

A PUBLICATION  
OF THE AAIDD  
AD HOC  
COMMITTEE ON  
STUDENT /  
JUNIOR MEMBER  
RECRUITMENT

**SPECIAL  
POINTS OF  
INTEREST:**

- Upcoming AAIDD Annual Meeting (pg. 1)
- Student Research Highlight featuring Shelley Watson (pg. 2)

**INSIDE THIS  
ISSUE:**

Post-doc opportunity	2
Getting Involved in SJMRR	2
Summary from last teleconference	3
Details for upcoming teleconference	3
Student Research Highlight	4
Question Corner	4
Joining AAIDD	5
Contact Us	5

# AAIDD Student and Young Professionals Newsletter

VOLUME 1, ISSUE 2

JANUARY, 2008

## Welcome to the 2nd Issue of the AAIDD Student and Young Professional Newsletter!

This newsletter focuses on connecting and sharing information with students and young professionals in the field of intellectual and developmental disabilities (IDD). We hope you find this newsletter to be a useful resource and we invite you to get in-

involved in the many ongoing activities of SJMRR committee. Please contact SJMRR Committee Co-Chair Cameron Neece ([cneece@ucla.edu](mailto:cneece@ucla.edu)) if you have any questions or are interested in joining this active committee. We look forward to hearing from you!



*Knowledge Support Empowerment*

## AAIDD Annual Meeting: Save the Date May 28-30th 2008

The 2008 AAIDD Annual Meeting is fast approaching! The meeting will be held May 28<sup>th</sup> - 29<sup>th</sup>, 2008 in Washington DC. The theme of the meeting is The New Professional: Leadership in Science, Practice, Policy, and Advocacy. At the meeting there is going to be a special focus on welcoming, supporting, and including early career professionals. We invite you to attend and take advantage of this opportunity to network with established and emerging leaders in the field as well as have a voice in establishing the vision for the new professional and the future of the field.

Students and young professionals are encouraged to submit poster presentations for the Annual Meeting; the deadline for submitting proposals for poster sessions is January 10<sup>th</sup>,

2008. We hope that you considered submitting a proposal! For the second year, the AAIDD Student Scholarship will be awarded to two students to support their attendance at the conference. For individuals that self-identify as students and request to be considered for the scholarship, their submissions, if they are accepted by the conference committee, will be reviewed by a panel of established scholars who will select the top two submissions. These students will then receive funds to attend the conference as well as be recognized during the Annual Meeting.

The conference is going to be organized into four special Plenary Sessions each followed by several breakout sessions that cover the plenary topic in greater detail. Each of the breakout sessions will have a panel of

presenters representing diverse perspectives and will include an early career professional. There will also be a special focus on promoting attendance and networking at the Poster Session, as it is anticipated that a number of early career professionals will be presenting their research in this forum. There will also be formal and informal networking activities organized by AAIDD and the Student/Junior Member Recruitment and Retention Committee. If you have any ideas on how AAIDD can support early career professionals at the Annual Meeting or would like to be involved in developing and organizing activities, please feel free to contact with Karrie Shogren ([shogren@mail.utexas.edu](mailto:shogren@mail.utexas.edu)).

## Research and Training Opportunities in IDD

Each month we will highlight a research or training opportunity in the intellectual and developmental (IDD) field. This month we are highlighting postdoctoral position at MukiBaum Treatment Centres.

MukiBaum Treatment Centres for Children and Adults with Complex Disabilities is seeking a candidate for a senior position in the research department. The applicant will have interest and knowledge in the field of intellectual, complex disabilities and at least some knowledge and interest in some of the research areas MukiBaum is interested in.

MukiBaum's research interests are in the areas of Quality of Life, Family Quality of Life, sensory processing impairments and rehabilitation, expressive arts therapy, environmental affects on individuals with autism and other complex disabilities, Dual Diagnosis, and art education to this population.

Ideally, the candidate will have completed a PhD in the field, however, extensive experience at a Master's level will also be considered.

