



ECPN Connections

The newsletter of the Early Career Preventionists Network

of the Society for Prevention Research

preventionresearch.org/ecpn-mission/

VOLUME 7 ISSUE 1

WINTER 2014

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Thanks to those who contributed to this newsletter, especially the Newsletter Committee (in alphabetical order):

Paula Adams, MeLisa Creamer, Katrina Debnam, Natalie Golaszewski
Thanks to our contributors: Jessica Duncan Cance, Kelly Rulison, and Marie-Hélène Véronneau

A Note from the Steering Committee Chair

Greetings from ECPN!

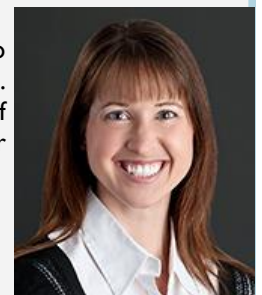
I am honored and humbled to be writing you as the newest Chair of the ECPN Steering Committee. The role of this committee is to carry out the ECPN mission “to link individuals who are interested in prevention science and to foster the development of early career preventionists.” My goal over the next two years is to follow the excellent example set by Keryn Pasch, our outgoing Chair, and channel the energy, passion, and creativity of our committee to best serve all of you.

This issue of the newsletter highlights many of the activities of the Steering Committee that occurred during the SPR Annual Meeting. One of the central tasks is to develop and organize the three ECPN-sponsored sessions. The ECPN Luncheon provided insider information about the NIH grant review process, and the two symposia focused on budget creation/management and the facets of successful collaboration. I encourage you to read the valuable insights highlighted in this issue! The ECPN Student Poster Contest was again a rousing success – one of my favorite tasks as Chair-Elect that I will miss was reviewing the submissions and meeting the contestants. As you will see, these students are just one example of the exemplary membership of ECPN. Our highlighted ECPN member and new Chair-Elect, Marie-Hélène Véronneau, is another example. Not only is she conducting important research on adolescent well-being, she has been an active member of ECPN for years and I’m thrilled that we will be working closely together over the next two years. Finally, this issue contains many of the recent research accomplishments of ECPN members. We know that there are many more accomplishments that could be shared, so when you have news or want to share the news of your colleagues, don’t be shy!

One of the promises I made when I was elected Chair was to find ways to increase the involvement of early career preventionists in ECPN and SPR. Please contact me, or any of the members of the ECPN Steering Committee, if you have ideas, concerns, or suggestions on how we can improve our organization.

I wish you all success in your prevention efforts!

Jessica Duncan Cance, MPH, PhD



Jessica Duncan Cance

Mark your Calendars!

SPR 22nd Annual Meeting

Comprehensive and Coordinated Prevention Systems: Building Partnerships and Transcending Boundaries

May 27-30, 2014

Preconference Workshops

May 27, 2014

Hyatt Regency Washington on Capitol Hill
Washington, DC

Members of the ECPN Steering Committee

Paula Adams, Crystal Barksdale, Jessica Duncan Cance, Sarah Chilenski, Brittany Rhoades Cooper, MeLisa Creamer, Max Crowley, Katrina Debnam, Nadine Finigan, Diego Garcia-Huidobro, Natalie Golaszewski, Sarah Lindstrom Johnson, Adam J Milam, John Monopoli, Elise Pas, Keryn Pasch, Christina PSarah Racz, Jessie (Connell) Rudi, Kelly Rulison, Valerie Shapiro, Amanda Sisselman, Anna Talley, Jeff Temple, Nancy Trevino-Schafer, Marie-Hélène Véronneau, Julie Yao

