

**Offord Centre for Child Studies  
Department of Psychiatry and Behavioural Neurosciences  
Faculty of Health Sciences, McMaster University**

**Post-doctoral position- Fall/Winter 2014 (start date negotiable)**

**An exciting opportunity for candidates with enthusiasm, initiative and a strong commitment to interdisciplinary work in the area of child health and development**

**Post-Doctoral Fellowship- Determinants of Student Mental Health and Achievement**

The Offord Centre for Child Studies invites applications for a two-year post doctoral fellowship in the determinants of student mental health. This fellowship is funded by the 2014 Ontario Child Health Study (2014 OCHS) - a new epidemiological study of child mental disorders in Ontario. The 2014 OCHS has five primary objectives: (1) estimate the prevalence of childhood mental disorders and chronic physical illnesses in 2014; (2) quantify changes in prevalence of these conditions between 1983 and 2014 and the extent to which they are associated with changes in socioeconomic (SES) disadvantage; (3) evaluate the responsiveness of the health system; (4) assess the burden associated with childhood mental disorders, chronic physical illnesses and their co-occurrence; and (5) determine the potential influence on risk for mental disorders that are associated with families, neighbourhoods and schools. Using the Canada Child Tax Benefit (CCTB) file in Ontario as the sampling frame, the study will select all siblings aged 4-18 years in a family, including 10,530 children, nested in 7,020 families and 180 neighbourhoods, as well as schools ( $n \approx 240$ ) attended by 10 or more 2014 OCHS participants.

Alongside the 2014 OCHS, we will also be conducting School Mental Health Surveys to examine school influences on student mental health. These surveys will include: (1) an **anonymous student survey** that will measure school climate, self assessments of mental health problems, perceived mental health need, school responsiveness to those needs, and potential barriers to accessing help for mental health problems in schools; (2) an **anonymous teacher survey** that will measure school climate, strategies to support student mental health, access and responsiveness to mental health needs; and (3) **school mental health resource questionnaire** to be completed by school principals about school programs, policies and resources allocated for student mental health (prevention/promotion; identification and referral; interventions).

The fellowship will appeal to individuals wishing to develop a program of research on the determinants of child health with a special interest on school effects. The primary research focus of the fellowship will be, 1) assistance with the implementation of the School Mental Health Surveys, 2) analysis of the data arising from the School Mental Health Surveys and the preparation and submission of manuscripts and reports, and 3) the coordination of meetings and tasks for a Youth Advisory Committee of 8-10 youth. Other activities supported by this position will include the completion of research papers arising from the candidate's dissertation; the conduct of secondary data analyses based on the original Ontario Child Health Study and follow-ups or other large-scale developmental and cross-national studies; and the development of grant applications to conduct original research of interest to the candidate. Working closely with the principal investigators of the 2014 OCHS and School Mental Health Surveys (Michael Boyle and Kathy Georgiades), the candidate will have the opportunity for mentorship from a wide array of

experienced academic researchers serving as co-investigators on the studies. This fellowship experience and training will provide the foundation for a future research career in the academic or government sectors.

The successful candidate will have completed a PhD (or submitted a Ph.D. thesis for defense). In addition to a research focus on student mental health, the successful candidate will possess: basic knowledge about measurement development and evaluation; training and experience in quantitative methods; strong writing skills; and the ability to work both independently and collegially in a research program. Candidates from a variety of backgrounds will be considered, although social science training, especially in educational psychology would be an asset.

McMaster University is committed to employment equity, and encourages applications from *all* who are eligible for this position. Interested candidates are invited to email a letter of application, curriculum vitae, and the names of three academic referees agreeing to send reference letters on behalf of the candidate. The letter of application should include a statement of research experience, interests and long-term career objectives; and a discussion of the 'fit' between the candidate and the qualities listed in the previous paragraph. Please forward correspondence to:

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