be involved in the development of psychopathology. Also, many research projects focus directly on testing innovative approaches to assessing psychopathology or on testing innovative approaches for preventing and treating various types of psychological disorders. Second, a critical component to the applied scientist philosophy of the program is the belief that the practice of psychology should be closely tied to the most current research in a chosen area of study. Students are trained not only to integrate their research into theoretical frameworks but to consider how this work can be translated into practical applications or how it can inform public policy. Third, students completing the program who choose more applied career paths are trained to be leaders and innovators in the field. They are trained not solely to implement existing approaches in the practice of psychology but to contribute to the advancement of the practice of psychology by developing and testing new approaches based the available research. Fourth, the scientific emphasis of the program prepares students to critically examine the practice of psychology and to be advocates for improvements in the application of psychology based on scientific principles.

In summary, the training philosophy endorsed by the Applied Developmental Program emphasizes a scientific approach to understanding both normal and disordered behavior, one that is heavily influenced by the developmental traditional, and which emphasizes the application of this knowledge to enhancing the development of individuals, families, and communities.

Curriculum

General Core Curriculum. The Applied Developmental curriculum reflects this training philosophy by training students in basic psychological methods through a general core curriculum which is shared by students in the Biopsychology program. These include a two course sequence in Advanced Statistics, (Psych 6311 & Psych 6312), Advanced Learning (Psych 6350), a seminar on Professional Problems and Ethics (Psych 6050), Applied Biopsychology (Psych 6801), Psychopathology (Psych 6550), and four one-hour seminars on Professional Issues (Psych 6091). In addition, students in both doctoral students are required to take Teaching of Psychology (Psych 7050), which is a one semester course providing didactic instruction and supervised experience in teaching an undergraduate psychology course.

Applied Developmental Core Curriculum. This general core curriculum is complemented by an applied developmental core which focuses more specifically on the developmental approach to understanding human behavior and making important applications from this approach. This specialty core includes courses on Advanced Developmental Theory (Psych 6101), Applied Developmental Interventions (Psych 6102), Assessment of Intelligence (Psych 6610), and Developmental Assessment of Psychopathology (Psych 6620). In addition, students must take an advanced seminar (Psych 6195) focusing on research methods used in applied developmental research (e.g., longitudinal data analysis, program evaluation design). These courses are combined with four semesters of Applied Developmental Practicum (Psych 6091), taken either within the departmental clinic or at an approved practicum placement. These placements are selected to provide students with diverse experiences in the practice of psychology under the supervision of a licensed psychologist. A particular emphasis in this supervised practice is to provide students with experience working with developmentally, culturally, religiously, and sexually diverse populations, thereby enhancing course work designed to increase students' sensitivities to the unique needs of persons from diverse backgrounds.

Electives and Minor. Through the general and applied developmental core, all students are provided with a well rounded background in research methodology, developmental theory, and applications of developmental theory, especially as it relates to understanding and preventing psychopathology. The remainder of the curriculum allows for substantial flexibility by students, so that it can be tailored to the diversity of career paths chosen by students. Developmental electives allow students to choose classes that enhance their knowledge of developmental processes (e.g., Social-Emotional Development, Cognitive Development) and that enhance their expertise in applying their knowledge of development to the practice of psychology (e.g., Forensic Psychology, Cognitive-Behavioral Interventions, Family Therapy). Students also are required to design a minor course of study that provides a focused concentration of coursework and/or practical experiences that enhances their ability to provide employment after graduation. The minor involves at least 9 semester hours of coursework and/or practical experience within some clearly defined content area (e.g., methods of intervention, program evaluation, advanced assessment, advanced methodology) and often includes courses that are taken outside of the psychology department. The minor must be approved by a student's doctoral advisory committee that includes at least one faculty member from the minor area. Finally, students who desire to apply for licensure to practice psychology after graduation can elect to take a one-year predoctoral internship during which a student receives extensive supervision in the practice of psychology.

