

George Mason University

Department of Psychology

# Applied Developmental Psychology Student Group



## New Computational Track—for PhD students

For a long time, psychology MA and Ph.D. students have begun to fulfill the quantitative/statistics requirement of the program by taking PSYC 611 and 612. These courses are survey courses covering many different statistical techniques in a relatively short period of time, thus making it difficult to cover any given topic in much depth. The ADP Ph.D. program currently requires at least one additional quantitative course beyond 611-612 (typically PSYC 754 Regression); however, most students take one or two additional stat courses above that because extra competence in advanced statistical techniques leads to greater research skills and employability.



Thus, to provide for more time to take advanced quantitative courses, greater efficiency of their time, and more tailoring of the program to individual student needs, the ADP program now has two quantitative tracks for PhD. students. ALL students would first complete PSYC 611. In the second semester of the first year, students in the traditional track (11 credits) would take PSYC 612 and then subsequently take at least one additional quantitative course.

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## Advice from a Recent Alumnus

Interview with Erin Way, ADP graduate May 2010, by Elizabeth Shewark

### **Q: What are you currently doing and what is your job title?**

**A:** I am a tenure track faculty member in the Department of Psychology and Counseling at Alvernia University at the rank of Assistant Professor.

### **Q: Can you describe some of your responsibilities?**

**A:** I teach 4 courses per semester and am expected to serve on Faculty committees, provide service to the university and community, and continue contributing scholarly work in the field through a research program, publications, and conference presentations. Ultimately, I will also be responsible for developing and teaching new courses within the department.

### **Q: What attracted you to this job?**

**A:** The emphasis on teaching at the undergraduate level and community service. I am also excited about the opportunity to continue pursuing my research interests.

### **Q: What valuable skills do you feel you developed through the ADP program?**

**A:** 1) How to structure and teach a course so that undergraduate students can comprehend the material, 2) how to mentor others and help them develop their skills, 3) how to apply the concepts and research in the field to real-world situations, 4) how to critically analyze theories and research and articulate my thoughts in written form, 5) how to converse about theories and research

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GMU emails:  
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## ADPSG Executive Council



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Adam Winsler  
Faculty Advisor  
awinsler



Get involved with  
ADPSG!  
Contact Danielle Mead

**The ADP faculty meets once a month and they want to hear from YOU!**

If you have any questions, comments, or concerns that you would like to share with the faculty, contact your ADP Student Representative, Sammi Plourde!

Sammi can be reached at  
[splourd2@masonlive.gmu.edu](mailto:splourd2@masonlive.gmu.edu).

We hope to hear from you!

## A Welcome from the ADPSG President!

Greetings ADP Students and Faculty!

The ADP Student Group (ADPSG) invites you to get involved at George Mason, as well as in our community. Last semester, ADPSG participated in the March of Dimes walk, March for Babies. This fall, we will participate in the Thanksgiving food drive for Northern Virginia Family Services (NVFS) Operation Turkey program. The goal of the program is provide families with a Thanksgiving meal. We will be collecting canned and prepared foods through November 18th. If you would like to get involved with ADPSG events and planning, please email me at [dmead@masonlive.gmu.edu](mailto:dmead@masonlive.gmu.edu). Looking forward to seeing you at upcoming service and social events this year!

- Danielle Mead, ADPSG President

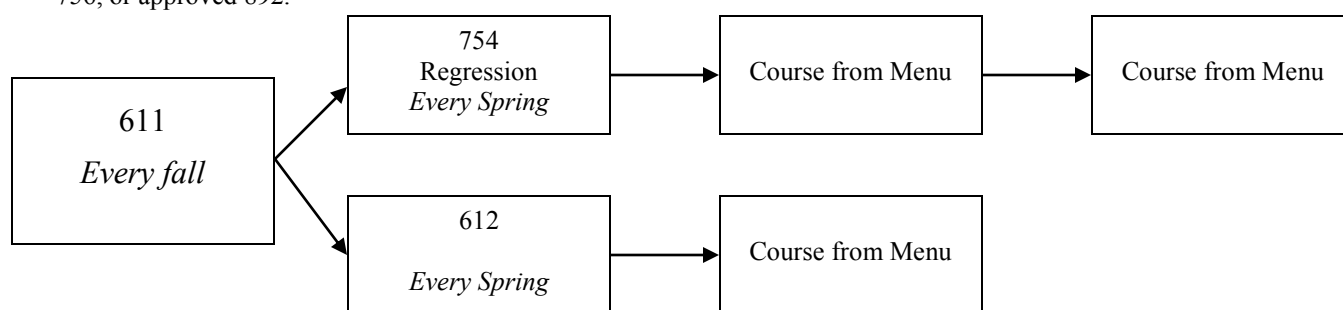
## New Computational Track — for PhD students