News from ECPN Members

Recent Publications

- **Cooper, B. R.**, Bumbarger, B. K., & Moore, J. E. (in press). Sustaining evidence-based prevention programs: Correlates in a large-scale dissemination initiative. *Prevention Science*.
- Glowacz, F., **Véronneau, M.-H.**, Boët, S., & Born, M. (2013). Finding the roots of adolescent aggressive behaviour: A test of three developmental pathways. *International Journal of Behavioral Development*, 37(4), 319-331. doi: 10.1177/0165025413486418.
- **Kirby, J.N.**, & Sanders, M.R. (2013). The acceptability of parenting strategies for grandparents providing care to their grandchildren. *Prevention Science*. doi: 10.1007/s11121-013-0428-0.
- **Liao, Y.**, Huh, J., Huang, Z., Pentz, M. A., & Chou, C. P. (2013). Changes in friends' and parental influences on cigarette smoking from early through late adolescence. *Journal of Adolescent Health*, 53(1), 132-138.
- **Liao, Y.**, & Sussman, S. (2013). Drug abuse and mental health. In Shally-Jensen M (Ed.), *Mental Health Care Issues in America: An Encyclopedia* (pp. 209-223). Santa Barbara, California: ABC-CLIO.
- **Liu, W.** (2013) *The Adult Offending and School Dropout Nexus: A Life Course Analysis*. El Paso, TX: LFB Scholarly Publishing LLC.
- **Liu, W.**, Lee, G., Goldweber, A., Ialongo, N., Petras, H., Storr, C. and Martins, S. (2013) "Impulsivity trajectories and gambling in adolescence among urban male youth", *Addiction*, 108 (4):780-8.
- **Liu, W.**, Kuramoto, J., and Stuart, E. (2013) "An Introduction to Sensitivity Analysis for Unobserved Confounding in Nonexperimental Prevention Research", *Prevention Science*, 14(6): 570-80.
- **Liu, W.**, Lynn-Landsman, S., Petras, H., Masyn, K., and Ialongo, N. (2013) "The evaluation of two first grade preventive

interventions on childhood aggression and adolescent marijuana use: A latent transition longitudinal mixture model", *Prevention Science* 2013 14(3):206-17.

- **Shapiro, V. B.**, Oesterle, S., Abbott, R. D., Arthur, M. W., & Hawkins, J. D. (2013). Measuring dimensions of coalition functioning for effective and participatory community practice. *Social Work Research* doi: 10.1093/swr/svt028 .
- **Shapiro, V. B.**, Hawkins, J. D., Oesterle, S., Monahan, K. C., Brown, E. C., & Arthur, M. W. (2013). Variation in the Effect of Communities That Care on Community Adoption of a Scientific Approach to Prevention. *Journal of the Society for Social Work and Research*, 4 (3).
- **Smith, J. D.**, Dishion, T. J., Shaw, D. S., & Wilson, M. N. (2013). Indirect effects of fidelity to the Family Check-Up on changes in parenting and early childhood problem behaviors. *Journal of Consulting and Clinical Psychology*. Available ahead of print. doi: 10.1037/a0033950
- **Smith, J. D.**, Knoble, N., Zerr, A. A., Dishion, T. J., & Stormshak, E. A. (in press). Multicultural competence and the Family Check-Up: Indirect effect on adolescent antisocial behavior through family conflict. In A. Pina & N. Gonzales [Eds.], *The role of theory and culture in child and adolescent prevention science* [Special issue]. *Journal of Clinical Child & Adolescent Psychology*.
- **Wanless, S.B.**, Patton, C.S., Rimm-Kaufman, S.E., Deutsch, N.L. (2013). Setting-level influences on implementation of the *Responsive Classroom* approach. *Prevention Science*, 14, 40-51. doi: 10.1007/s11121-012-0294-1.
- **Wessels I**, Mikton C, Ward CL, Kilbane T, Alves R, Campello G, Dubowitz H, Hutchings J, Jones L, Lynch M, Madrid B. *Preventing violence: Evaluating outcomes of parenting programmes*. Geneva, Switzerland, World Health Organization, 2013.