Research Requirements. All students must be involved in research throughout their time in the program. Each semester, students must be enrolled in Thesis or Dissertation hours or in an Independent Research course (Psych 6090). Also, as part of the requirements for the Masters of Science degree, all students must complete a thesis that is based on their own original research. Since the thesis is often one of the first attempts by students in conducting their own original research, students work closely with their major professor on this project. Finally, an integral part of the requirements for the Ph.D. degree is the successful completion of the dissertation, another original research project. However, students are expected to function much more independently on their dissertation. The dissertation demonstrates students' mastery of research techniques, ability to conduct original research, and skill in formulating conclusions that in some way enlarge upon or modify existing psychological theory. The dissertation is expected to make a substantial contribution to the scientific literature.

Qualifying Exam. A complete description of the departmental requirements for the doctoral programs in psychology is available in the departmental "Rules, Regulations, and Forms" packet. Several methods for assessing competency are required at various stages of the program. One of these requirements is the qualifying exam, in which students must demonstrate competency in at least four content areas: 1) biological basis of behavior, 2) cognitive-affective basis of behavior, 3) social basis of behavior, and 4) individual differences. Documentation of competency within these four areas is required as part of most states' psychology licensure guidelines.

Sample Course of Study

Year 1

Fall			Spring		
6311	Advanced Statistics I	(3)	6312	Advanced Statistics II.	(3)
6550	Psychopathology	(3)	6050	Professional Issues/Ethics	(3)
6101	Developmental Theory	(3)	6102	Applied Dev. Interventions	(3)
6091	Professional Issues Seminar	(1)	6091	Professional Issues Seminar	(1)
6090	Independent Research	(3)	6090	Independent Research	(3)

-----Thesis Prospectus

Year 2

Fall			Spring		
6801	Applied Biopsychology I	(3)	6350	Advanced Learning	(3)
6610	Assessment of Intelligence	(3)	6620	Assessment of Psychopathology	(3)
6091	Professional Issues Seminar	(1)	6091	Professional Issues Seminar	(1)
7000	Thesis Research	(3)	7000	Thesis Research	(3)

----- Thesis Defense

----- Qualifying Exam

Year 3

Fall			Spring		
7050	Teaching of Psychology	(3)	6195	Adv. Seminar (Quantitative Methods)	(3)
	Dev. Elective/Minor	(3)		Dev. Elective/Minor	(3)
6191	Applied Dev. Practicum	(3)	6191	Applied Dev. Practicum	(3)
6090	Independent Research	(3)	6090	Independent Research	(3)

-----Dissertation Prospectus

Year 4

Fall			Spring		
	Dev. Elective/Minor	(3)		Dev. Elective/ Minor	(3)
6191	Applied Dev. Practicum	(3)	6191	Applied Dev. Practicum(3)	
7050	Dissertation Research	(3)	7050	Dissertation Research	(3)

-----Dissertation Defense

Year 5 (OPTIONAL)

Fall			Spring		
7191	Applied Dev. Internship	(6)	7191	Applied Dev. Internship	(6)

Student Funding

Students are typically funded through a variety of assistantships available through the department. The most common source of funding for students are teaching assistantships that include a \$8,500 stipend for a 9-month appointment plus a full waiver of tuition for all semesters, including the summer term. Twenty hours of work each week are required with these assistantships. Other sources of student funding come from research assistantships funded from faculty grants, awards granted from

the state or the university, fellowships awarded by the Graduate School, or external assistantships funded by agencies outside of the university. The amount of these stipends vary depending on the source of funding but all require 20 hours of work each week and all must be comparable to the amount paid by departmental teaching assistantships. All students enrolled during the 2005-2006 who requested financial support received it through one of these sources and the department is committed to increasing this level of support in future years.

Student Admission

The Applied Developmental program plans to admit 5 to 7 new students each year. Applicants must have completed 21 credit hours of psychology to be considered for admission and these hours must include introductory psychology, statistics, and experimental psychology. Students must also complete the Graduate Record Exam (the Psychology subject test is not required), have satisfactory academic standing at the last university or college attended, submit three letters of reference, and submit a graduate school and departmental application that includes a Statement of Purpose. The Applied Developmental program receives between 50 and 70 applications each year. The five students admitted and attending for the 2007-2008 academic year in Applied Developmental Psychology had a mean verbal GRE score of 530 (range 450-730), a mean quantitative GRE score of 586 (range 410-660), a mean writing GRE score of 4.5 (range 3.5- 6.0), and a mean undergraduate GPA of 3.67 (range 3.41 - 3.89).