Continued from Page 1.

Students entering the new track with the quantitative emphasis (13 credits) would take PSYC 754 in their second semester. After PSYC 754, students in this track would choose at least two classes from an approved menu of quantitative/statistics courses (outlined in the handbook). Quantitative requirements for MA students remain unchanged. Of course, MA and Ph.D. students are still welcome to complete 611 and 612 and then take as many more stat classes that they wish.

**Track 1: 13 credits (Quantitative Emphasis):** First complete PSYC 611, 754, and then take 6 additional credits from PSYC 557, 646\*, 652, 756, or approved 757 or 892.

**Track 2: 11 credits (Traditional):** First complete PSYC 611, 612 and at least 3 credits from PSYC 652, 753, 756, or approved 892.



## Advice from a Recent Alumni

Continued from page 1.

... through conference presentations, invited speaking engagements, and addressing individual's questions, 6) how to take a research question from an idea to a submitted manuscript based on research findings, and 7) how to communicate my research ideas effectively to decision making bodies such as IRBs and grant committees.

**Q: What advice can you give for students who are in the program?**

**A:** My advice for students going into academic positions is to stay current in the field by remaining very involved in research *and* continuing to teach occasionally. I was interviewed for my current position because I continued to teach and I was still involved in research after I graduated. I was told that many applicants were not considered because the last time they taught was 5+ years ago. I advise students to assist faculty with the less glamorous aspects of conducting research, such as applying for grants and completing HSRB applications. These are definitely skills you will be glad you have when you are expected to develop and secure funding for your own research. I also advise students to serve as reviewers for conference submissions and ask to be a student reviewer when a faculty member serves as a reviewer for a manuscript submitted for publication.

**Q: What was the job application process like?**

**A:** It was very time consuming and at times frustrating. It required a lot of patience and perseverance to find the position I really wanted, and I had to take part-time (a contract position) while I continued to apply for faculty positions. The process of applying for faculty positions requires good organization and being prepared to talk about your skills and interest in the position with very little notice. Initially, I found it hard to keep track of the specifics for different positions I applied for and had to keep a folder with information about each position nearby in case I received phone calls from members of search committees. I was granted several phone interviews and about half of the phone interviews led to in-person interviews. I found it very helpful to have evidence of my professional skills on hand during in-person interviews. I brought examples of class activities I developed and a written summary of my dissertation research to supplement my prepared job talk and conversations about my teaching style. The process from application submission to interview took a while- sometimes 3-4 months. After the in-person interviews, I was informed of the search committee's decision pretty quickly – within 2 to 3 weeks.

# no-t-a-r-o-o-c

## Current Intra-Department Research



**Dr. Susanne Denham**  
ADP Program Director



**Dr. Timothy Curby**  
Assistant Professor

Dr. Denham's newest Institute of Education Sciences (IES) grant will support the Teachers as Socializers of Social Emotional Learning (TASSEL) study for three years.

The TASSEL study will examine the preschool teacher's role in helping their students develop social and emotional competence as they prepare to move into kindergarten. Children's abilities to regulate their behavior, emotions, attention, and effort (self-regulation) and get along well with others (social cognitions and behaviors) are identified as crucially important school readiness skills. There has been extensive study on parents' roles in this area. However, as more and more children are spending time in the preschool setting, it is important to examine this venue, and little work has been done in this area. It is hoped that the results of this study will help in the development of methods and tools preschool teachers can use to help their students prepare social and emotionally for kindergarten entrance.

