



## PRESIDENT'S MESSAGE

### MAXIMIZING SCCAP'S REACH AND IMPACT TO IMPROVE CHILDREN'S MENTAL HEALTH

I'm excited to work with and on behalf of members to generate new knowledge, disseminate evidence-based practices, and advocate for children's well-being.

In January 2003, I was on a flight returning from the SCCAP midwinter meeting in Santa Fe and writing my first piece for the InBalance Newsletter as the SCCAP graduate student representative. Amazingly, fast forward 15 years, and I am once again returning from the midwinter meeting in Santa Fe, but this time writing my first piece as President of SCCAP! I feel privileged to serve in this role and to represent one of the largest and most vibrant communities of educators, scientists, and practitioners dedicated to children's mental health. I'm excited for what lies ahead and the prospect of working with and on behalf of members to generate new knowledge, disseminate evidence-based practices and decision-making, and advocate for children's well-being.

#### Midwinter Meeting Objectives

At the midwinter meeting, members of the Board of Directors discussed ways to maximize the reach and impact of SCCAP to improve children's mental health. For example, my presidential initiative aims to enhance parent-child relationships and their constituent behaviors. Given their centrality to children's health, including promoting resilience, I am committed to developing, facilitating, and disseminating clinical, scientific, educational, and training activities around this important topic. Reflecting the Board of Directors' considerable expertise, we worked to identify activities consistent with the theme of enhancing parent-child relationships, including developing and disseminating new clinical resources for members. We plan to use the SCCAP listserv to identify common and important themes as a roadmap for developing this new content.

#### Aim to Diversify

Next, we resolved to diversify SCCAP across multiple fronts. For example, we are actively working to diversify the Board of Directors with respect to expertise (e.g., autism spectrum, alcohol and substance use disorders), developmental period (e.g., infancy) and institutional setting (e.g., community-based). The Board of Directors is also working proactively to enhance its representativeness—the diversity of our membership is one of its strengths and we very much want that to be reflected in SCCAP ac-

tivities. Please look for notices about upcoming opportunities including elections, volunteer opportunities on committees and task forces. Of course, we also welcome direct inquiries about opportunities to get involved in SCCAP. We want to hear from all of you!



Steve S. Lee, Ph.D.  
SCCAP President

#### Deepening Mentorship Activities

A third area of focus was on deepening mentorship activities within SCCAP. We identified transition periods (e.g., early-career psychologists), content area (e.g., dissertation, starting a private practice), and discussed creating new learning forums (e.g., peer to peer learning environments) that would benefit members. We are also pleased to announce a newly SCCAP-funded Diversity Leadership Institute, led by Board of Directors member Dr. Earl Turner. The Institute is designed to provide professional development, networking, and leadership skills for graduate students and early-career psychologists from diverse backgrounds. This Institute reflects SCCAP's commitment to issues of diversity as well as the need to formalize mentorship learning opportunities to make the field more responsive to the community.

#### Watch for Announcements Online

As we all look forward to spring and summer, please watch for announcements about SCCAP activities including elections, conferences, awards, and, of course, programming for the annual APA Convention in August. Our website, [www.clinicalchildpsychology.org](http://www.clinicalchildpsychology.org), is always a worthwhile destination for resources, announcements, and upcoming activities. Thank you for taking the time to read my first piece in the newsletter, and I look forward to hearing from you.

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**Newsletter Submissions**

Articles for the next newsletter are due by May 1, 2018.

Please send your submission to newsletter editor Jennifer Hughes at *Jennifer.Hughes@UTSouthwestern.edu*.

**SCCAP 2018 MIDWINTER MEETING**



SCAAP Board members network in Sante Fe January 2018.



President Steve Lee shares his vision for the Society's direction in 2018.



SCCAP Board members gather to advance child and adolescent psychology at the 2018 Midwinter Meeting.

## CONFERENCES & CONVENTIONS



### SCCAP 2018 APA CONVENTION PREVIEW

By Adam Miller, Ph.D.

APA Convention Division 53 Program Chair

Meghan Miller, Ph.D.

APA Convention Division 53 Program Co-chair

The APA Annual Convention will be held in San Francisco from August 9 – 12. Please save the date! We are excited to share a sneak peak of what SCCAP will be offering this year at the conference. We received numerous innovative proposals this year, and we are excited about the schedule of presentations that we are working to finalize. Full details will be available in the summer edition of the newsletter. Below are a few highlights to get you excited!