Grants & New Positions

- **Dr. Jonathan Pettigrew**, assistant professor in the School of Communication Studies at the University of Tennessee, has been awarded \$399,771 to develop a customized drug and violence prevention program for 7th and 8th grade youth in Nicaragua, Central America. The two-year grant entitled, "Citizen security and demand reduction: Program development and implementation," is sponsored by the Bureau of International Narcotics and Law Enforcement Affairs through the Department of State. The grant will entail formative research, development of an infrastructure for delivering programming, curriculum adaptation and creation, and a quasi-experimental evaluation of program effects.
- **Dr. James Kirby** recently received his PhD in Clinical Psychology at the University of Queensland. He has accepted a position as a Research Fellow at the Parenting and Family Support Centre (PFSC).
- **Dr. Nadine M. Connell**, an Assistant Professor of Criminology at the University of Texas at Dallas, was recently awarded a three year renewable grant for up to \$240,000 from the Criminal Justice Division of the North Central Texas Office of the Governor to implement and evaluate developmentally appropriate brief interventions for the reduction of violence and substance use in 6th and 7th graders in inner-city Dallas.
- **Dr. Melissa Lippold** accepted a new position this fall, as an Assistant Professor in the School of Social Work at the University of North Carolina at Chapel Hill. Prior to this position she was a Postdoctoral Research Associate at Penn State.
- **Dr. Julie Nagoshi** has accepted an assistant professor position in the School of Social Work at the University of Texas at Arlington and has recently coauthored a book in October 2013 with Drs. Craig Nagoshi and Stephan/ie Brzuzy called *Gender and sexual identity: Transcending feminist and queer theories*.

ECPN Awards

Each year at the Annual Meeting, ECPN awards the *Friend of ECPN Award* and the *ECPN John B. Reid Early Career Award* to two members of SPR.

The *Friend of ECPN Award* is presented to a mid-career or senior preventionist who has supported and encouraged early career prevention scientists or issues. Persons who receive the *Friend of ECPN Award* have actively supported early career activities through helping the ECPN organization or encouraging the early career preventionists in their work.



Dr. Brian Flay

In 2013, the ***Friend of ECPN Award*** was presented to **Dr. Brian Flay**. Dr. Flay has been an outstanding mentor and friend to numerous students, post-docs, and junior prevention scientists. His influence, advice, and support have significantly impacted students and

early career professionals advance their scholarship in the field of prevention.

The *ECPN John B. Reid Early Career Award* is given in recognition of a person early in his or her career in prevention who has shown commitment to prevention science through outstanding contributions to research policy, or practice.

The ECPN John B. Reid Early Career Award was presented to Dr. Jeffrey Temple. He constantly is striving to become a better researcher, and he has been dedicated to learning about intervention development and research methodologies to evaluate and test interventions.



Dr. Jeffrey Temple

Please look for the ECPN 2014 Awards Call for Nominations in January 2014. If you know of someone who would be a good candidate for either of these awards, please contact Crystal Barksdale: crystal.barksdale@gmail.com

The ECPN Steering Committee is working hard behind the scenes. Students, postdocs, new faculty members and new researchers collaborate on a variety of projects (like this newsletter and ECPN-sponsored presentations at the annual meeting). **In this issue, we highlight the contribution of an early career professional who has proved to be a valuable member of our network.**

Meet Marie-Hélène Véronneau



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Marie-Hélène Véronneau, PhD, is Assistant Professor at the Department of Psychology, University of Québec at Montréal, since 2011. She joined SPR in 2008 and has attended the SPR meeting on a regular basis since then, with a particular interest for emerging research on prevention programs that

facilitate positive youth development. Factors promoting adolescents' school success and persistence have been central to her research interests since her graduate studies in psychology at the University of Montreal, where she completed her doctorate in 2007. Along with her graduate and undergraduate students, she is currently conducting a study supported by Québec's Research Funds (FRQSC and FRQS) to document adolescents' experiences with their peers, parents, and teachers. Her goal is to understand how these social influences interact to predict adolescents' mental health and