It is important to note that GRE scores and undergraduate GPA are not the sole criteria considered for admission. The quality of the undergraduate curriculum, the extent and quality of involvement in research, and letters of recommendation are all strongly considered in admission decisions. In examining all of these sources of information, the student's research aptitude and the match between the student's career goals and the training mission of the program are critical considerations. Finally, for a student to be admitted, a faculty member must be willing to serve as the student's major professor upon admission. Because the department is strongly committed to enhancing cultural diversity within the profession of psychology, applications from minority students are strongly encouraged.

Admissions are only made for students enrolling in the Fall of each academic year. Completed applications must be on file by February 15 for initial acceptance decisions for the following Fall. Applicants filing after that date may still be considered for admission depending on availability of student funding and faculty availability but these applications typically have a markedly reduced chance of admission. For more detailed information on admission procedures and application forms, applicants can visit the departmental web site at <http://psyc.uno.edu/> or contact the department's graduate coordinator:

Laura Scaramella, Ph.D., Graduate Coordinator
Department of Psychology
University of New Orleans
2001 Geology & Psychology Bldg.
New Orleans, LA 70148
Ph: (504)-280-7481
e-mail: lscarame@uno.edu

Primary Faculty

Paul J. Frick, Research Professor; Director, Applied Developmental Program, pfrick@uno.edu (Ph.D., 1990, University of Georgia). Dr. Frick's research broadly focuses on understanding the many

interacting causal factors that can lead children and adolescents to have serious emotional and behavioral problems and using this research to a) enhance the assessment and diagnosis of childhood psychopathology and b) design more effective interventions to prevent and treat such problems. A primary focus of Dr. Frick's research is on understanding the many different causal processes that can lead children and adolescents to display serious conduct problems, aggression and delinquency. One line of work focuses on children who show a callous and unemotional interpersonal style (e.g., lacking empathy and guilt). Dr. Frick's research investigates the characteristics of these children at various developmental stages (e.g., preschool, elementary school-age, adolescence) and he attempts to integrate this research with forensic research on the psychopathic personality and developmental research on conscience development to provide a lifespan perspective on antisocial and aggressive behavior. Finally Dr. Frick focuses on using this research to improve assessments and interventions for antisocial and aggressive youth in mental health settings, in schools, and in the juvenile justice system.

Selected Recent Publications (** Student Author).

Frick, P.J. (2006). Developmental pathways to conduct disorder. *Child Psychiatric Clinics of North America*, 15, 311-332.

Kimonis, E.R.**, Frick, P.J., Boris, N.W., Smyke, A.T., Zeanah, C.H., Cornell, A.H.**, & Farrell, J.M.** (2006). Callous-unemotional traits, behavioral inhibition, and parenting: Independent predictors of aggression in a high risk pre-school sample. *Journal of Child and Family Studies*, 15, 745-756.

Kimonis, E.R.**, Frick, P.J., Fazekas, H.**, & Loney, B.R.**, (2006). Psychopathy, aggression, and the processing of emotional stimuli in non-referred boys and girls. *Behavioral Sciences and the Law*, 24, 21-37.

Frick, P.J., Stickle, T.R., Dandreaux, D.M.**, Farrell, J.M.**, & Kimonis, E.R. ** (2005). Callous-unemotional traits in predicting the severity and stability of conduct problems and delinquency. *Journal of Abnormal Child Psychology*, 33, 471-487

Kruh, I.P.**, Frick, P.J., & Clements, C.B. (2005). Historical and personality correlates to the violence patterns of juveniles tried as adults. *Criminal Justice and Behavior*, 32, 69-96.

Marsee, M.A.**, Silverthorn, P., & Frick, P.J. (2005). The association of psychopathic traits with aggression and delinquency in non-referred boys and girls. *Behavioral Sciences and the Law*, 23, 803-817.

McMahon, R.J. & Frick, P.J. (2005). Evidence-based assessment of conduct problems in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 34, 477-505.

Frick, P.J., & Morris, A.S. (2004). Temperament and developmental pathways to severe conduct problems. *Journal of Clinical Child and Adolescent Psychology*, 33, 54-68.