First, SCCAP was delighted to find that one of our collaborative proposals submitted with other divisions was accepted this year for presentation. The title of this talk is “The Adolescent Brain Cognitive Development (ABCD) Study: Overview, Emerging Data, and Opportunities.” This talk will cover one of the largest developmental neuroimaging studies underway in the United States at multiple locations nationwide. The presenters will discuss opportunities for collaboration with the study PI’s and the publically accessible data. Further, the presenters will discuss real-time clinical implications for the emergence of mental health problems in the sample. This presentation is in collaboration with Divisions 12, 28, 37, 40, and 50. SCCAP will also be participating in the following collaborative proposals: “Psychological Perspectives on Rising Economic Inequality” and “Future Directions for Research in Child Maltreatment: Innovation in Science, Education, and Policy.” We are excited to be joining these excellent symposia.

We are thrilled to announce that we will have two invited speakers presenting at this year’s convention. First, our keynote speaker will be Thomas Insel, M.D. Dr. Insel’s talk will be titled “Smartphones are a problem: Can they be a solution?” Dr. Insel will focus on the use of technology in the assessment, identification, and treatment of mental health issues. Dr. Insel was formerly the head of the National Institute of Mental Health before joining Google in 2015 to work towards developing technology to address mental health issues. He recently started his own company called the Mindstrong Institute. We are excited to hear how Dr. Insel’s work can inform clinical practice and research regarding children and adolescent health. Our second invited speaker is the Mayor of Sacramento, Darrell Steinberg. Mayor Steinberg has a longstanding passion and focus on child and adolescent mental health. He will be joining us to talk about recent

legislative efforts in child and adolescent mental health.

A series of symposium presentations will showcase the latest research in child and adolescent mental health. Jonathan Comer will be chairing a symposium on traumatic stress in youth. Bridget Makol will be chairing a symposium discussing the use of multi-informant reporting in child and adolescent mental health. We will have talks by Cindy Huang on research and evidence based treatment with ethnic minority use and by Mark Rapport on the emerging neuroscience evidence in ADHD. Meaegan Talbott will present on the use of telehealth to advance research into neurodevelopmental and neurogenetic disorders. Finally, we will have two symposium centered on adolescent suicide research and prevention by Jennifer Hughes and Kirsty Lee.

In addition to these exciting talks, we will present our Early Career and Distinguished Career Awards, and the recipients will speak about their work. Furthermore, two poster sessions will highlight ongoing research focused on child and adolescent mental health. The first session is titled “Child and adolescent psychopathology: Progress in understanding the role of protective factors, parenting, and intervention,” and the second session is titled “Latest research on mechanisms, characterization, and prediction of psychopathology in children and adolescents.” We will be giving out awards for several posters, so please come join us to see these great presentations!

Be on the lookout for additional details regarding our social hours, student programming in the hospitality suite, and opportunities for networking and mentorship. We are excited to see you in San Francisco, and we will have more details available in the summer so that you can plan your visit!



Adam Miller, Ph.D.



Meghan Miller, Ph.D.

It is going to be a great convention, and we are excited about the SCCAP program. We look forward to seeing you in San Francisco!

## CONFERENCES AND CONVENTIONS



Roughly 400 attendees came to sunny Miami to attend keynote presentations and workshops by leading innovators and researchers in evidence-based child and adolescent mental health care.



### MIAMI INTERNATIONAL CHILD AND ADOLESCENT MENTAL HEALTH CONFERENCE

By Danielle Cornacchio, M.S., and Jonathan S. Comer, Ph.D.

The 2018 Miami International Child and Adolescent Mental Health (MICAMH) Conference was held at Florida International University (FIU) this past February. Roughly 400 attendees came to sunny Miami to attend keynote presentations and workshops by leading innovators and researchers in evidence-based child and adolescent mental health care. The conference, chaired by Dr. Jonathan Comer, was co-sponsored by the Society of Clinical Child and Adolescent Psychology, The Children's Trust, and the FIU Center for Children and Families, and worked to bridge the gap between science and practice by linking the field's foremost scholars with front-line practitioners. Attendees included psychologists, social workers, counselors, psychiatrists, nurses, educators, and trainees in children's mental health care.

Keynote and workshop presentations included sessions by Thomas Ollendick, Connie Kasari, Enrique Neblett, Carolyn Black Becker, Tara Peris, Nicole Fava, Donna PinCUS, Andres de los Reyes, Thomas

Power, Charlotte Johnston, Erlanger Turner, Mary Fristad, Steven Evans, George DuPaul, Erika Coles, and Sannisha Dale. A large number of current and past Board members of the Society of Clinical Child and Adolescent Psychology presented.

