Message from the Director:

2015 marks 45 years since the beginning of IGCP training doctorates in psychology, beginning with the first class in 1970 that graduated five students from the program in 1975 from Hahnemann. It is invigorating to note that the traditions of service, excellence in clinical work and supervision, and graduating leaders in the field remains strong here at IGCP decades later. This 2015 edition of the newsletter highlights some of the myriad different ways the types of learning our students and faculty are engaged with and learning from. Featured stories include:

- Two May 2015 student-faculty trips, one to London to explore psychoanalysis and service provision in Great Britain, the other an interdisciplinary trip to Japan
- A new Director of Internship, faculty member Dr. Mary Rourke
- IGCP’s 2nd Annual Self Care Day, a student-faculty retreat to focus on mind, body and spirit and renewing our energies for the difficult work we undertake
- A community-wide training on transgender and gender-nonconforming children and youth by Dr. Linda Hawkins from CHOP
- A piece on childism by a current IGCP student

As you can see, our community remains one that is open to creativity and learning. Service continues via the program’s university-based clinics and organizations that link students and faculty with community partners. Our students are committed to not only their own clinical training, but increasingly to service to veterans, a toy drive for needy families, and other volunteer activities via our pro bono program. Our scholarships continue to make a difference to current students and, as you approach end of year giving, I urge you to consider making a pledge to our program (see pg. 12), as each dollar makes a huge impact on our community.

(continued on page 3)
IGCP Rallies Together to Support Alex’s Lemonade Stand

This September, IGCP came together to walk, run, jog, and bike as many miles as possible to raise money and awareness for Alex’s Lemonade Stand Foundation for Childhood Cancer. IGCP’s team raised over $3,500 and travelled over 3,000 miles! This campaign as a whole raised more than $600,000 and participants in total traveled 963,966 miles; the miles was just short of the goal of a million miles, but over 12,000 hours of childhood cancer research was still funded.

IGCP rallied around this campaign, and Alex’s Lemonade Stand as an organization, after learning that member of our community was newly impacted by childhood cancer. Faculty member Dr. Mike Cassano and his wife, Kristy, shared the following story with the IGCP community about their son, Max.

On May 2, 2015, Max went to the doctors to figure out why he had some bruises that were hard to explain. His pediatrician said he needed to go to the hospital to figure out how to help Max feel better. When Max got to the hospital he found out he needed to have surgery to install his "Ironman Port" - a tube that lets the doctors give Max the medicine he needs to feel better. The surgeons made the tube look just like an ARC Reactor - the thing in Ironman's chest that gives him power.

When Max woke up from surgery he became IronMax.

IronMax was quickly called into action against a sinister villain named Sneaky Leu, aka Leukemia (ALL), who hides little germs in the blood. The doctors and nurses will give IronMax the power to defeat the germs by using his Ironman Port. The battle will be epic. IronMax is ready.

Inspired by the support from their communities, the Cassano family decided to support a meaningful organization to channel their inspiration into finding a cure for childhood cancer. As Dr. Cassano shared with IGCP, “Max’s prognosis is only so positive because of the thousands of children who have been part of pediatric cancer research over the past 100 years. ALSF provides funding for clinical trials, including projects designed to advance psychosocial care for children fighting cancer. Right up our alley.” In a world with so many obstacles, an organization built on love for one another and hope for the future is exactly what we need.

To learn more about this amazing organization, please visit www.alexslemonade.org.
LETTER FROM THE EDITOR

This is my fourth and final newsletter for IGCP. It has been such a rewarding experience to be involved in this small part of our community throughout my time in this program. I initially applied to be the newsletter editor because I was feeling a bit disconnected and invisible in my first year. Despite reassurance from my advisor that I was a presence in class, I wanted to find a way to connect to the program in a more meaningful way. I have been astounded by how many people I have had the opportunity to interact with and the things I have learned in this position. The wealth of knowledge and the eagerness—not just willingness, but genuine enthusiasm—to help and mentor students in faculty and alumni has been remarkable. From that I have not just learned things that have furthered my own career, but I hope that I have been able to pass that information on to those who read this newsletter. Most important, however, has been the chance to see the type of psychologist I want to be when I graduate. The people I keep coming across are engaged in the greater psychology community, they are ambitious and diverse in their involvements, and they keep working to foster these values in each new class of students who come through their classes and their field placements. I am proud to be part of a community that not only holds strong values, but truly lives them in their contributions and involvements in the field.