academic success. During her postdoctoral training at the University of Oregon Child and Family Center, she collaborated on many studies looking at the etiology and prevention of substance use and other adjustment issues from adolescence to adulthood. She is now leading an NIH-funded secondary data analysis project that allows her to maintain this collaboration. Beside her research and teaching activities, Marie-Hélène also has contributed to ECPN in several ways since she became a member of the steering committee in 2009. She has been especially involved in the newsletter, the student poster contest, and the planning of several ECPN-sponsored sessions that have taken place at the SPR annual meetings. Since her election as the future chair of ECPN (2015–2017), she supports the current chair, Jessica Cance, in the coordination of the many activities organized by ECPN members. She is eager to meet other ECPN members in person at the SPR meeting and to welcome future members who are interested in creating lasting connections with their fellow early-career prevention scientists.

Congratulations to the 2013 Student Poster Contest Winners

Contest Winners

Bo Kyung Elizabeth Kim: *Exploring Protective Factors: Did Communities That Care Make a Difference?*

Ms. Kim is a PhD candidate in the School of Social Welfare at the University of Washington. Her research focuses on identifying factors that lead to healthy youth development and examining community-based delinquency prevention strategies – both before and after juvenile justice system involvement. In the past 2 years, she worked with the Social Development Research Group examining the effects of the Communities That Care prevention system on youth protective factors. In her dissertation, Ms. Kim is building on this work and examining the role of protective factors in youth outcomes across development and the effect of Communities That Care over time.



Erin Mathis: *Parenting and School Readiness: Associations From Pre-Kindergarten and Kindergarten Years*

Erin is a doctoral student in the Child Clinical Psychology program at The Pennsylvania State University and a TIES Fellow of the Institute of Education Sciences (IES). Her research focuses on the transactional relationship between parenting behaviors (e.g. warmth-support, directive-control, learning support) and children's development of self-regulatory control (e.g. emotion regulation, attention control). Ms. Mathis is also interested in the process by which school readiness home-visiting programs improve children's academic and social-emotional skills. She is currently working on a project with Dr. Karen Bierman investigating how parent's initial level of warm-support affected their children's literacy skill development during a school readiness home visiting program, Head Start REDI-Parent.



Jiangxiu Zhou, *Handling Missing Data in Clustered Randomized Trials: A Demonstration of Multiple Imputation With PAN Through SAS*

Jiangxiu Zhou is a graduate student at The Pennsylvania State University in the Behavioral Health Curriculum.

Honorable Mentions

Keng Lam: *Early ART or PrEP? A Comparative Analysis of Effectiveness and Cost of HIV Prevention Through Antiretroviral Drugs*

Keng Lam just graduated from UC Berkeley in May 2013 with an undergraduate degree of Public Health and a minor in Public Policy. His research interest was HIV prevention using antiretroviral drugs, and his work involved comparing early ART (antiretroviral therapy) with PrEP (pre-exposure prophylaxis). With the help of his UCSF faculty mentor, George Rutherford, he conducted literature reviews and meta-analysis to construct mathematical models to study each HIV prevention method. He also performed cost-effective analysis to compare the impact of each prevention strategy. Keng describes his research experience as wonderful, and thanks his faculty mentor and the Haas Scholars Program; he plans to continue doing research while attending medical school, in Fall 2014.



Diego Garcia-Huidobro: *Participants' Satisfaction with an Immigrant Family-Skills Building Program to Prevent Tobacco and Substance Use in Latino Youth*

Dr. Garcia-Huidobro is a family physician pursuing a second doctoral degree in Family Social Science with a minor in Epidemiology at the University of Minnesota. He received his medical training and specialty at Pontificia Universidad Catolica de Chile (2006, 2009), where he collaborated developing and evaluating a family-centered healthcare delivery system. Currently, he works as a Research Associate at the University of Minnesota Department of Family Medicine and Community Health, where he conducts transdisciplinary community-based participatory translational research. His investigations focus on how family and other psychosocial factors influence health outcomes, and how family interventions could promote healthier behaviors to prevent chronic and mental illnesses. More recently, he is examining the role of different family members affecting smoking initiation among Latino youth and how program implementation affects outcomes. He has received national and international funding, his work has been recognized at national and international scientific conferences, and his studies have been published in several academic journals, including *Family Medicine*, *Family Practice*, and the *British Journal of General Practice*.



