The 14th World Association for Infant Mental Health Congress was held this June in Edinburgh, Scotland. The conference theme was “Babies: Their Contributions, Our Responsibilities.” This biennial meeting had approximately 1,200 attendees, attracting scholars both nationally and internationally to discuss the most recent research related to prevention and early intervention related to infant mental health.

Two posters presented at the conference were from Dr. Ann Mastergeorge’s Early Developmental Studies Lab: “The Still-Face Paradigm and Bidirectionality: Associations with Maternal Sensitivity, Self-Esteem and Infant Emotional Reactivity” and “Maternal Sensitivity and Toddler Engagement in a Parent-Mediated Intervention in High Risk Families.” Dr. Mastergeorge is a faculty member and Chair of the Early Childhood Initiative at Frances McClelland Institute.

Two FSHD doctoral students are conference authors on both of these studies. Ashley Dixon was the presenting author on collaborative work with Cooperative Extension programs focused on early intervention program for toddlers in Nogales (at the Family Resource Center), Rio Rico, Patagonia and Maricopa. Katie Paschall was lead author on one poster and was instrumental in conducting the statistical analyses for both of the studies. For anyone interested in learning more about the conference proceedings please visit the website at www.waimh.org.

Project Lifeline Offering Support to UA Students

Faculty and students in the Institute have been extensively involved in Project Lifeline, a three-year federal grant through SAMHSA, the Substance Abuse and Mental Health Services Administration. Goals of the project include increasing help seeking behaviors among UA students, reducing stigma around mental health and suicide, and encouraging gatekeeper trainings.

“For me, learning that 6.6% of UA students – that’s over 2,500 students – had seriously considered suicide within the past 12 months was alarming and a call to action,” states Dr. Joel Muraco, former graduate student advisor on Project Lifeline.

Members of the team took up the challenge of infusing current UA curriculum with relevant and lifesaving information concerning suicide. Under the supervision of Dr. Stephen Russell, Dr. Muraco and a team of dedicated undergraduate interns created more than 40 PowerPoint and video modules over the course of five semesters. These modules are subject specific and connect information continued on page 2
From the Director

Graduation has passed, the heat is setting in, and we are getting into the groove of summer projects in the Institute. In this issue of FamilyLink you’ll read about some of our recent successes, including an update on campus-wide suicide prevention, and the successes of our undergraduate and graduate students.

In addition to these updates, it is with mixed emotions that I announce that Assistant Director Noel Card will be leaving the Institute and University of Arizona to be Associate Professor of Educational Psychology at the University of Connecticut. Dr. Card began his academic career here in 2006, and has become a leading developmental methodologist. He won the prestigious Society for Research in Child Development Early Research Contributions Award, and was elected to the Society of Multivariate Experimental Psychology and as a Fellow of the American Psychological Association, Division 5 (Evaluation, Measurement, and Statistics). Dr. Card has served as Assistant Director of the Institute since fall 2012. Dr. Card will be greatly missed: I hope you will join me in wishing him the best in the next phases of his academic career.

As we look to the fall, several big activities are taking place: the search for the permanent director of the Norton School; multiple new research and outreach projects; and the preparation for the celebration of the Norton School’s 10th anniversary this fall. Family Studies and Human Development Alumni Scott Keonig (’03, ’09) recently made a pledge in honor of his internship experiences through the Institute: Thank you Scott! Please consider joining Scott in making a gift to honor the 10th anniversary of the School, and the work of the Institute.

Very best regards,

Stephen T. Russell

Student Research Presented at Society for Research on Adolescence Conference

Alysha Ramirez

I am a fourth year graduate student in Family Studies and Human Development working with Dr. Noel Card. My main research interests include social cognitive processes, aggression and victimization and extracurricular activity participation during adolescence. I attended SRA 2014 to present a poster entitled “Activity benefits for a Diverse Sample.” Presenting at SRA is an excellent chance to receive feedback from prestigious scholars on your work and to network with those that have the same research interests. It is also a great chance to be able to meet with researchers from across the globe.

Diana Jill Meter

As a graduate student at SRA in Austin, I had the opportunity to present my current research on defenders of victims of peer victimization. The first presentation was a poster, co-authored by Dr. Noel Card and Alysha Ramirez, that presented results about whether being a connector between peers who do not like each other, or being in the network position to defend, is a predictor of defending.