Thank you to everyone who has contributed to the volumes of the newsletter with which I have been involved. Your enthusiasm and willingness to share your stories and your wisdom is what allows this newsletter to continue to exist. This pronounced community involvement has made my experience as editor so incredibly valuable.

Warmly,
Julia Hodgson, MA
Therapy Notes Editor
IGCP Explores London  
Clarice Mendonca (’19)  

Historic tube stations, regal Victorian architecture, fancy English accents and the world’s oldest ham. All of that was just the icing on our ‘IGCP-Study-Abroad-Trip-to-London’ cake! We five students [Clarice Mendonca (’19), Ksera Dyette (’16), Michael Long (’18), Nicole Peniston (’15) and Steve Palma (’15)], our professor (Dr. Courtney Slater) and her unassuming husband (Jay Slater) had embarked on a journey that felt nothing short of a Shakespearean drama with a Freudian twist. Could there have been a trip more exciting? I’ll let you decide as I take you through our journey, which began at the JFK Airport...and never really ended.

From the 18th to the 24th of May, 21 Sterne Street, Shepherd’s Bush became our home. It did not take much time for us to get accustomed to the cozy interiors embellished with vintage furniture and state-of-the-art kitchen area (which over time had become our favorite hangout spot). Volumes of books (ranging from British history to architecture to international cuisine to psychology) adorned almost every nook and corner of the house, making it seem as though this place was destined for student travelers like us.

We started our discovery of British psychology right from its roots, with an exclusive trip to the humble of abode of the Freuds. Academically (for me at least), this marked the pinnacle of the trip. Both Sigmund and Anna Freud’s assets were so meticulously maintained that you could almost sense their personalities unfold in the present moment. Learning about their lives and work displayed in the Freud museum made it difficult for psychology enthusiasts like us to resist acknowledging the legendary influence they have had on the field.

Complimenting this visit, our trip to Oxford was also nothing short of spellbinding. The very walls of the 12th century buildings and their lawns spoke volumes about human psychology, tradition, and religion. None of that would have been apparent to us, had it not been for the warm and passionate Dr. Alistair Ross, Dean of Psychodynamic Education at the Kellogg College, Oxford. With his witty sense of humor and insight, he unraveled for us the psychodynamic tradition passed down to Oxordian students through the ages. Renowned Jungian psychologist Dr. Andrew Samuels also enlightened us with his awe striking knowledge of international politics, gender, and sexuality. What fascinated me the most about Dr. Samuels was his ability to speak about each of our own varied cultures (as though it were his own) and offer some perceptive suggestions into the kind of work we could do within those communities. Despite being a celebrated psychologist, his humility and eagerness to learn even at this stage of his career was inspiring.

Our escapades kept getting increasingly fascinating as we spent time meeting with...
psychodynamic psychologist in the UK, particularly his research and theories regarding social media and technology. Light moments and discussion about psychological assessments and the National Healthcare System in the UK were also spent over English tea with Dr. Kari Carstairs, a product of our very own program at IGCP, whose international correspondence with the US (especially Widener and their Alumni) was particularly striking.

Amidst all the psychological discoveries, trips to iconic structures within the city were a must. We couldn’t get enough of the British Museum, Big Ben, the London Eye, Madame Tussauds, Buckingham Palace, Westminster Abbey, Hyde Park and Kensington gardens, Tower of London, Tower Bridge, and Harrods. This topped with a night at a theatre (screening the musical Wicked!) made for a perfect touristic experience. Shopping was imminent for the girls and our male navigators made it a dream come true for us.