Kimonis, E.R.**, Frick, P.J., & Barry, C.T.**, (2004). Callous-unemotional traits and delinquent peer affiliation. *Journal of Consulting and Clinical Psychology*, 72, 956-966.

Frick, P.J., Cornell, A.H.**, Bodin, S.D.**, Dane, H.A.**, Barry, C.T.**, & Loney, B.R. (2003). Callous-Unemotional traits and developmental pathways to severe aggressive and antisocial behavior. *Developmental Psychology*, 39, 246-260

Robert D. Laird, Associate Professor, rlaird@uno.edu (Ph.D., 1996, Auburn University). Dr. Laird's research focuses on the roles of family and peer experiences in children's development of social and behavioral competencies. More specifically, his research examines peer relationships and parent-child relationships as contributors to, and outcomes of, internalizing and externalizing behavior problems in childhood and adolescence. Dr. Laird directs the Families and Teens Project (FTP). The FTP is a federally funded longitudinal study of 200 parent-adolescent dyads. The FTP is designed to elucidate fundamental developmental and interactional processes to understand changes in the parent-child relationship and in parental monitoring and psychological control during the early adolescent years. Data is being collected to test theoretical models which hypothesize specific patterns of associations among catalysts for change (e.g., pubertal development and behavior problems), relationship processes (e.g., conflict), parent attributes (e.g., depression), and parenting processes and behaviors.

Selected Recent Publications (** Student Author)

- Laird, R. D., Criss, M. M., Pettit, G. S., Bates, J. E., & Dodge, K. A. (in press). Developmental trajectories and antecedents of distal parental supervision. *Journal of Early Adolescence*.
- Laird, R. D., Criss, M. M., Pettit, G. S., Bates, J. E., & Dodge, K. A. (in press). Parents' monitoring knowledge attenuates the link between antisocial friends and adolescent delinquent behavior. *Journal of Abnormal Child Psychology*.
- Laird, R. D., Marrero, M. M.**, & Sherwood, J. K.** (in press). Developmental and interactional antecedents of monitoring in early adolescence. To appear in V. Guilamo-Ramos, P. Dittus, & J. Jaccard (Eds.), *Parental monitoring of adolescents*.
- Pettit, G. S., Keiley, M. K., Laird, R. D., Bates, J. E., & Dodge, K. A. (2007). Developmental changes in mother-reported monitoring across childhood and adolescence: Person-centered and variable-centered perspectives. *Journal of Family Psychology, 21*, 206-217.
- Laird, R. D., Pettit, G. S., , Dodge, K. A., & Bates, J. E. (2005). Peer relationship antecedents of delinquent behavior in late adolescence: Is there evidence of demographic group differences in developmental processes? *Development and Psychopathology, 17*, 127-144.
- Laird, R. D., Pettit, G. S., Bates, J. E., & Dodge, K. A. (2003). Parents' monitoring-relevant knowledge and adolescents' delinquent behavior: Evidence of correlated developmental changes and reciprocal influences. *Child Development, 74*, 752-768.
- Laird, R. D., Pettit, G. S., Dodge, K. A., & Bates, J. E. (2003). Change in parents' monitoring knowledge: Links with parenting, relationship quality, adolescent beliefs, and antisocial behavior. *Social Development, 12*, 401-419.
- Laird, R. D., Jordan, K. Y.**, Dodge, K. A., Pettit, G. S., & Bates, J. E. (2001). Peer rejection in childhood, involvement with antisocial peers in early adolescence, and the development of externalizing behavior problems. *Development and Psychopathology, 13*, 337-354.
- Pettit, G. S., Laird, R. D., Bates, J. E., Dodge, K. A., & Criss, M. M.** (2001). Antecedents and behavior-problem outcomes of parental monitoring and psychological control in early adolescence. *Child Development, 72*, 583-598.

