



Child Clinical Concentration

Description of the Child Clinical Concentration within the University of Connecticut's Clinical Psychology Program

Clinical psychology graduate students have the option of completing a “Child Clinical Psychology” Concentration. This concentration is designed for students interested in an academic and clinical career focusing on children and families. Child Clinical Psychology is both a basic and an applied psychological specialty that involves the study, diagnosis, and treatment of children and their families. The activities of the child clinical psychologist build upon the competencies of the general clinical psychologist, and include: 1) conducting research that addresses basic and applied topics in child development, developmental psychopathology, and family functioning; 2) developing and implementing interventions that target cognitive, behavioral, emotional, and relational problems in children and families; 3) providing assessments and evaluations of children with suspected developmental delays, learning disabilities, neurodevelopmental disorders, and social-emotional difficulties; 4) consulting with families, schools, health care providers, and service agencies; and 5) teaching and supervising students. Because these diverse activities require specialty training, students who anticipate pursuing a career in child clinical psychology are encouraged to complete the concentration.

Students who are accepted into the Ph.D. program in clinical psychology at the University of Connecticut may pursue a supplementary course of study in child clinical psychology *in addition to completing all clinical psychology requirements*. Students who pursue the concentration complete a variety of ***academic courses*** in child development, developmental psychopathology, child psychopathology, child and family interaction, and interventions with children and families. These courses are offered in the Clinical Division and Developmental Division in the Departments of Psychology, as well as in the Human Development and Family Studies Department. In addition, students will complete at least two years of ***clinical experience*** specifically related to children and/or families. Finally, it is expected that most students will become involved in ***research projects*** that relate to developmental psychopathology, normative child development, or family functioning. The academic coursework and clinical requirements for the concentration are described below.

Academic Course Requirements:

Students are required to take four academic courses as part of the concentration.

1. Advanced Developmental Psychology (PSY 336)
2. Child Psychopathology (PSY 307)
3. Methods of Child and Family Intervention (PSY 323)
4. One elective class from the following list:
 - a. Any graduate-level Developmental Class (e.g. PSY 339: Infancy and the Effects of Early Experience; PSY 338: The Development of Language.)
 - b. Faculty-approved graduate-level HDFS Class (e.g., HDFS 381: Cultural Issues in Child Development; HDFS 386: Seminar on Adolescent Development)
 - c. Faculty approved clinical psychology class (e.g., PSY 320: Special Topics in Clinical Psychology)

Clinical Experience Requirements:

Students are required to complete at least two years of clinical work specifically related to children and families. This should be accomplished through:

1. Practicum in Child and Family Therapy (i.e., v-team; PSY 331)
2. A second year Child and Family Clinical Experience
 - a. Clerkship at a setting focusing on Child or Family Therapy or Assessment
 - b. An alternative experience approved by the Child Clinical Faculty (e.g., assessment team, supervision of child v-teams, etc)

Core Child Clinical Faculty

-Marianne Barton, Ph.D. (marianne.barton@uconn.edu) Dr. Barton is a child clinical psychologist with particular expertise in infancy and early childhood, including developmental psychopathology, attachment patterns in children and adults, and treatment of relationship disorders. She is director of the Psychological Services Clinic.

-Inge-Marie Eigsti, Ph.D. (inge-marie.eigsti@uconn.edu). Dr. Eigsti is interested in developmental cognitive neuroscience. She investigates language and brain development in children with autism and children adopted from international orphanages, focusing on the cognitive processes that may underlie language deficits. She uses a combination of functional MRI and behavioral paradigms in her research.

-Deborah Fein, Ph.D. (deborah.fein@uconn.edu). Dr. Fein is interested in neuropsychology with adults and children, although most of her current research concerns children. In particular, she has investigated various neuropsychologic aspects of autism, including neuropeptides, evoked potentials, language, memory, affect processing, sensory processing, and early detection. Current projects involve early detection, treatment outcomes, oxytocin, affect processing, and early language development.

-Sarah Hodgson, Ph.D. (sarah.hodgson@uconn.edu). Dr. Hodgson research interests are in autism spectrum disorders, parent-child attachment, parenting, and the development of self-regulation. Dr Hodgson does not take graduate students.

-Stephanie Milan, Ph.D. (Stephanie.milan@uconn.edu). Dr. Milan's research aims to better understand processes that underlie intergenerational continuities of psychopathology and family violence using developmental psychopathology and attachment theory as guiding frameworks. Current studies focus on identifying interpersonal characteristics of high-risk young mothers that adversely impact early parent-child relationships, but may be amenable to intervention.

-Kimberli Treadwell, Ph.D. (kimberli.treadwell@uconn.edu). Dr. Treadwell is interested in cognitive processes in childhood anxiety, moderators and mediators of treatment, and efficacy of cognitive-behavioral interventions. Dr. Treadwell's primary teaching assignment is at the Waterbury campus (about 90 minutes from Storrs).

-Julie Wargo-Aikins, Ph.D. (julie.aikins@uconn.edu). Dr. Aikin's research examines the links between adolescent attachment processes and peer relations, the longitudinal continuities and discontinuities in attachment representations, the influences of attachment representations and friendships on transition adaptation, and the role of friendship process in contributing to heightened levels of depression and anxiety during adolescence.