Food remained a priority for all of us alike. We spent our last evening in London singing to the tunes of The National, Beach House, and some Classic Bollywood, while fixing dinner. Our expert chefs (Steve, Ksera and me) laid out a scrumptiously inimitable meal including egg curry, what we called “crustless pizza” (a brie and radish mixture that tasted like pizza toppings), and chocolate and banana pudding with fruit and cookie pieces. Our London chronicles would not be complete without the mention of our beloved Freudian finger puppet who graced every social occasion with his impressionable presence, silently watching as we “freely-associated” to the week’s events.

Underlying these adventures is my favorite thread intimately woven through these stories; that of the friendship that blossomed during the 8 days that we spent together. From trying to reconnect with some of our lost sheep in crowded tube stations to getting rid of ingeniously timed bird-poop blessings on my hair, the London trip was punctuated with several reminiscent moments. These experiences and many more cherished memories linger on in our hearts as we continue to reflect upon and use them in our professional and personal expeditions back here at Widener. Since returning, we all met on the rooftop of Dr. Slater’s home to exchange postcards we wrote messages on to one another while in London in lieu of this very reunion. A finer group could not have gathered and a more magical experience shared.
IGCP Welcomes Dr. Mary Rourke into Position of Internship Director

When Dr. Linda Knauss decided to discontinue her role as Internship Director this year, Dr. Mary Rourke was excited to try out that role to build upon her passion for training. Before coming to IGCP a few years ago, Dr. Rourke was the co-director of the APPIC program at CHOP for five years. At IGCP, she has taken on a large role in the school psychology certification program and the Widener Child Therapy Center as well as director of the Comprehensive Exam process. Now, she is eager to get the opportunity to work with more students, collaborate with supervisors, and continue to support and develop IGCP’s unique internship program. Dr. Rourke expressed a passion for finding new types of clinical placements, creating new rotations, and working with supervisors to increase the amount of collaboration and supervision for interns. “IGCP is unique because internships are not disconnected,” Dr. Rourke said, referencing people who attend internship five days per week and may be across the country from their graduate program. “There are natural mechanisms to support students while they are in internship that do not exist as easily elsewhere.”

Dr. Rourke expressed great gratitude to the work Dr. Knauss has done in building and maintaining such a strong program; Dr. Knauss’s hard work allowed Dr. Rourke to easily transition into taking over as Internship Director. Furthermore, Dr. Knauss continues to provide mentorship with Dr. Rourke as she learns the rope, providing continuity for students and ensuring that our internship program maintains its level of excellence through the transition and into the future.

Changes in the Internship Program

Working with Dr. Jacqlyn Zarabba, Director of Practicum, Dr. Rourke is excited about a new database program that has been purchased by the program to facilitate the internship and practicum programs. This new database will allow for easier access to information on potential sites for students and simplify the process to keep information accurate and up-to-date. Furthermore, it will allow students and their advisors to better track their placements throughout the program and after graduation. It is of upmost important to Dr. Rourke that our sites meet the high standards for quality and continue to meet training goals for IGCP students; having more access to information on sites will help with this goal.

In considering what advice might be helpful for students, Dr. Rourke advised that students think carefully and strategically about what experiences they hope to get out of internship in determining where they would like to interview. That said, it is important to acknowledge how complicated this match process is and that not every student can be placed at their first choice. “Recognize that
(ROURKE continued)

if you’re placed somewhere you don’t want, there is something important you can learn. Invest fully in that site and get the most out of it. Every site has something you can benefit from, even if it’s not apparent at the surface. Be willing to make the most of the site. Tailor it to what you want to learn.” The benefit of IGCP is that every student gets an internship, unlike the low rates of matches in the national APPIC match that most doctoral candidates must navigate. We have a generalist program with generalist sites, so we have to accept that we might not get our preferred site. However, we can all have meaningful and enriching experiences, even if they are different than we anticipated.