Fifteen breakout workshops covered a range of topics including school mental health, ADHD, the treatment of child anxiety disorders and phobias, body dissatisfaction, early interventions for autism spectrum disorder, mental health of racial and ethnic minority youth, child trauma, pediatric OCD, assessment, and treatment of pediatric mood disorders. Other special workshop topics included classroom management, strategies for homework success, the

integration of behavioral health services into primary care, and working with youth who have experienced marginalization and oppression. Moreover, three student poster sessions offered trainees an opportunity to present their work and engage in one-to-one dissemination of their research, and extend their professional networks.

The 2019 MICAMH conference will be held again at FIU in February of 2019. Please mark your calendars!



## NATIONAL CONFERENCE IN CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY TRANSLATING RESEARCH INTO PRACTICE

By Ric Steele, Ph.D., ABPP

Mark your calendars to attend the 13<sup>th</sup> biennial **National Conference in Clinical Child and Adolescent Psychology** October 18 – 20, 2018. Conference goals are to provide up-to-date information on research and evidence-based practice in clinical child and adolescent psychology, with specific learning experiences targeted to cultural competence, therapy and interventions, assessment, and professional issues. The conference draws students and professionals from across the country, and offers a rich atmosphere for learning, networking, and socializing with others in the field.

### Continuing Education

Eighteen hours of intermediate-level continuing education for psychologists are planned for the Conference.\*

This year's speakers include Tonya Palermo, Wendy Stone, Tammy Barry, Micah Mazurek, Paula Fite, Annette La Greca, Stan Huey, Anna Lau, Armando Piña, Jonathan Comer, Christianne Esposito-Smythers, and Amanda Jensen-Doss.

Working titles of the talks are available at <https://ccpp.ku.edu/2018-national-conference-clinical-child-and-adolescent-psychology>.

### Diversifying Psychology

This year's conference programming will be augmented by a plenary session designed to facilitate diversity within the profession by assisting underrepresented minority (URM) students and trainees in their efforts to identify and enroll in graduate training programs. Dr. Anita Jones Thomas will provide a special plenary address to URM undergraduate students/trainees as they prepare applications and materials for graduate study in psychology and provide keys for success for trainees accepted into graduate programs. Breakout sessions on issues related to aspects of graduate training (e.g., fellowship funding, specialization, publication) will be offered by current graduate students in clinical child and adolescent psychology. Undergraduate students and post-baccalaureate trainees are encouraged to look for the special registration option for the Conference within a Conference (CwC) on the registration page.

### Poster Sessions

Cutting edge research from across the field of clinical child and adolescent psychology will be featured in three or four poster sessions distributed throughout the conference. Student poster awards will be offered this year,

funded by the Society of Clinical Child and Adolescent Psychology Science Committee and the Clinical Child Psychology Program at the University of Kansas.

The poster abstract submission portal will be available by March 1, 2018.

The deadline for abstract submission is May 25, 2018.

### Meet the Editors

In addition to our plenary and themed sessions, there will be opportunities to visit with the editors of key journals in our discipline, including: Anne Marie Albano (Editor, *Evidence-Based Practice in Child and Adolescent Mental Health*), Brian Chu (Editor, *Cognitive and Behavioral Practice*), Andres de los Reyes (Editor, *Journal of Clinical Child and Adolescent Psychology*), Tonya Palermo (Editor, *Journal of Pediatric Psychology*), and Jennifer Schurman (Editor, *Clinical Practice in Pediatric Psychology*). This informal session will provide an opportunity for editors to communicate the aims and objectives of their respective journals; attendees will be able to ask questions about the submission/review process.

### Location

The conference will be held at the Intercontinental Kansas City at the Plaza. The Intercontinental boasts a great location at the Country Club Plaza, a 15-block retail, dining, and entertainment destination in Kansas City, Missouri. A short shuttle from Kansas City International Airport (code: MCI), this location will facilitate easy travel for conference attendees.

### Registration

Conference Registration will open on May 1. Please bookmark <https://ccpp.ku.edu/conferences> for updates and more information. See you in October!



Ric Steele, Ph.D., ABPP

Plan to attend the National Conference in Clinical Child and Adolescent Psychology in Kansas City October 18-20!



\*The University of Kansas Clinical Child Psychology Program is approved by the American Psychological Association to sponsor continuing education for psychologists. The University of Kansas Clinical Child Psychology Program maintains responsibility for this program and its content.

## SCCAP ELECTION 2018



### CANDIDATES FOR PRESIDENT-ELECT (2019)

**S**Stephen Hinshaw, Ph.D., is a professor of Psychology at UC Berkeley and of Psychiatry at UC San Francisco. He received his A.B. (summa cum laude) from Harvard and his doctorate in clinical psychology from UCLA. His main interests include developmental psychopathology and mental illness stigma. He has received grants from the National Institutes of Health (totaling over \$20 million), as well as teaching awards and major international awards for his research (SSCP Distinguished Scientist Award, APS James McKeen Cattell Award, SRCD Distinguished Contributions to Child Development Award). He is one of the 10 most productive clinical psychology scholars over the past decade.