Monica A. Marsee, Assistant Professor; mmarsee@uno.edu (Ph.D., 2005, University of New Orleans). Dr. Marsee's research generally focuses on social and emotional development in children and adolescents, with a specific focus on factors that contribute to the development and maintenance of aggressive and antisocial behavior. An important line of research conducted in Dr. Marsee's lab examines the cognitive, emotional, and social factors associated with the use of relational aggression in late childhood and adolescence. One of Dr. Marsee's overarching research questions is whether relational aggression is similar to physical aggression in terms of its developmental correlates, and if so, whether these correlates are

similar for boys and girls. Dr. Marsee's recent work is among some of the first to explore the reactive and proactive subtypes of relational aggression, and along with her colleagues she has developed an instrument designed to assess these subtypes called the Peer Conflict Scale. Dr. Marsee's goal is to use her research on aggressive subtypes, particularly relational aggression, to inform gender-specific treatment and prevention efforts targeted at girls and boys in community and juvenile justice settings.

Selected Recent Publications (** Student Author).

Cruise, K.R., Marsee, M.A., Dandreaux, D.M., & DePrato, D.K. (in press). Mental health screening of female juvenile offenders: Replication of a subtyping strategy. *Journal of Child and Family Studies*.

Kimonis, E.R., Frick, P.J., Skeem, J.L., Marsee, M.A., Cruise, K. R., Muñoz, L.C., & Aucoin, K.J. (in press). Assessing callous-unemotional traits in adolescent offenders: Validation of the Inventory of Callous-Unemotional Traits. *International Journal of Psychiatry and Law*.

Marsee, M.A., & Frick, P.J. (in press). Exploring the cognitive and emotional correlates to proactive and reactive aggression in a sample of detained girls. *Journal of Abnormal Child Psychology*.

Marsee, M.A., Weems, C.F., & Taylor, L.K. ** (in press). Exploring the association between aggression and anxiety in youth: A look at aggressive subtypes, gender, and social cognition. *Journal of Child and Family Studies*.

Weems, C. F., Watts, S. E.**, Marsee, M. A., Taylor, L. K.**, Costa, N. M.**, Cannon, M. F.**, Carrion, V. G., & Piña, A. A. (in press). The psychosocial impact of Hurricane Katrina: Contextual differences in psychological symptoms, social support, and discrimination. *Behaviour Research and Therapy*.

Frick, P.J., & Marsee, M.A. (2006). Psychopathy and developmental pathways to antisocial behavior in youth. In C.J. Patrick (Ed.), *Handbook of psychopathy* (pp. 353-374). New York: Guilford.

Marsee, M.A., Silverthorn, P., & Frick, P.J. (2005). The association of psychopathic traits with aggression and delinquency in non-referred boys and girls. *Behavioral Sciences and the Law*, 23, 803-817.

Laura Scaramella, Associate Professor, lscaram@uno.edu (Ph.D., 1994, University of Arizona). Dr. Scaramella's research examines how children's temperamental characteristics and parents' childrearing style interact during early childhood to affect children's risk for developing internalizing or externalizing problems during later developmental periods. Dr. Scaramella is involved in three research projects, each with a slightly different focus but each of which target the same goal. First, Dr. Scaramella directs the Mothers and Preschoolers Study (MAPS). MAPS is a federally funded project of 180 mothers, their Head Start child, and their 2 year old younger child. Families participate in 3 annual assessments when the youngest child is 2, 3, and 4 years of age. The study is designed to evaluate how the quality of children's relationships with mothers influences both their acquisition of emotion regulation skills during early childhood and the quality of their relationships with peers in Head Start. Second, using a sample of 350 adoptive parents, adopted children, and birth parents, the additive and interactive influences of environmental factors (adoptive family) and genetic factors (birth parents) on child adjustment (adopted child) are being examined. Third, using a longitudinal sample of 550 families that have been followed annually for 20 years, the influence of parenting experiences during adolescence (family of origin) on the style of parenting used in one's family of procreation is examined. This work examines conditions under which intergenerational parenting and behavioral continuities emerge. Each of these three studies offer unique perspectives on how the quality of parent-child relationships affect children's development during early childhood as well as during later developmental periods.