The candidate should demonstrate a depth of knowledge and understanding to promote the development of new knowledge within the field and within MukiBaum's research interests. The goals of this position are:

1. to help develop new ideas, approaches and lines of investigation or activity supportive of the MukiBaum research strategy and areas of interest;
2. to plan and execute research projects in the field of complex disabilities (including program evaluation, QOL and FQOL research and clinical research);
3. to supervise university placement students, and to assist in securing research funding from granting organizations.

The successful applicant must have research experience in both qualitative and quantitative disciplines. The candidate should have comfort with and knowledge of statistical analyses and experimental design as well as knowledge in qualitative methodologies. The successful candidate must have ability to work independently and as a part of a team.

Interested candidates should send their resumes and a cover letter to Dr. Nehama Baum, Executive Director. Her email address is: [Nehama@mukibaum.com](mailto:Nehama@mukibaum.com). For more information about MukiBaum please visit our website at: [www.mukibaum.com](http://www.mukibaum.com)



## Get Involved and Pump Up that Vita: We need you on the AAIDD Student and Junior Member Committee!

Are you looking for ways enhance your vita? The SJMRR Committee is looking for a few students and/or junior members who are interested contributing to AAIDD in the following ways:

**Coordinator for the Guide Program.** This person will conduct matches between AAIDD Fellows/Guides and students/junior members. This person will also oversee outreach efforts to AAIDD Fellows and students/junior members to help grow the initiative. Expected time commitment: 1 hour per month for SJMRR Committee meetings. Ap-

proximately 1-3 hours per month on coordination activities.

**Teleconference Planning Team Members.** These individuals will work with the teleconference coordinator to identify student/junior member focused topics, select teleconference dates, write pieces for AAIDD's FYI, and provide updates to YP Page coordinators. Expected time commitment: 1 hour per month for teleconference committee meetings. Approximately 1 hour per month on the above listed activities.

If you are interested in either of these positions or want more information on how you can get involved in the SJMRR committee please contact SJMRR Co-Chair **Loui Lord Nelson at** ([lordnelson@raiseinc.com](mailto:lordnelson@raiseinc.com)).



## Summary of NIH Grant Application Teleconference

As a follow-up to our last teleconference on NIH grant funding presented by Dr. Brett Miller at NICHD, we would like to share a few important themes from his presentation.

### Funding

- Graduate Students:
  - (1) F31 Ruth L. Kirsstein National Research Service Award- Pre-Doc
  - (2) F32 Ruth L. Kirsstein National Research Service Award- Post-Doc
- Early Career Award
  - (1) R03 Small Grant Program
  - (2) R15 Academic Research
  - (3) K01 Mentored Research Scientist Development Award
  - (4) K08 Clinical Research Scientist Development Award
  - (5) K23 Mentored Patient Oriented Research Career Development Award

### Assistance from a Program Director:

- Makes sure your research is in line with the topical interests of the NIH institute.
- Answers questions about a specific program announcement or RFA (request for an application).
- Provides assistance on process and other issues

### Preparing an Application

- Write clearly and concisely
- Provide sufficient detail on the design and analysis
- If available, provide preliminary data that supports your proposal submission
- Prior to submission, get feedback on your proposal from 1 person with expertise in your area and one person outside of your area.

### E Submission Tips

- Work early with your sponsored research office
- Don't download application materials too early as they are updated semi-regularly
- If resubmitting, be sure to check your version number otherwise you will be rejected.
- Before downloading the packet, register your email to receive notifications of changes to the packet.

### Key Determinants of Award Selection

- Scientific merit
- Program considerations
- Availability of funds

### Scoring Considerations and Revisions

- Lower scores are better.
- Three strikes and your out
- For revision, submit a detailed outline of your responses to questions/concerns raised by the reviewer(s).

