

Child Trauma Research Group
Dr. Allison Briscoe-Smith
E-mail: abriscoe@pgsp.edu

Description:

Child Trauma lab is dedicated to studying children in both normative and pathological contexts. The child trauma project is dedicated to better articulating the sequelae of trauma for children. A large data set (1200 children) collected in the past year from Alameda county foster children (ages 0-18) is available for analysis. That data includes information on child trauma history, mental health diagnosis, mental health risk and program data of a brief intervention. How to enter data, manage and create large databases will be some of the skills learned on this project. In addition to having available data sets, students in this lab will be mentored in the creation of their own data should they choose. All students will learn about normative and pathological child development, and the impact of trauma on child development.

Meetings:

- Bi-Weekly meetings will be held for an hour and a half. The meetings will include didactic material presented in seminar format, instruction on research methods, project management and student presentations

Lab expectations:

- attendance to lab meetings
 - one unexcused absence will lead to dismissal from the lab
 - likewise more than 3 excused absences from lab may lead to dismissal from the lab
- reading of suggested materials
- literature reviews
- development of a individual project *(see further description below)
- data entry
- a minimum of 3 hours of weekly participation is required (this includes the meeting)
 - students are required to log their time weekly and turn in to the supervisor

Data available:

- Child Trauma Project:
 - Data on 1200 children who entered into Alameda county foster care between Sept 1 2005-Sept 2006
 - Basic demographic data children aged 0-18
 - Prior trauma history
 - Mental health risk assessment
 - Diagnostic data
 - Description of service provided
 - Placement information

Individual projects:

- Dr. Briscoe-Smith has several designated projects with which the lab as a whole will be responsible for undertaking and helping with, however students are

encouraged to develop their own projects which may include secondary analysis of the existing data or new data collection

- Students are encouraged to complete a poster through the lab
- Students are also encouraged to conduct a literature review as well
- Students who are in the lab for more than one year are encouraged to submit a paper for publication, co-author papers and may be given opportunities to review papers as well

Mentorship model/rewards:

I use an advocacy/empowerment model in my mentoring. I am interested in helping students achieve their professional goals through research. While the above expectations outline the minimum required for participation, I expect that lab members will take advantage of the opportunity to learn about and create innovative knowledge to help those in need. In return for eager, professional and high quality involvement in this lab students will learn more about the field, learn how to create and manage their own independent research, learn how to integrate research into practice and they will receive mentoring to help them through their career.

Openings: 1-2 new members may join a new section of the group in September 2009. Students who have an identified professional interest in child clinical psychology are primarily encouraged to apply.

Apply: Interested students are asked to submit the following items to Dr. Briscoe-Smith by 5pm Friday, April 10, 2009.

1. Curriculum Vitae
2. Brief (less than one page) statement of interest in the CTCD lab, research interest and professional development goals

Notification: Applications will be reviewed within the week received and meeting will be scheduled for potential lab members. Members will be notified of their acceptance at 10am on Monday, May 11, 2009.