For alumni and supervisors, Dr. Rourke shared that our strongest sites have alumni as the supervisors. “[Alumni supervisors] have a strong ability to offer students strong placements, understand our training model, and are particularly strong mentors.” She is grateful to those alumni who are already supervisors and encourages all alumni to consider being a supervisors. “The professional environment for therapists is always changing and [supervisors] see that more than anyone, so how can we learn from them and bring that to the students? What do graduates need to succeed?” Dr. Rourke is committed to working collaboratively to make sure that the student and supervisor experiences are maximally beneficial for everyone involved and that IGCP continues to develop superior clinicians in our field.

Fun Tidbits: IGCP continues to stay active at conferences—pictured here are attendees at SPA in Brooklyn this year!
Second Annual Self-Care Day

IGCP sponsored its second annual Self-Care Day, an event created to help students and faculties take a pause in their year to really take care of themselves. Initially inspired by student feedback that the program needed to actively promote such activities, this day was organized for the first time last year by the Student Affairs Committee (SAC). SAC decided that it was important to offer an event that truly promotes positive self-care-related activities, fosters a culture within IGCP that values the wellbeing of its members, and facilitates stronger bonds between students, faculty, and staff.

After last year’s highly attended event, over 100 people came out to this year’s Self-Care Day, including a number of administrators including our director, Dr. Sanjay Nath, the Dean of the School of Human Service Professions, Dr. Paula Silver, and Widener University’s interim president, Dr. Stephen Wilhite. The day included an indoor picnic lunch, raffled door prizes of fun self-care baskets, and a final group meditation led by Dr. Courtney Slater. All participants had the opportunity to enroll in three classes throughout the afternoon. Classes were divided between activities that directly reduce stress (e.g. biofeedback or yoga) and those that restore balance to life through the development of interests (e.g. Greek dancing, volleyball, or origami). Sessions were led by students and faculty in IGCP, allowing opportunities for many to share their unique talents. Small touches including tastes of smoothies, a piece of chocolate for each person, and handwritten well-wishes that were anonymously exchanged between participants helped to keep the spirit of self-care throughout the day.

SAC continues to seek feedback and work to promote the value of self-care in the community of IGCP. This event is just one of the initiatives that SAC is working on to promote self-care in IGCP.

For more information about SAC and self-care day, please contact Dr. Virginia Brabender at vmbrabender@mail.widener.edu
Training: Building Clinical Skills to Support Transgender and Gender Non-Conforming Children & Youth

Due to recent increases in awareness and acceptance of transgender identity and gender non-conformity in childhood, more and more children and families are seeking care and support. To increase knowledge about this population within the IGCP community, the Diversity Committee organized a training with Dr. Linda Hawkins that would focus on increasing awareness and learning interventions for working with transgender or gender non-conforming youth. Linda A. Hawkins, PhD, MSEd, LPC is the Co-Director of the Gender & Sexuality Development Clinic and The Children’s Hospital of Philadelphia. She has worked with children, youth and families for 22 years and specifically focused on transgender and gender non-conforming children and youth for the last 16 years as a therapist, consultant, gender specialist trainer and program director. Dr. Hawkins currently supports 225 families in the clinic she founded at CHOP in 2014 including providing trainings for schools, churches and professionals to assure that the youth she works with get to grow up in healthy and happy environments. In addition to her work at CHOP, she teaches classes in the Center for Human Sexuality Studies at Widener University.