To view the full PowerPoint presentation from which this summary was created, visit the AAIDD Young Professionals page at <http://198.173.81.239/YP/index.shtml>

## AAIDD Early Career Development Teleconference Series

### Upcoming Teleconference: Job Application Process

The AAIDD Ad Hoc Committee on Student / Junior Member Recruitment and Retention (SJMRR) is offering an Early Career Development Teleconference Series on topics relevant to students and young professionals in the field of intellectual and developmental disabilities. Teleconference speakers are nationally recognized experts in the intellectual and developmental disability field. Recent topics have included: authorship issues, writing for publication, and the grant application process.

ries will be held on **February 6, 2006**, at **2:00 pm EST**. Mark O'Reilly, Ph.D. and Laura Lee McIntyre, Ph.D. will present tips on job talks, interviewing, and how to be successful in the academic job market. Dr. O'Reilly is Professor of Special Education at The University of Texas at Austin. He has chaired several faculty search committees and will share his perspective on effective application and interviewing strategies. Dr. McIntyre is an assistant professor at Syracuse Univer-

sity and will provide an applicant's perspective on the job application process.

All teleconferences are free and open to AAIDD members and non-members. If you would like to attend, please email Main Wang at [mwang@education.ucsb.edu](mailto:mwang@education.ucsb.edu).

The next teleconference in the se-

## Student Research Highlight: Family Experience of Differential Diagnosis when a Child has a Developmental Disability.

Shelley Watson, Ph.D., University of Alberta, Edmonton, Alberta, Canada

My dissertation looked at parents' experiences of the diagnostic process when a child has a developmental disability. Dykens and Hodapp (2001) have discussed how different diagnoses are associated with specific behavioural and developmental outcomes, but each of these disabilities also affects families in unique ways. Furthermore, specific diagnoses are detected differently and the diagnostic process is significantly affected by the differential diagnosis of the child.

The primary research question of the study was "What is the meaning of a differential diagnosis to parents of a child with a developmental disability?" A basic interpretive qualitative approach (Merriam, 2002) was employed to provide an in-depth look at this experience. Parents of children with identified diagnoses participated in the study as well as parents who are still seeking a differential diagnosis. Fourteen parents were interviewed, including six parents of children with identified genetic conditions, three parents of children with diagnosed autism spectrum disorders, and five parents of children with unidentified developmental disabilities.

My dissertation was structured into three papers, including two research papers. The first research paper addressed parents' encounters with medical professionals while seeking a diagnosis for their child. Parents reported tolerating intensive testing, sensing rigidity in thinking by professionals, perceiving pessimistic prognostic information, receiving multiple diagnoses, feeling dissatisfaction with the information provided, and encountering a range of professionals. The second research paper addressed the meaning parents ascribe to a differential diagnosis. Parents described searching for a diagnosis because of the importance of "knowing," understanding the cause for the disability, gaining knowledge about future expectations and appropriate interventions, and gaining access to funding or specific services. My study concluded that parents are seeking a differential diagnosis for their child for multiple reasons, but unfortunately for most families, the

diagnostic process is very challenging. A large body of literature has looked at the stress levels of parents of children with disabilities, considering the disability as the most significant factor affecting stress levels; however, I would suggest that the diagnostic process, with the uncertainty and dealing with numerous medical professionals, is a considerable contributor to the stressful experience of parents. If we can make the diagnostic process less difficult for parents, then this may facilitate greater overall family adaptation to developmental disability.

For more information about this research project, contact Shelley Watson at [shelley.watson@ualberta.ca](mailto:shelley.watson@ualberta.ca)

**Are you working on a research project? Email a brief description to [cneece@ucla.edu](mailto:cneece@ucla.edu) for consideration for publication in a future issue of the newsletter.**

## Question Corner: How do I find the right graduate program for me?

Finding the right graduate program can be overwhelming and we are here to provide a few resources to help. The first suggestion is simple, but important, and that is simply to talk to people. Ask students about their programs to get an idea of what the program requires and the types of positions students obtain post-graduation. Additionally, contact faculty members who are doing research in areas of interest and to you. Many programs are more likely to accept a student if they can match him/her with an advisor from the

start. Other resources that may be helpful include the College Navigator website (<http://www.nces.ed.gov/collegenavigator>) which lists about 90 graduate programs in the IDD field. Also, there is a list of graduate programs on the AAIDD young professional webpage ([http://198.173.81.239/YP/univ\\_prog\\_bak.shtml](http://198.173.81.239/YP/univ_prog_bak.shtml)).