Robin Petering: *A Two-Way Street: Cyberbullying Among Urban Middle School Students*

Robin Petering is currently a Ph.D. student at the USC School of Social Work. Ms. Petering holds a Masters in Social Work from the University of California, Los Angeles. Her current research interests include adolescent intimate partner violence, youth homelessness, the intersection of intimate partner violence and community violence, policy advocacy and analysis, and geographic information system (GIS) mapping. She is currently working as a research assistant on an NIMH-funded longitudinal research project examining the social networks and risk behavior of homeless youth in Los Angeles.



ECPN Sessions at the Spring 2013 Annual Meeting

HOW TO EFFECTIVELY MANAGE YOUR FUNDS AND BUDGET

Planning and managing research funds is no easy task for researchers at all levels. Most graduate programs offer very little training in those skills, so this task may be especially challenging at the beginning of one's career. The goal of this session was to have mid-career and senior prevention scientists share a few tricks with early career preventionists to help them get their budget in order, both before and during the completion of the research project. Here are the key points that came out of the session.

How to get started?

Jeff Temple, PhD, University of Texas Medical Branch:

Think through your whole project, step by step. What are the specific things that need to be done? How much are they going to cost? Use this information to write a budget. Show it to a mentor and/or a program officer from the funding agency to which you will send your grant proposal and ask them: What did I do wrong? Their criticisms will be invaluable.

Brenda Miller, PhD, Prevention Research Center/PIRE: When planning for your staff's time and salary, first make a realistic estimate... and then triple your estimation! Plan on hiring research staff with the right skill level: a lower hourly rate may be more costly if the employee does not know how to do the work efficiently. When you give subcontracts, be very clear about the expected tasks and timeline. Ask a lot of questions to knowledgeable staff at your

institution or funding agency.

Maureen Reynolds, PhD, University of Pittsburgh: If working within a large research center, take advantage of specialized staff to help in your planning (e.g., grants management person, budget manager). Ask them what costs are covered by the university or research center, and make sure to budget for uncovered, allowable costs in your budget.

How to keep track of expenses and how to deal with the unexpected?

Brenda Miller: Take the time to review your budget on a regular basis (e.g., monthly) and ask feedback from your budget manager if you have one. This way, you can constantly adjust to unexpected expenses (to or unexpected savings!).

Jeff Temple: Foundation money can be a good source of complementary funding when budget cuts from the funding agency makes it hard to carry on your project.

Maureen Reynolds: NIH provides in-person training and online webinars in grants management: <http://grants.nih.gov/grants/seminars.htm>. You may receive updated information through their listserv.

A final word from the panelists... Reach out to people who want you to succeed to ask for their support.

PEAKING BEHIND THE DOORS OF THE NIH GRANT REVIEW PROCESS 2.0

This year's ECPN Luncheon was huge success! The session focused on the NIH Grant Review Process and included panelists from NIH (Belinda Sims, PhD, National Institute of Drug Abuse) and senior investigators (Guillermo Prado, PhD, Miami University; Karl Hill, PhD, University of Washington; and Linda Collins, PhD, The Pennsylvania State University) with years of experience on review panels. Belinda Sims began the luncheon with a thorough and instructive overview of the NIH review process and distributed materials about all available NIH mechanisms to audience members with a particular focus on early career investigators. Next, attendees were given the opportunity to read the specific aims for 3 mock grant proposals and rate them using the NIH criteria. Then, the panelists weighed in with their ratings. The panel discussed the strengths and weaknesses of each proposal and why certain scores were given. The session provided insight into what actually happens when your grant goes to committee and the types of questions that are asked and conversations that occur.