Over the course of the three-year study, TASSEL will study approximately 800 children in 80 preschool classrooms. Social and emotional factors will be examined on both the teacher and child level. Teachers will be observed in their classrooms, and asked to complete self-assessment questionnaires. Children's emotional and social competence will be studied both in the traditional pen and paper method along with new computer based versions of the assessments.

Classroom observations in this project are being done in conjunction with Dr. Curby's lab, where he and his students will be exploring what teachers do to help children become emotionally competent. Students will have opportunities to observe teachers and children. This part of the study will focus on the associations of teachers' global quality with their views of socializing children's emotions as well as actual measures of children's emotion knowledge, understanding, and regulation.

**Can't get enough ADPSG?**  
**Read past newsletters**  
at:  
[http://www.gmu.edu/  
org/adpsg/](http://www.gmu.edu/org/adpsg/)

## Fall Colloquia Series is Underway!

All colloquia are located in University Hall 1204 at 11:30am unless otherwise noted.

All members of the GMU community are welcome to attend.

**Wed Sept 7 Dr. Avi Sagi-Schwartz, University of Haifa**

*The Importance of Context: What Research in Specific Settings Can Tell Us about Developmental Universals*

**Wed Sept 14 Dr. June Tangney, GMU**

*Developmental Implications of Shame and Guilt*

**Wed Sept 21 Dr. Mark Ginsburg, Dean CEHD GMU**

*Early Childhood Education in a New Era: Prologue and Possibility*

**Wed Sept 28 Dr. Elizabeth Redcay, UMD**

*Face-to-face within the fMRI scanner: Neural correlates of social interactions in typical development and autism*

**Wed Oct 5 Dr. William Gormley & Carolyn Hill, Georgetown University**

*Do the Effects of a Strong Pre-K Program Persist over Time? The Case of Tulsa, Oklahoma*

**Wed Oct 12 Dr. Jason Downer, University of Virginia**

*Preschoolers' individual interactions within a classroom ecology: Links to development and implications for intervention*

**Wed Oct 19 Dr. Tim Curby, GMU**

*Getting an Academic Job*

**Wed Oct 26 Academic Job Talk practice - Dr. Yoon Kyong Kim, GMU**

*title forthcoming*

**Wed Nov 2 Dr. Claudia Galindo, UMBC**

*Social competence of young Latino children and their mathematical growth*

**Wed Nov 9 Dr. Tina Stanton-Chapman, University of Virginia**

*Building Social Competence in Preschool (SCIP): A Classroom-Based Intervention*

**Wed Nov 16 Dr. Sandra Barrueco, Catholic University**

*Assessing Young Bilingual Children*

**Wed Nov 30 Keith Bushey, GMU Office of Research and Economic Development**

*GMU Human Subject Research (HSRB) Procedures*



## Dr. Curby's Development in School Contexts Lab (DISC)

The DISC lab is focused on understanding how children develop within the context of classrooms. Dr. Curby's current work examines how consistency and the quality of teacher-child interactions promotes child development. Recent publications include:

- Curby, T.W., Boyer, C. E.\*, Edwards, T.\*, & Chavez, C\*. (in press). Assistant teachers in Head Start classrooms: Comparing to and working with lead teachers. *Early Education and Development*.
- Curby, T.W., Stuhlman, M., Grimm, K., Mashburn, A., Chomat-Mooney, L., Downer, J., Hamre, B.K., & Pianta, R.C. (2011). Within-day variability in the quality of classroom interactions during third and fifth grade: Implications for children's experiences and conducting classroom observations. *Elementary School Journal*, 112(1), 16-37.
- Curby, T.W., Rudasill, K., Edwards, T.\*, & Perez-Edgar, K. (2011). The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament. *School Psychology Quarterly*. 26(2), 175-188 doi: 10.1037/a0023042
- Curby, T.W., Grimm, K.J., & Pianta, R.C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. *Early Childhood Research Quarterly*. 25, 373-384. doi: 10.1016/j.ecresq.2010.02.004