Dr. Hawkins began by guiding participants through the stages of gender and sexuality development in childhood, highlighting factors that influence gender development and working to create an understanding of the nuances of this topic. A large focus of the presentation was in a discussion of how transgender and gender non-conforming youth may present in clinical practice, as well effective methods for communicating with youth and creating a safe environment for clients. Participants practiced these skills in small groups by discussing case examples. Throughout the training, it became clear that simple shifts into using gender-neutral language and honoring a child’s report of their identity can have monumental effects on a child or youth feeling safe enough to share their story. This practice keeps transgender and gender non-conforming children and youth alive, happy, and healthy.
The Power of Participation:
How to Get Involved in Professional Organizations
Based on an interview with Linda Knauss, PhD

Students often express confusion around the idea of professional organizations. At some point during orientation, people come in and talk about a bunch of groups to join, all abbreviated into difficult to distinguish acronyms. APA, PPA, PSCP, SPA to start. I sat down with Dr. Linda Knauss, someone who can’t be kept away from professional organizations, to learn about why and how students and alumni should consider joining one of these groups.

What are the options?
Professional organizations can be broken down into three levels: national, state, and local. Each has its own benefits that can help someone decide what might be the best fit. First, are you interested in a specialty group or a more generalized organization? Local groups tend to be too small for specializations, but state-level and national-level groups are able to have subsets that allow people to meet with others with similar interests. Of note are APA’s divisions, which allow someone to be a member of a huge organization, but still specialize. Additionally, there are organizations across the country that focus on specific areas of psychology, like the Society for Personality Assessment (SPA) or the National Association of School Psychologists (NASP), or working with different communities, like the Association of Black Psychologists (ABPsi) or the Asian American Psychological Association (AAPA). It’s also worth considering if you are more comfortable or interested in being a member of a large group or a small one; there are advantages to both depending on what feels right. Starting at the state level is a good medium because there are opportunities for specializations, some advocacy work, and connecting to a large network of people across the state. For those interested in advocacy and policy, state-level groups allow you to influence state-level legislation and participating in APA is the best way to access federal-level advocacy work. The biggest take-away from this is that there are countless options available so any person may find a group that is the right fit.

Why should I get involved?
Early career professionals as well as people who have been involved for a long time agree that there are numerous reasons to get involved in a professional organization.

- **Networking**—meet people in the field who care about the same things you do, or practice in the same area.
- **Mentoring**—students have the chance to be mentored by someone in the field and alumni can volunteer to mentor, connecting psychologists of different experience and growing the community of psychologists
- **Stay up to date**—organizations allow members to know about current legislation that will impact them, new protocols or tools to use, and provides access to lectures and presentations of unique topics
- **Professional resources**—between having a contact for ethical questions, complimentary professional journals, and having a listserv you can ask questions to, there are numerous ways to build your clinical “tool box”
PARTICIPATION continued)

- **Fun**—an opportunity to meet other people, travel around the country for meetings and conferences, and social events that groups organize only add to their appeal.

There are so many opportunities for students and all of these organizations really want student and early career professionals, and anyone, to join and contribute to shaping the future of the field and the organization. Students or recent graduates can often get a free year membership or discounted rates as extra incentive to try out a new group.

**How do I get involved?**

“Anyone willing to do something can be involved” was the advice Dr. Knauss had for people interested in joining a professional organization. She suggests volunteering at meetings to take on a task, joining committee, and participating whenever possible. Of course students are endlessly busy, but the payoff is worth the commitment if you can make the time to get involved. For those who don’t have more than a minute to spare, it is still valuable to join organizations, go to meetings, and get the publications that groups send out. When you graduate, this might be a better time to get more involved.

To start off, going to a convention or a conference hosted by an organization is a great way to meet people and get a taste for the types of activities that this group is involved in. Presenting a poster is a great way to talk to a lot of people, build up your CV, and get involved. Posters do not have to be on dissertations, so students of all years can consider presenting on a topic they know well or an interesting clinical case they are willing to talk about with other psychologists. Additionally, some conferences will offer student awards for papers or posters (some of which come with a financial prize); APA even publishes the winning paper in their journal every year. Faculty at IGCP is enthusiastic about supporting students who want to present a poster, so talk to your adviser or another professor if you are interested to get more information. Furthermore, Dr. Knauss (lkknauss@mail.widener.edu) is more than willing to speak with anyone in the IGCP community who is considering joining a professional organization or is interested in learning more about these opportunities.
IGCP Stays Active in Chester!