Selected Recent Publications (Student Author)**

- Scaramella, L. V., Sohr-Preston, S. L. **, Robison, S. D.**, Mirabile, S. P.**, & Callahan, K. L.** (in press). Parenting and children's distress reactivity during toddlerhood: An examination of the direction of effects. *Social Development*.
- Leve, L. D., Neiderhiser, J. M., Ge, X., Scaramella, L. V., Conger, R. D., Reid, J. B., Shaw, D. S., & Reiss, D. (2007). The early growth and development study: A prospective adoption design. *Twin research and human genetics*, *10*, 84-95.
- Sohr-Preston, S. L. ** & Scaramella, L. V. (2006). Implications of the timing of maternal depressive symptoms for early cognitive and language development. *Clinical Child and Family Psychology Review*, *9*, 65-83.
- Scaramella, L. V. & Leve, L. D. (2004). Clarifying parent-child reciprocities during early childhood: The early childhood coercion model. *Clinical Child and Family Psychology Review*, *7*, 89-107.
- Hollenstein, T., Leve, L. D., Scaramella, L. V., Milfort, R., & Neiderhiser, J. M. (2004). Openness in adoption, knowledge of birthparent information, and adoptive family adjustment. *Adoption Quarterly*, *7*, 43-52.
- Conger, R. D., Neppl, T., Kim, K. J., & Scaramella, L. V. (2003). Angry and aggressive behavior across three generations: A prospective, longitudinal study of parents and children. *Journal of Abnormal Child Psychology*, *31*, 143-160.
- Scaramella, L. V. & Conger, R. D. (2003). Intergenerational continuity of hostile parenting and its consequences: The moderating influence of children's negative emotional reactivity. *Social Development*, *12*, 420-439.
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Carl Weems, Associate Professor, cweems@uno.edu (Ph.D., 1999, Florida International

University). Dr. Weems' research focuses on the developmental psychopathology of anxiety and depression. In particular, his research integrates developmental, cognitive, biological and behavioral theories in attempting to understand the etiology and course of internalizing disorders in childhood. Special areas of interest include the assessment and treatment of childhood anxiety disorders, the role of cognitive behavioral development, physiological function, traumatic stress, and cognitive processing in anxiety and depression as well as the theoretical underpinnings of psychological inquiry. Students in his lab are currently working on a longitudinal study of the effects of hurricane Katrina, a school based prevention intervention, and several studies examining the linkages among cognitive, family, and behavioral factors and childhood anxiety.

Selected Recent Publications (Student Author)**

- Weems, C. F., Watts, S. E.**, Marsee, M. A., Taylor, L. K. **, Costa, N. M. **, Cannon, M. F. **, Carrión, V. G., & Piña, A. A., (in press). The psychosocial impact of Hurricane Katrina:

Contextual differences in psychological symptoms, social support, and discrimination. *Behaviour Research and Therapy*.

- Weems, C. F., Piña, A. A., Costa, N. M. **, Watts, S. E. **, Taylor, L. K. **, & Cannon, M. F. ** (2007). Pre-disaster trait anxiety and negative affect predict posttraumatic stress in youth after hurricane Katrina. *Journal of Consulting and Clinical Psychology, 75*, 154-159.
- Carrión, V. G., Weems, C. F., & Reiss, A. L. (2007). Stress predicts brain changes in children: A pilot longitudinal study on youth stress, PTSD, and the hippocampus. *Pediatrics, 119*, 509-516.
- Watts, S. E.** & Weems, C. F. (2006). Associations among selective attention, memory bias, cognitive errors and symptoms of anxiety in youth. *Journal of Abnormal Child Psychology, 34*, 838-849.
- Cannon M. F.** & Weems, C. F.* (2006). Do anxiety and depression cluster into distinct groups? A test of tripartite model predictions in a community sample of youth. *Depression and Anxiety, 23*, 453-460.
- Costa, N. M.**, Weems, C. F., Pellerin, K., & Dalton, R. (2006). Parenting stress: Is there specificity to child internalizing and externalizing symptoms. *Journal of Psychopathology and Behavioral Assessment, 28*, 113-122.
- Weems, C. F. & Costa, N. M.** (2005). Developmental differences in the expression of childhood anxiety symptoms and fears. *Journal of the American Academy of Child and Adolescent Psychiatry, 44*, 656-663.
- Costa, N. M.** & Weems, C. F. (2005). Maternal and child anxiety: Do attachment beliefs or children's perceptions of maternal control mediate their association? *Social Development, 14*, 574-590.
- Weems, C. F., Zakem, A.**, Costa, N. M.**, Cannon M. F.**, & Watts, S. E.** (2005). Physiological response and childhood anxiety: Association with symptoms of anxiety disorders and cognitive bias. *Journal of Clinical Child and Adolescent Psychology, 34*, 712-723.
- Dehon, C.**, Weems, C. F., Stickle, T. R., Costa, N. M.** & Berman, S. L. (2005). A cross sectional evaluation of the factorial invariance of anxiety sensitivity in adolescents and young adults. *Behaviour Research and Therapy, 43*, 799-810.