## Dr. Denham's Child Development Lab

Dr. Denham studies social and emotional development, social processes in children, developmental psychopathology, and ethnographic and observational research methods. Recent publications include:

- Denham, S. A., Bassett, H. H., Way, E., Mincic, M., Zinsser, K., & Graling, K. (in press). Preschoolers' emotion knowledge: Self-regulatory foundations, and predictions of early school success. *Cognition and Emotion*.
- Denham, S. A., Warren-Khot, H. K., & Bassett, H. H., Wyatt, T., & Perna, A. (in press). Factor structure of self-regulation in preschoolers: Testing models of a field-based assessment for predicting early school readiness. *Journal of Experimental Child Psychology*.
- Bassett, H. H., Denham, S. A., Mincic, M. M., & Graling, K. (in press). The structure of preschoolers' emotion knowledge: Model equivalence and validity using an SEM approach. *Early Education and Development*.
- Denham, S. A., Bassett, H. H., Kalb, S. C., Mincic, M., Segal, Y., & Zinsser, K. (in press). Observing preschoolers' social-emotional behavior: Structure, foundations, and prediction of early school success. *Journal of Genetic Psychology*.
- Denham, S. A. Bassett, H. H., Mincic, M.M., Kalb, S. C., Way, E., Wyatt, T., & Segal, Y. (in press). Social-emotional learning profiles of preschoolers' early school success: A person-centered approach. *Learning and Individual Differences*. Special issue on Emotions in the Classroom.
- Denham, S. A., Zinsser, K.M., & Brown, C. A. (in press). The emotional basis of learning and development in early childhood education. In B. Spodek & O. Saracho (Eds.), *Handbook of research on the education of young children (3<sup>rd</sup> Ed.)*. New York: Lawrence Erlbaum.

## Dr. Pasnak's Cognitive Interventions Lab

Dr. Pasnak's current research concerns improving children's cognitive performance through the use of direct instruction in patterning. This research is currently being implemented through a partnership with the Alexandria Public School System. Recent publications include:

- Pasnak, R., Kidd, J. K., Gadzichowski, M. K., Gallington, D. A., Saracina, R. P., & Addison, K. T. (2009) Promoting early abstraction to promote early literacy and numeracy. *Journal of Applied Developmental Psychology*, 30, 239-249.
- Romero, S., Perez, K., Pasnak, R., & Lehman, E. (2009) Selection of friends in an ethnically diverse preschool, *NHSA Dialog: A Research-To-Practice Journal*, 12, 293-306..
- Pasnak, R., Perez, K. & Romero, S. (2009). Encouraging friendships in preschool classrooms. *NHSA Dialog: A Research-To Practice Journal*, 12, 342-346.
- Greene, M. R., Pasnak, R., & Romero, S. (2009). A time lag analysis of temporal relations between motivation, academic achievement, and two cognitive abilities. *Early Education and Development*, 20, 799-825

## Dr. Winsler's Language, Culture, Music, Self-Regulation, & School Readiness Lab

Winslab explores childcare, school readiness, and early school trajectories among ethnically and linguistically diverse, low-income, urban preschoolers. Additionally, Dr. Winsler and his students strive to understand the roles that language, culture, and music play in the development of self-regulation in young children. Recent publications include:

- Cambridge-Williams, T., Winsler, A., Kitsantas, A., & Bernard, E. (in press). University 100 orientation courses and living-learning communities boost academic retention and graduation via enhanced self-efficacy and self-regulated learning. *Journal of College Student Retention*.
- Crane, J., Mincic, M. S. and Winsler, A. (2011). Parent-teacher agreement and reliability on the Devereux Early Childhood Assessment (DECA) in English and Spanish for ethnically diverse children living in poverty, *Early Education & Development*, 22 (3), 520—547.
- Tran, H., & Winsler, A. (2011). Teacher and center stability and school readiness among low-income, ethnically diverse children in subsidized, center-based child care. *Children and Youth Services Review*, 33, 2241-2252.
- Winsler, A., Ducenne, L., & Koury, A. (2011). Singing one's way to self-regulation: The role of early music and movement curricula and private speech. *Early Education and Development*, 22, 274-304.