The committee "would particularly like to thank our study section panelists, Linda Collins, Willy Prado and Karl Hill, as well as Belinda Sims for her informative overview of the NIH review process!"

We would love to hear from you!

If you have comments or ideas about the newsletter, or if you would like to share good news (publications, grants, new position), contact MeLisa Creamer at: melisa.r.creamer@uth.tmc.edu. The next issue of the newsletter will come out in Spring 2014, a few weeks before the annual meeting.

Spring 2013 Annual Meeting (continued)

THE 3Cs OF SUCCESSFUL EARLY CAREER COLLABORATIONS: CO-INVESTIGATING, CO-AUTHORING, AND CONSULTING

Collaboration is critical for the success of early career prevention scientists. It allows us to work with people who have different skill sets, gain new perspectives, tackle interdisciplinary research questions, and work with more senior colleagues who can teach us the tricks of the trade. It also allows us to establish our independence by identifying other early-career colleagues with whom we might begin to establish long-term professional relationships. Yet as a panel of three successful mid-career prevention scientists reminded us at this year's SPR meeting in San Francisco, collaboration in any form is not without its challenges. Below are some of the suggestions that they had for early career prevention scientists in the audience:

- Establishing new collaborative ties:
 - Don't walk away from your old collaborations.
 - View your program officers at NIH or other funding agencies as collaborators.
 - Collaborate with your peers, not just senior mentors .
 - Do your research: Find out who is publishing at your institution and surrounding institutions and who has money, then determine what you can bring to a relationship. Then ask the person to go to coffee and pitch ideas about how you could work together.
 - Join interdisciplinary research groups to network with others.
 - Communicate what you know and what you need
 - Seek out people that you like to work with – this will bring energy to your work.
- Determining when to say “no”
 - Say yes often, but cut ties early if they aren't working out.
 - If you have to cut ties or say no to a project, suggest alternatives or explain that you no longer have the time to commit to that particular project .
 - Ask yourself: Can I do it and do I want to do it?
 - Protect your time – learn to say no. Reframe the question as when should you say yes rather

than when to say no. Only say yes if something will advance your own goals.

- Determining what your time is worth
 - Stay away from projects that will not translate into lines on your CV. At the end of the day, you might get some money for consulting, but that won't help when you go up for tenure or seek a job. One compromise is to ask for co-authorship rather than money.
 - If you decide to consult, ask for no less than \$500 / day which is the going rate at NIH.
 - Be clear up front how much time and what you can commit to doing before a grant gets funded.
 - If you are invited to be a co-investigator, translate your percent effort into hours per week. For example, 20% effort = 20 hrs/week.

A special thanks to our panel members – Stephanie Lanza, PhD, The Pennsylvania State University, The Methodology Center; Mildred Maldonado-Molina, PhD, University of Florida, Institute for Child Health Policy; and David Wyrick, PhD, University of North Carolina at Greensboro, Public Health Education – for sharing their ideas at this session!



From left to right: Kelly L. Rulison, Stephanie Lanza, David Wyrick, and Mildred Maldonado-Molina

JOB AND TRAINING OPPORTUNITIES

- **Psychology and Medicine: Translational Research on Stress, Behavior and Disease**

This NIMH-funded postdoctoral program trains researchers to link basic psychological theories and research to preventing and ameliorating disease. There are two areas, and cross-cutting both areas is a consideration of disparities in mental and physical illness and the mechanisms by which they occur. The two areas are: (1) *Health-risking behavior*: Fellows in this area focus on developing and applying theories of risk perception, social learning, cognitive development, and risk-taking to understand and modify health-risk behaviors. (2) *Stress, emotion, depression, and psychobiology*: Fellows in this area focus on theories of emotion, stress, and cognitive processes as they relate to changes in neurobiology and behavior. Applications will be due on **February 3, 2014**.