All of the programs and scholarships that IGCP is able to offer are made possible by your generous donations. And they are tax deductible! To support the program’s service and educational initiatives, please send a check to:

Widener University Development Office
Attn: Institute for Graduate Clinical Psychology
One University Place
Chester, PA 19013

You may contribute via the Widener website by going to give.widener.edu/igcp to make a donation online with a credit card. You can give to our general strategic development fund or any of our specific scholarships (see page 13 for specific scholarships and last year’s winners) or clinics via the “Other” option. We thank you!

Biofeedback Clinic and Certification Center (BCCC)
The Biofeedback Clinic and Certification Center (BCCC) is a community clinic that provides psychophysiological interventions for such stress-related problems as anxiety, teeth grinding, insomnia, headaches, and test anxiety. BCCC offers face-to-face and online training in biofeedback leading to certification with the Biofeedback Certification International Alliance. The clinic offers biofeedback and neurofeedback services to the general public for the treatment of a variety of psychological and physical conditions.

Neuropsychology Assessment Center (NAC)
The Neuropsychology Assessment Center opened in 2004 and provides reduced fee evaluations of children, adolescents, and adults from the local community and surrounding counties. NAC serves as a training site for interns and practicum students seeking experience in assessment and the neuropsychology concentration. NAC strives to integrate information about neuropsychological and psychological functioning in order to derive a full picture of an individual that will help guide educational and treatment planning.

Organizational Development Services (ODS)
Organizational Development Services (ODS) serves as the primary training site for PsyD/MBA joint degree students preparing for careers as organizational consultants and executive coaches. ODS interns and practicum students provide leadership training, executive assessment and coaching services to Widener student leaders and senior University staff and faculty leaders. At ODS, students also engage in leadership and organizational research and present nationally at professional conferences. Funding for conference registration fees and travel is desperately needed for these deserving students.

Widener Child Therapy Clinic (WCTC)
The Widener Child Therapy Clinic (WCTC) is a community based training clinic that specializes in the treatment of mental health problems in childhood and adolescence, with particular focus on adapting research-informed care to meet the needs of underserved populations. Clinic services, provided by 4th and 5th year psychology doctoral students and supervised by Widener faculty, are provided on a significantly reduced-fee basis. Donations support all of the clinic’s activities and make a significant impact on hiring interns, thereby allowing the clinic to meet a growing demand for services and to continue making quality care for children and families available in our community.

For more information on any one of these programs, please contact the editor at hodgson.julia@gmail.com or Dr. Sanjay Nath at snath@widener.edu
An Introduction to Childism
Aleisa Myles (’15)

Most people have heard of racism, sexism, and other forms of prejudice. But, as psychoanalyst Elisabeth Young-Bruehl poignantly asks, “prejudice against children? Who even acknowledges its existence?” (2012, p. 2). Indeed, many people believe, today, that we live in a child-centered society, pointing to the abundance of material resources and opportunities—as determined by adults—that are showered on children by those adults who can afford them. Others assert that it is only proper for adults to keep children in their place, for their own good, whatever it takes. In essence, the routine subordination of children’s own needs, experiences, feelings, and perspectives has long been taken for granted.

Every person has the experience of being a child. This means, amongst other things, being smaller and having less power than the adults in our world. The magnitude of this power differential between adults and children is such that children have few safeguards against abuse of power by individuals, groups, and societal structures. Adults are afforded nearly limitless possibilities in what they can do to children, short of identifiable violations of law. For example, a teacher can scorn and humiliate a child, using words, gestures, threats, and punishments, making each day of the child’s time in school a dreaded ordeal. Furthermore, institutions run by adults can impose standardized tests, take away time for play, and decide to prioritize the building and use of weapons while millions of children live in poverty. In addition, children themselves have little or no role in determining how many resources a society devotes to their care. Childhood itself is devalued when a society or nation, such as the United States, fails to provide more than a meager 6 or 8 weeks for maternity leave.