**In each newsletter we will address questions posed by student / junior members of AAIDD. If you have a question you would like answered in a future newsletter email [cneece@ucla.edu](mailto:cneece@ucla.edu).**





Knowledge Support Empowerment

## A Publication of the AAIDD Ad Hoc Committee on Student / Junior Member Recruitment and Retention

**Newsletter Editor: Cameron Neece**

**Newsletter Editorial Committee: Loui Lord Nelson and Karrie Shogren**

### Ad Hoc Committee Members and Newsletter Contributors

Cameron Neece, Co-Chair; [cneece@ucla.edu](mailto:cneece@ucla.edu)  
 Louise Lord Nelson, Co-Chair; [lordnelson@raiseinc.com](mailto:lordnelson@raiseinc.com)  
 Anna Esbensen; [esbensen@waisman.wisc.edu](mailto:esbensen@waisman.wisc.edu)  
 Susan Havercamp; [susanmhavercamp@ddcaps.org](mailto:susanmhavercamp@ddcaps.org)  
 Jennifer Jones; [jennifer.jones@okstate.edu](mailto:jennifer.jones@okstate.edu)  
 Nancy Miodrag; [nancy.miodrag@mail.mcgill.ca](mailto:nancy.miodrag@mail.mcgill.ca)  
 Shea Obremski; [obremski@ku.edu](mailto:obremski@ku.edu)  
 Karrie Shogren, Board Liason; [shogren@mail.utexas.edu](mailto:shogren@mail.utexas.edu)  
 Mian Wang; [mwang@education.ucsb.edu](mailto:mwang@education.ucsb.edu)  
 Shelley Watson; [shelley.watson@ualberta.ca](mailto:shelley.watson@ualberta.ca)  
 Nina Zuna; [nzuna@ku.edu](mailto:nzuna@ku.edu)

The goal of the AAIDD Ad Hoc Committee on Student / Junior Member (SJMRR) Recruitment and Retention is to develop and implement strategies that foster the involvement and representation of students, recent graduates, and junior faculty / executives within AAIDD. The committee is working on a number of initiatives and meets via teleconference once per month to provide one another with updates and to share ideas. We are always interested in including more students and new members in our activities. Please contact Cameron Neece ([cneece@ucla.edu](mailto:cneece@ucla.edu)) if you would like to learn more about becoming involved in this active committee.

Visit [www.aidd.org/YP](http://www.aidd.org/YP) for more information on issues relevant to students and young professionals

## Not yet an AAIDD member.... Join Today!

AAIDD offers a number of membership options for students and young professionals.

AAIDD offers a Student Membership program for full time students and a Young Professional Membership program for recent college graduates who are new to the disability field. Student and young professional members receive online access to AAIDD's highly ranked journals: *Intellectual and Developmental Disabilities* and the *American Journal on Mental Retardation*. In addition to having access to disability leaders and

mentors, student and young professional members receive FYI-the Association's monthly electronic newsletter; discounts at conferences and on books and other publications, and access to AAIDD's Career Connections. Student and Young Professional Members are eligible to vote, hold office, join Action Workgroups, and to have access to the Members Only section of the AAIDD web site.

Student and Young Professional Members will be noti-

fied electronically about important events, training institutes, annual meetings, public policy seminars, teleconferences, and new publications.

Young professionals who are beginning to establish their careers can transition to Active Membership status, and continue to receive all the benefits they enjoyed as Student or Young Professional Members.

For more information on the various membership categories and to join AAIDD visit :

<http://www.aidd.org/Membership/form.shtml>