## Dr. Rojahn's Behavioral and Developmental Disabilities Lab

Dr. Rojahn and his students study assessment and behavioral interventions for challenging behaviors and psychopathology in intellectual/developmental disabilities. Additionally, they are researching socio-emotional requisite skills and their impact on general interpersonal functioning in intellectual/developmental disabilities. Recent publications include:

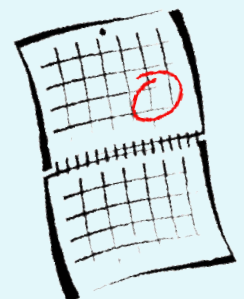
- Rojahn, J., Rowe, E. W., Sharber, A. C., Hastings, R. P., Matson, J. L., Didden, R., Kroes, D. B. H., & Dumont, E. L. M. (in press). The Behavior Problems Inventory-Short Form (BPI-S) for Individuals with Intellectual Disabilities I: Development and Provisional Clinical Reference Data. *Journal of Intellectual Disability Research*.
- Rojahn, J., Rowe, E. W., Sharber, A. C., Hastings, R. P., Matson, J. L., Didden, R., Kroes, D. B. H., & Dumont, E. L. M. (in press). The Behavior Problems Inventory-Short Form (BPI-S) for Individuals with Intellectual Disabilities II: Reliability and Validity. *Journal of Intellectual Disability Research*.
- Rojahn, J., Rowe, E. W., Kasdan, S., Moore, L., & van Ingen, D. J. (2011). Psychometric properties of the Aberrant Behavior Checklist, the Anxiety, Depression and Mood Scale, the Assessment of Dual Diagnosis and the Social Performance Survey Schedule in adults with intellectual disabilities. *Research in Developmental Disabilities*, 32, 2309-2320.
- Sipes, M., Matson, J. L., Turygin, N., Rojahn, J., & Tureck, K. (in press). Comparison of problem behaviors in atypically developing infants and toddlers as assessed with the Baby and Infant Screen for Children with Autism Traits (BISCUIT). *Developmental Neurorehabilitation*.
- Zaja, R.H., Moore, L., van Ingen, D.J., & Rojahn, J. (2011). Psychometric Comparison of the Functional Assessment Instruments QABF, FACT, and FAST for self-injurious, stereotypic and aggressive/destructive behavior. *Journal of Applied Research in Intellectual Disabilities*, 24, 18-28. DOI: 10.1111/j.1468-3148.2010.00569.x



### ADP Fall 2011 Social Hour

Please join us on **Wednesday, November 30th** at the Auld Shebeen in Fairfax for a relaxing social gathering to wrap up the fall semester.

**When:** November 30th, from 5:00pm to 7:00pm  
**Where:** 3971 Chain Bridge Road, Fairfax, VA 22030



## Meet Our New Students!

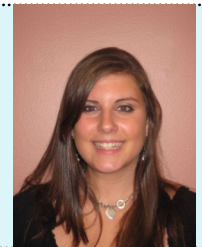
**Elizabeth Berke** (Rojahn) I have a B.S. In Psychology from James Madison University with a minor in Special Education. I'm originally from Virginia Beach, Va, but I have been living in northern Va for the last 2 years. I worked as an applied behavior analysis instructor in The Ivy-mount School's Autism Program in Rockville MD.



**Megan Chapman** (Rojahn) I began working in Dr. Rojahn's lab as an undergraduate for my Honors thesis in 2010. I liked working with him so much that I applied to stay for my Master's in ADP. My interests include any aspect of autism research, social behaviors and attitudes in individuals with Intellectual Disabilities, and non-medication based therapies for children and adolescents.

No photo available

**Kristina Herndon** (Denham) I graduated from George Mason University in 2010 with a B.S. in psychology. Currently I am a first-year Master's student in the Applied Developmental Psychology program. As of right now, my research interests include social emotional development in early childhood and children with developmental disabilities.