The term “childism” first appeared in the 1970’s, when Harvard psychiatrists Chester Pierce and Gail Allen identified and named this prejudice against children. Pierce and Allen (1975) were studying racism, by looking at samples of broadcast programming, and then analyzing the similarities between the ways that minorities, women, and children were portrayed. In the process, they found that children, too, were portrayed in a derogatory manner, as devalued, dirty, whiny, uncooperative, unthinking, dishonest, sneaky, and disorganized. These depictions, Pierce and Allen asserted, would lead children to devalue themselves, and to believe that they are nuisances, that they foul things up, and that their deprecation is to be expected. From

---

2015-2016 Scholarships

- **Jules C. Abrams Award:** Frank Rose
- **Patricia M. Bricklin Excellence in School Psychology Award:** Amelia Lavin
- **Shirley Fink Award:** Candace Irabli
- **Gary Hales Award:** Brianna Bernardo
- **Neubauer Family Award:** Alyson Goldstein
- **Zygmunt Piotrowski Award:** Abigail Lyon
- **James Wolf Award:** Maura Hanlon
- **Exceptional Contribution to Scholarship Integrating Psychology and Business:** Alarico Barabino
- **Excellence in Psychology Consulting to Business Award:** Richard Meagher
- **Leadership and Citizenship Award:** Mary Foley
this starting point, Pierce and Allen recognized that childism extends far beyond mass media, and represents a ubiquitous prejudice. They defined childism as “the automatic presumption of superiority of any adult over any child; it results in the adult's needs, desires, hopes, and fears taking unquestioned precedence over those of the child.” (1975, p. 266). They introduced the idea that children endure “subtle, cumulative, and unceasing adult deprecation,” and that “[w]hatever qualities the child possesses, he is discriminated against simply because he is a child” (1975, p. 267). Interestingly, in 2013, I had a chance to speak with Dr. Pierce, almost 40 years after the original article on childism. When asked what allowed him to perceive and describe childism, he replied, “Because I am a Black person,” alluding to his personal experience of prejudice on the basis of race. He recognized that children endure subjugation as well, and stated, when I spoke with him, that “children are the most oppressed group.”

Recently, Elisabeth Young-Bruehl took up the topic of childism. As the invited speaker at IGCP’s 2011 Annual Schulman Symposium, Young-Bruehl discussed her book titled “Childism: Confronting Prejudice Against Children.” In earlier decades Young-Bruehl had studied and written about the psychological dynamics of prejudices, including racism, sexism, anti-Semitism, and heterosexism, also called homophobia (e.g., Young-Bruehl, 1996). It was not until after practicing as a psychoanalyst, however, and hearing from patients the accounts of their childhood experiences, that Young-Bruehl identified children as a target of prejudice as well. She found the presence of a societal belief system that normalizes and legitimates adults’ behavior when they mistreat children. Young-Bruehl maintains that childism “rationalizes or justifies acts that harm children or fail to meet their basic needs” (2012, pp. 35-36).

Young-Bruehl defined childism as “a belief system that constructs its target group, ‘the child,’ as an immature being produced and owned by adults who use it to serve their own needs and fantasies” (2012, p. 36). She observed that childist, or prejudiced, adults “imagine children could and, further, should serve” adults’ needs and fantasies (2012, p. 36) [italics in original]. In addition to fulfilling adult needs, she states, childism allows individuals and societies “to project internal conflicts and self-hatreds outward, or to assert themselves when they feel their authority has been questioned” (2012, p. 1). Other terms have also been used in describing the subordination of children and the privileging of adults. One such term is “adultism,” which denotes bias or favor toward adults.

To learn more about this topic, please reference the following articles and books, recommended by the author as introductions to this highly relevant topic for all professionals.