Details can be found on our website: http://healthpsych.ucsf.edu/health_psychology/pd_program.html

- **Learning Sciences and STEM - Tenure Track/Tenured Open Rank**

The Graduate School of Education at Rutgers University is seeking to hire an outstanding scholar in the learning sciences with a research focus in one of the STEM fields. The GSE has a core group of faculty who work within the field of the learning sciences who are looking to broaden and expand this expertise. We are seeking a scholar who has demonstrated significant accomplishment via publications and funding and who will be able to establish an independent research agenda within a highly collaborative environment. Therefore, the position is open to individuals of all ranks, including assistant professors with an established record of accomplishment. We are seeking individuals who have deep understanding of design and have strong classroom-based research experience. The specific substantive area of interest is open. The successful candidate will be able to provide evidence of teaching ability and will be expected to teach courses for masters and doctoral level students, and may also teach occasional undergraduate courses. In addition, the candidate should provide evidence of having successful collaborations with students and with other colleagues within and/or across institutions. The candidate must have an earned doctorate in a relevant field. Our School and University are especially interested in applications from individuals who are members of groups that have been and still are underrepresented in university faculty positions.

Apply electronically at learning.sciences.search@gse.rutgers.edu. Your application should include the following materials: (1) cover letter summarizing qualifications; (2) current curriculum vitae; (3) teaching and research statement; (4) at least one, but not more than three, published or unpublished papers; and (5) names, addresses, phone numbers and email addresses of three individuals who may be contacted as references. Questions regarding this position should be emailed to Dr. Drew Gitomer, Learning Sciences Search Committee at drew.gitomer@gse.rutgers.edu.

- **Assistant Professor, Research Methods: The College of Education and Human Services at West Virginia University** (WVU) seeks applications for a nine-month, tenure track Assistant Professor of Research Methods position with a start date of August 16, 2014.

Application Process: Consideration of applicants for this tenure-track, nine-month appointment will begin immediately and continue until a hiring decision is made. Applicants should submit a letter of interest outlining professional experiences and goals in relation to the position; curriculum vita; and the names, addresses, phone numbers, and email addresses of at least three professional references. Application materials should be sent by email to rosie.hriblan@mail.wvu.edu or by mail to Rosemary Hriblan, College of Education and Human Services, West Virginia University, P.O. Box 6122, Morgantown, WV 26506-6122. Please direct questions about the position to Dr. M Cecil Smith, Associate Dean for Research and Research Methods Search Committee Chair, email: mcecil.smith@mail.wvu.edu.

- **Assistant/Associate Professor in Early Childhood**

The Department of Education in the Graduate School of Education & Information Studies at the University of California, Los Angeles announces an opening for a tenure-track position in Early Childhood Development and Education. The successful candidate must have a program of applied developmental research on early childhood that is relevant to educational and other settings. Although the specific area of research is open, we are particularly interested in candidates who are engaged in developmental research on one or more of the following topics: • school readiness and the transition to elementary school, including children at risk for academic problems across this transition • early learning environments, both in the home and in child care settings • social-emotional, behavioral, or cognitive development in early childhood • the intersection between mind, brain, behavior, and learning • early childhood education policy, intervention, and/or effectiveness research Preference will be given to candidates who are studying young children in urban settings and in ethnic minority and/or immigrant families, or families affected by disabilities. To apply, go to <http://services.gseis.ucla.edu/job-board/faculty/assistant-associate-professor-in-early-childhood>.

- **Two Post-Doctoral Fellowships available in Tobacco Regulatory Science**

The new Tobacco Center for Regulatory Science on Youth and Young Adults at the University of Texas School of Public Health, Austin Regional Campus, funded by the NIH and FDA, seeks two post-doctoral level fellows to join their traineeship program. These post-doctoral fellows will be selected for a 12-month fellowship beginning fall of 2014, with an opportunity for renewal up to 36 consecutive months. For more information, including details on how to apply and eligibility criteria, contact Kacey Hanson, Project Coordinator at Kacey.A.Hanson@uth.tmc.edu