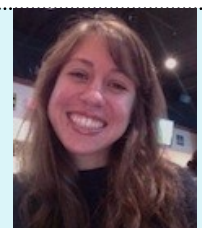
**Sammi Plourde** (Denham) I earned my bachelors of science from Virginia Tech in 2011. I majored in psychology and philosophy and worked with Dr. Julie Dunsmore in her social development lab looking at prosocial behaviors in 9 and 10 year olds. My research interests consist of how peers affect each other's education and social and emotional competence.



**Chen Qiu** (Pasnak) I am in my first year of the Applied Developmental Psychology MA program. I completed my undergraduate studies in Psychology at Beijing Normal University from China. Now I am in Dr. Pasnak's lab. What we focus on is about how patterns improve children's academic achievement. I'm very excited to study here and explore some new research areas.



**Julie Robinson** (Winsler) I am a first-year graduate student working in Dr. Winsler's lab. As an undergraduate at the University of North Carolina Wilmington, I worked in a cognitive development lab where I completed an undergraduate thesis examining children's and adults' beliefs about the health and taste of food. After graduation, I worked as a kindergarten teacher in Reston, VA. I am excited to explore new research areas and apply my experiences as a teacher to gain greater insight into different aspects of child development.





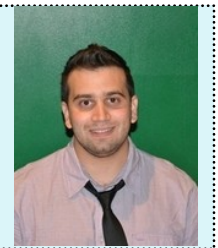
**Katrina Schmerold** (Pasnak): Originally from St. Louis, Missouri, I went on to earn my BA in psychology from the University of Notre Dame in 2010. I entered GMU's Applied Developmental Psychology doctoral program in the Fall of 2011, where I am looking forward to working with Dr. Pasnak as my advisor.



**Shannon Scurlock** (Rojahn) I received my BA in Psychology from Arcadia University in 2010. Over the years as an Undergraduate student and since graduation I have worked with people of varying ages who have developmental disabilities. I tend to work with nonverbal populations and those with behavior problems, which has led me to work with children diagnosed on the Autism Spectrum. One of my focuses is frustration in the special needs population, particularly those who are nonverbal or with limited communication skills.



**Maximillian Shear** (Cohen) I've spent my entire life living in metro Detroit, where I attended Wayne State University. I graduated in 2010 with bachelor degrees in both Fine Arts: Photography and a Bachelor of Arts: Psychology. I know that photography and psychology are two very different fields, however, I do see a connection between my interests in portrait photography and the field of psychology. In both areas I felt there was a great deal of attention placed on subjects, or in psychology lingo, participants. At GMU I look forward to exploring my areas of interest. Those interests are socioemotional development, prevention/intervention programs (for early education) and fatherhood involvement.



**Noora Hamden** (Curby) I am a first-year M.A. student from Northern Virginia. I graduated from James Madison University with a B.A. in political science in 2011. As an undergraduate, I took as many upper-level psychology courses as possible, in order to increase my knowledge base as well as feed my passion for the field. I am interested in understanding how best to encourage positive development in children. Specifically, I seek to investigate young children's development of academic and socio-emotional competencies in relation to caregiver-child interaction.



**Lauren Royster** (Curby) I am a first-year Masters student working in the Development in School Contexts (DISC) Lab with Dr. Curby. I earned my B.S. in Psychology at Christopher Newport University. During my undergraduate studies, I developed a strong interest in research methods and statistics. Specifically, I am interested in exploring how teachers in various contexts help foster positive development in preschoolers.



## Conference Update

Conference	Date	Location	Deadline for Submission	Website
American Educational Research Association (AERA)	April 13-17, 2012	Vancouver, BC	Passed	<a href="http://www.area.net/">http://www.area.net/</a>
American Psychological Association (APA)	August 2-5, 2012	Orlando, FL	December 1, 2011	<a href="http://www.apa.org/">http://www.apa.org/</a>
Association for Psychological Science (APS)	May 24-27, 2012	Chicago, IL	January 31, 2012	<a href="http://www.psychologicalscience.org/">http://www.psychologicalscience.org/</a>
Head Start	April 16-21, 2012	Nashville, TN	December 15, 2011	<a href="http://www.nhsa.org/">http://www.nhsa.org/</a>
International Society on Infant Studies (ISIS)	June 7-9, 2012	Minneapolis, MN	Passed	<a href="http://www.isisweb.org/">http://www.isisweb.org/</a>
Jean Piaget Society	May 31-June 2, 2012	Toronto	December 15, 2011	<a href="http://www.piaget.org/">http://www.piaget.org/</a>
Society for Prevention Research (SPR)	May 29 – June 1, 2012	Washington, DC	Passed	<a href="http://www.preventionscience.org/">http://www.preventionscience.org/</a>
Society for Research on Adolescence (SRA)	March 8-12, 2012	Vancouver, BC	Passed	<a href="http://www.s-r-a.org/">http://www.s-r-a.org/</a>