  - Note: Even though Young-Bruehl’s book "Childism" (2012) has more content, the article is much more concise, clear, and a better introduction.
CONGRATS GRADS

August 2014
Patria J. Alvelo
Rebecca Ann Lopatin
Danielle Terese Parsell
Reshma Stafford

May 2015
Rizwan Ahmad
Jolie Anne Avena
Jeannine Cicco Barker
Michael Carvajal
Aubrey Rancourt Chamberlin
Kate Grace Deatrich
Laura Jane DiCesare
Taylor Leigh DiGravina
Elizabeth Harmony Donofrio
Kathryn Lourdes Yavorek Esquer
Jill Rachel Fleischer
Noam Fliegelman
Kathleen M. Hutchison
Lorna Cherith Jansen
Meghan Lenz Jorgenson
Leah H. Kara
Douglas Kevin Kawka
Mi Hae Micky Kim
Darcy Gail Lindy
Michelle Ruth Ludwig
Rachel Briana Medvin
Nathaniel O’Connor
Melanie Rene O’Neill
Radhika Kamlesh Patel
Nicole C. Peniston
Candice N. Post
Rebecca Preiser
Rochelle Amy Rosenberg
Tara Michelle Studley
Sarah Noel Vaghari
Kiara Ginnette Vogel
Ashley L. Walker
Sarah Seth Whalen
Jennifer Cameron White
Lan Yang

Honors Awarded to Graduating Students

Clinical Psychology Award for Empathy and Caring: Kiara Ginnette Vogel

Clinical Psychology Award for Academic and Clinical Excellence: Jeannine Cicco Barker

Excellence in Empirical Dissertation Award: Kate Deatrich, “Effectiveness of group music therapy in a psychiatric hospital: A randomized study of treatment outcome”

Excellence in Theoretical Dissertation Award: Elizabeth Donofrio, “Combating Post Traumatic Stress Disorder: The Role of Military Leaders in Fostering Resiliency in Subordinates”

The Kimberly Marshall Health Psychology Dissertation Award: Aubrey Chamberlin, “Valuing Mental Health Care: How Regulators Can Fix the Parity Problem and Psychologists Can Maximize Professional Opportunities under the ACA”

The Suzanne Reed Price Neuropsychology Dissertation Award: Megan Jorgenson, “Understanding the Relationship Between Anxiety and Reading Achievement in Children: A Neuropsychological Perspective”
IGCP Community Updates

Erica J. Seidel ('03) married Becky Krill in March. Erica is currently working in the City University of New York - Borough of Manhattan Community College Counseling Center; she also has a part-time private practice working with individuals and couples. Becky heads the marketing department of a technology start-up in Manhattan. They live together in Brooklyn, NY.

Julia Cherith Jansen was born on July 9, 2015 to Lorna ('15) and David Jansen.

Ksera Dyette ('16) presented a poster titled “Understanding Institutionalized Children in a Developing Country: Exploration of Trauma and Attachment at an Orphanage in India” at the American Psychoanalytic Association Winter Meeting in January 2015 and was awarded the Stuart T. Hauser Memorial Research Prize for her poster. This award was in acknowledgement of her psychoanalytic research of merit and was presented by the American Psychoanalytic Association and the Psychodynamic Psychoanalytic Research Society (PPRS). Additionally her Poster Summary was published in Journal of the American Psychoanalytic Association, along with second author Monisha Nayar-Akhtar, PhD of the Psychoanalytic Center of Philadelphia.

See the full text at http://apa.sagepub.com/content/63/3/NP14.extract. In addition to her presentations and writings, Ksera is serving her second year as the Graduate Student Representative for the Philadelphia Society for Psychoanalytic Psychology.

Jennifer ('16) and Ben Fetterman got married this year on August 16th, 2015 in Philadelphia, PA.

Frank Rose ('17) and Maura Hanlon ('17) volunteered to coach intramural basketball for Whitpain Township this past winter for 5th and 6th grade girls. The team won the league championship in March, instilling pride among everyone (and first place trophies)!

Steve Bisgaier ('19) and Victoria Cohn got engaged this summer on May 22 on the top of a mountain hike in Vermont. They are very excited to be getting married next summer.