Mary C. Williams-Brewer, Professor, mwilliam@uno.edu, (Ph.D., 1981, State University of New York). Research Interests. Dr. William-Brewer's research is currently focused on developmental disorders, specifically attention deficit/hyperactivity disorder (ADHD) in childhood and adulthood. Specific topics include ADHD symptomology in college students, and the various symptoms that are associated with adulthood ADHD, such as difficulty with attention, impulsivity, poor organization, procrastination, underachievement, relational difficulties, low frustration tolerance, time management, and sleep/wake difficulties.

Selected Recent Publications (** Student Author)

- Greve, K.W., Brooks, J., Crouch, J.A., & Williams, M.C. (1997). Factorial structure of the Wisconsin Card Sorting test. *British Journal of Clinical Psychology, 36*, 283-285.
- Greve, K.W., Williams, M.C., Haas, W.G., Littell, R.R.**, & Reinoso, C.B. **(1996). The role of attention in Wisconsin Card Sorting test performance. *Archives of Clinical Neuropsychology, 11*, 215-222, 1996.
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Adjunct /Affiliated Faculty

Applied Developmental program utilizes the services of numerous adjunct faculty to enrich the educational experiences of students through teaching classes, supervising research, and supervising applied practica:

Dr. Neil Boris is an Assistant Professor at Tulane University School of Public Health and Tropical Medicine, Division of Community Health Sciences. Dr. Boris conducts research in the area of infant mental health.

Dr. Lisa Evans is an Assistant Professor at Louisiana State University Health Sciences Center where she is Assistant Director of Program Evaluation for the program providing mental health services for adjudicated youth.

Dr. Christopher LeBlanc is the Psychology Department Director at Southeast Louisiana Hospital in Mandeville, LA. Dr. LeBlanc received his Ph.D. in Applied Developmental Psychology from the University of Southern Mississippi is a licensed psychologist in both Louisiana and Florida.

Dr. Marva Lewis has a doctorate in Sociocultural Psychology and is Associate Professor in the School of Social Work at Tulane University. Dr. Lewis' conducts research focusing on cultural issues in the development of young children.

Dr. Joy Osofsky is a Developmental and Clinical Psychologist and Professor in the Departments of Pediatrics and Psychiatry at LSU Medical Center. Dr. Osofsky is the editor of the *Journal of Infant Mental Health* and she conducts research on the effects of community violence on children.

Dr. Michael Scheeringa is an Assistant Professor in the Department of Psychiatry and Neurology at Tulane Medical Center. Dr. Scheeringa conducts research on Post-Traumatic Stress Disorder in young children.

Dr. Anna Smyke is Research Instructor in the Department of Psychiatry and Neurology at Tulane University School of Medicine. She is the coordinator of the Bucharest Early Intervention Project and coordinator of the Foster Care Team for Tulane/Jefferson Parish Infant Team.

Dr. Enrique Varela is Assistant Professor in the Department of Psychology at Tulane University. His research interests include the study of cultural and familial influences in children's anxiety expression and the effect of contextual factors on parenting practices of Hispanic Americans.

Dr. Charles Zeanah is Professor of Psychiatry and Pediatrics and Director of Child and Adolescent Psychiatry at Tulane University School of Medicine. He is also Director of Jefferson Parish Human Services Authority Infant Team which provides mental health services to children with validated histories of abuse and neglect. He conducts research on childhood attachment and attachment disorders.

More information on the Applied Developmental Program can be obtained on the Department of Psychology's web site at <http://psyc.uno.edu/> or by contacting the director of the program:

Paul J. Frick, Ph.D.
Department of Psychology
University of New Orleans
2001 Geology and Psychology Bldg.
New Orleans, LA 70148
Ph: (504)-280-6012 Fax: (504)-280-6049
e-mail: pfrick@uno.edu