## Travel Funding

If you plan on applying for financial support for conference travel this year, you have 2 options:

- 1) The **Graduate Student Travel Fund**: You may apply for one conference per fiscal year. *Before you travel* you must submit all application forms and instructions can be found on the GSTF website (<http://www2.gmu.edu/org/gstf/pdfs/application.pdf>). Be sure to MAKE COPIES of everything you submit.
- 2) The **ADPSG Travel Fund**: The student group has a limited amount of funds with which to assist students. In order to qualify for these funds, you must notify the ADPSG Treasurer ([ghowarth@masonlive.gmu.edu](mailto:ghowarth@masonlive.gmu.edu)) of your intention to travel to any conference this year by November 28th, 2011. Additional information regarding travel funding is available at the ADPSG website (<http://www.gmu.edu/org/adpsg/travel.html>).

From the ADPSG Treasurer, Grace Howarth:

ADPSG has a modest budget to help grad students attend conferences. If you plan to attend a conference between now and the beginning of fall semester 2012, please email me at [ghowarth@masonlive.gmu.edu](mailto:ghowarth@masonlive.gmu.edu) **no later than November 28** to request funds. Please include the name and location of the conference and whether you are presenting (or have submitted a poster or paper to present) as priority will be given to students who are presenting. Please do not request funds unless you are absolutely certain you will be attending the conference. Once funds have been allocated for a specific conference, they cannot be reallocated if you choose not to go and will be, in essence, lost to us. In addition to ADPSG funding, I encourage you to apply to the Graduate Student Travel Fund (<http://gstf.gmu.edu>) as it typically offers more generous support. Many conferences also offer student travel awards that are worth applying for as well.

## Recent Graduates of ADP: Where are they now?

Marquita Anatsui, MA *CU, Apple Tree Institute*

Jessica DeFeyter, PhD *Affiliate Research Faculty, GMU*

**Responsibilities:** Data analysis and manuscript writing for a grant with the Center for Early Care and Education Research (CECER). The grant focuses on the school readiness and early achievement of dual-language learner (DLL) children.

**Attraction:** It expanded upon my dissertation work and allowed me to work part-time while I search for a full-time position. By working part-time, I have also been able to "apply" my developmental knowledge by spending time with my 10 month-old daughter.

**Preparation:** Hands-on experience conducting research and a solid understanding of developmental processes.

**Application process:** Really just getting started, ask me in 6 months!

**Advice:** Find what you love, take advantage of as many opportunities as you can, do things that scare/challenge you, and push through - before you know it you'll be graduating!

Caroline Boyer Ferhat, PhD *Assistant Professor of Psychology, William Woods University*

Marinka K. Gadzichowski, PhD *Adjunct Faculty and Program Coordinator, GMU*

Yoon Kim, PhD *Adjunct Faculty; Research Associate, GMU*

**Responsibilities:** Teaching undergraduate courses and continuing with research in Dr. Winsler's lab.

**Attraction:** I am applying for faculty positions now but do not have much teaching experience. So I decided to earn more experience in teaching.

**Preparation:** I am continuing a research project that was going on in my graduate years. Teaching experience when in graduate school helped me get a position as an adjunct faculty member.