I also presented a paper co-authored by Dr. Noel Card in a symposium organized by Dr. Deborah Casper about the effects of received defending on victims’ adjustment. Research on defending is important in light of efforts to decrease bullying and victimization that include encouraging bystanders to stand up for peer victims.
Norton Graduate Students Head for Summer Institute, Internship

**Amanda Pollitt**

The Summer Institute in LGBT Population Health is an exceptional opportunity for me to deepen my understanding of the health of LGBT people as well as refine my statistical skills. Dr. Russell’s support was instrumental to my attendance and I do not believe I would have been selected to attend without the excellent education I’ve received from the Norton school. For my master’s thesis, which I completed this spring, I used the framework of Life Course Theory to understand how heteronormativity influences bisexual adolescent’s beliefs about marriage and having children and how this in turn predicts mental health outcomes.

**Jennifer Hoenig**

This summer I will be packing my bags and spending a summer in the Big Apple! The New York City Department of Health and Mental Hygiene sponsors the Health Research Training Program (HRTP), a program that matches students with mentors and projects within one of the Health Department’s many divisions. I was matched with the Department of Mental Health and will spend my summer honing my analytic data management skills. In addition, I am encouraged to attend the many seminars and workshops that the HRTP program hosts such as grant writing, GIS training, and public health evaluation. I look forward to sharing my experiences with the Norton School when I return in August.

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Student Researchers attend Society for Research in Child Development

**Henry Gonzalez**

As a developmental scientist, it is important to gain insight into the work of policy makers and practitioners, especially in an era where having a proficient understanding of how science meets practice and policy is essential. The 2014 SRCD Themed Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice in Alexandria, Va., included approximately 225 attendees. The goal of this conference was to facilitate interaction among academics, policymakers, and practitioners. For instance, the roundtable with federal policymakers focused on the day-to-day functions of lawmakers. A member of the House of Representatives provided a detailed account of the influence research has on his policy decisions. The workshops offered to graduate students were particularly helpful and informative, especially an invited panel on career paths in policy research, and a workshop teaching concrete techniques for translating research to journalists, policymakers, and practitioners. The presentations from keynote speakers, including Dr. Jack Shonkoff from Harvard University, provided great insight on the future directions of developmental science as a field, and concrete recommendations for policy and practice-relevant research. This meeting also provided an excellent opportunity to present and receive feedback from conference attendees on a research poster I co-authored with other Norton School researchers. In sum, this was an invaluable meeting for me, as my goal is to conduct policy- and practice-relevant research promoting child and family wellbeing.

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Project Lifeline Offering Support to UA Students

continued from page 1

about mental health (e.g. warning signs, myths) and on-campus, local, and national mental health resources with the content UA students would regularly receive in their courses.

For example, the architecture module cites architect and MIT professor Nader Tehrani who develops suicide barriers on bridges. Tehrani has stated “architecture engages cultural problems,” with one such problem being the use of bridges in suicide attempts.

Dr. Muraco states, “If Project Lifeline helps even one student than we’ve been successful.”

All curriculum modules can be accessed at [www.prevent-suicide.arizona.edu](http://www.prevent-suicide.arizona.edu) under Classroom Resources.
Undergraduate Students Gain Experience and FSHD Education through the Internship and Practicum Program

Our Internship and Practicum program connects students with community sites in the areas of nonprofit, education, healthcare, and government. The program gives students a unique hands-on learning experience and opportunity to apply their coursework to real-world settings.

Students signed up to give 16,425 hours to the community and many students completed more than the required number of hours. In fact, our students gave an additional 3,091.5 hours of their time to their sites. That is over 813 days’ worth of service learning time! In dollar value, students contributed over $152,000 in work to support our community.

Our students made meaningful and lasting connections with our community partners by working with a variety of populations in a number of different ways. This year our FSHD interns worked with refugees, children with serious or life-threatening illness, military families, children and families coping with a death of a loved one, divorce, weekend camp getaways for children from low SES schools, girls high school basketball, teen pregnancy, high-school college transition programs, animal therapy, children’s shelters, arts and crafts, and on the high seas as a children’s activities director!

Not only have our students made an impact on the communities they serve, but they have also made positive impressions on their sites and supervisors. As a result of excellent work at their sites, our students have been able to attain strong letters of recommendation for job and graduate school applications, as well as job offers at their sites. The accomplishments made by our student interns in the community have helped in strengthening families, communities, and the marketplace in Arizona and beyond!