**Application process:** I just turned in my CV and 3 letters of references to the undergraduate office.

**Advice:** Try to get as much diverse experience as possible, both in research (including publications) and teaching!

Rebecca Morse, PhD *Adjunct Faculty: Hood College, GMU, and UMD at Shady Grove Criminal Justice program*

**Responsibilities:** Instruction, grading, undergraduate/graduate student advising

**Attraction:** I've been teaching at Hood since 2006, so this was a continuation of a current job; and I love teaching at GMU, so I was delighted to have the opportunity to continue. The staff members and other faculty are so supportive and encouraging to new graduates, and the students at Mason are, on whole, terrific.

**Preparation:** For me, the biggest advantage was the ADP willingness and support to allow me to incorporate both my background in Thanatology, and my research from NIH. You can find other institutes who also have excellent teachers, but this flexibility and the overall dynamic within the department was exactly

what I needed to blend my very unique and diverse research and teaching interests.

**Application process:** I am currently applying for other academic and post-docs positions.

**Advice:** 1) Look two semesters ahead in your handbook so you know in advance what bureaucratic deadlines need paperwork filled out well in advance of your next step, and 2) take a deep breath and recognize that each comps question, and your dissertation are *just another paper*. It's not about perfection, it's about the process.

Siria Rioja, MA *Project Manager, National Head Start Association*

Rebecca Zaja, PhD *School Psychologist*

**Attraction:** Opportunity to work directly with children, parents and educators, real-time problem-solving approach to needs of students.

**Preparation:** Developmental Theory, Data Analysis

**Application process:** Intense. The job market is very competitive.

**Advice:** Focus your research and applied efforts on your long term career goals.

Dan Zapp, PhD *Research Assistant, Lead Assessor*

**Currently:** Working with Dr. Nancy Crowell at Georgetown on an Ie3 education grant, being supervised by Dr. Craig Ramey at Virginia Tech. This longitudinal study is assessing the effectiveness of an early literacy program designed by AppleTree public charter school in D.C.

**Responsibilities:** Coordinating the collection of data on approximately 500 AppleTree students and a control sample of over 50 preschool students in the metro area.

**Attraction:** The existence of a pay check. No, seriously, I have done assessments before for AppleTree and it was a good chance to get some experience managing the efforts of researchers and assessors and leading a project.

**Preparation:** My experience in Dr. Perez-Edgar's lab working with children and communicating with parents regarding research requirements and goals was invaluable. I don't know if I would say I am excelling in my field, but the experience and knowledge base I gained from the ADP program makes me competent enough to carry out applied research, interact with a wide range of employees, supervisors, and parents, and even look like I know what I am talking about sometimes.

**Application process:** I found out about the job through the ADP listserve and applied online. During the phone interview, Dr. Crowell told me she actually needed temporary assistance leading the research project and it was very fortunate that I had applied. I wouldn't expect most jobs/opportunities to fall in your lap, but it's certainly nice when they do.

**Advice:** Start looking early and get as much real-world experience as you can. I was only able to acquire my current position because I worked part-time over the summer for AppleTree Institutes, just to make some extra money. You never know what experience will give you that edge in an application process.

# Operation Turkey

## Food Donations:



Canned Veggies	Pasta
Stuffing	Pasta Sauces
Gravy	Applesauce
Cranberry Sauce	&Canned Fruit
Sweet Potatoes	Coffee, Tea or
Cornbread Mix	Cocoa
Muffin Mix	Soups
Canned Pumpkin	Peanut Butter
Potatoes	Boxed Desserts
Bisquick	Sugar
Rice	Jello & Pudding

**Help ADP Student Group and Northern Virginia Family Service (NVFS) bring Thanksgiving to our community's neediest families! Operation Turkey provides Thanksgiving food baskets to over 1,100 families. This year, the ADP Student Group wants to help bring more Thanksgiving dinners to families in the Northern Virginia area.**

**We will be collecting donations in a large box labeled "Operation Turkey" in the basement of David King Hall. The box will be located in the Child Development Research Labs area next to the printer station.**

**Donations accepted until November 18<sup>th</sup>, 1:00 pm**

**For more information, please contact Nicole Fettig,  
(703) 731 – 6636 or [nfettig@masonlive.gmu.edu](mailto:nfettig@masonlive.gmu.edu)**