Stephen Hinshaw, Ph.D.

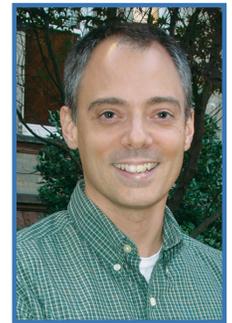
Hinshaw is associate editor of *Development and Psychopathology* and past editor of *Psychological Bulletin*. He is a fellow of the Association for Psychological Science, APA (Division 53), and AAAS. He has authored over 340 articles and 12 books, including his most recent, *Another Kind of Madness: A Journey through the Stigma and Hope of Mental Illness*. His research and advocacy efforts have been featured regularly in the media, including the *New York Times*, *Washington Post*, *CNN*, *NBC's Nightly News* and *Today Show*, *CBS Evening News*, and many more.

#### Candidate Statement

*I served as SCCAP president 18 years ago, and I am most pleased to have witnessed its continued growth and impact since that time. The time has never been more "ripe" than now for advances in science, training, and advocacy in clinical child and adolescent psychology. Indeed, the burden of psychopathology (which typically begins early in life) is—tragically—growing, not receding. I believe that I could aid the cause with a strong and interdisciplinary scientific background and orientation, along with considerable dedication, teamwork, and administrative/advocacy-related contributions.*

*My career in developmental psychopathology research, teaching, and training has been broad and deep. A growing area of interest is reducing the stigma that still clings to mental and developmental disorders. Among many activities and initiatives, I have devoted considerable effort to writing general-audience books designed to humanize serious mental disorder via disclosure of my own, and my family's, experiences. I am devoted to becoming an ever-stronger public advocate for mental health and stigma reduction. I pledge to be a listener, integrator, synthesizer, and responsive leader.*

**M**ichael A. Southam-Gerow, Ph.D., is a professor of Psychology at Virginia Commonwealth University (VCU). He serves as associate chair and director of Graduate Studies for the Psychology Department at VCU. His research focuses on the dissemination and implementation of psychological treatments for mental health problems in children and adolescents. He also studies emotion processes (e.g., emotion regulation) in children and adolescents and treatment integrity. He is associate editor of the *Journal of Consulting and Clinical Psychology*, the author of dozens of scholarly papers, and is the author of *Practitioner's Guide to Emotion Regulation in Children and Adolescents*, which is now available in paperback as well as translated into Dutch and Korean.



Michael Southam-Gerow, Ph.D.

#### Candidate Statement

*I am honored to have been nominated to serve as SCCAP president. I have been a member of the Society since my graduate school days in the 1990s and have been involved with the Society in one or way or another for more than a decade, serving as newsletter editor, on the APA Committee on Children, Youth, and Families, and as associate editor of JCCAP, where I coordinated the first wave of evidence-based updates.*

*As SCCAP president, I would collaborate with the membership and the board in continuing the Society's efforts to improve the science and practice of clinical child/adolescent psychology. In terms of initiatives, I am particularly interested in identifying ways we can reach out to other disciplines whose work and missions are related to ours, such as American Academy of Pediatrics and the National Association of Social Workers. Multidisciplinary effort is needed to solve the myriad problems we face with regard to child/adolescent mental health and wellness. We need to collaborate effectively with others as to ensure our contributions have widespread influence and that we learn from the contributions of others quickly.*

*I would like to continue the Society's efforts to find the best ways to give science away through no- and low-cost training for members and the public. Finding ways to get the benefits of our scientific and practice-based expertise into the hands of families represents an important area for continued work. I am interested to learn what SCCAP's members would like from the Society and its board. I am eager to develop initiatives based on member input.*

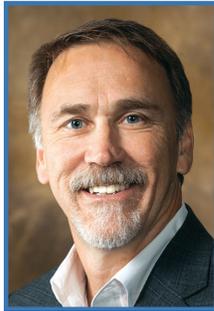
The President helps steer the division's direction.

One year each is spent as President-Elect (2019), President (2020), and Past-President (2021).



**CANDIDATES FOR APA COUNCIL OF REPRESENTATIVES (2019-2021)**

**Tim Cavell, Ph.D.**, is a professor in the Department of Psychological Science at the University of Arkansas. His research focuses on the role of parents, teachers, and mentors in selective interventions for children who are highly aggressive or chronically bullied.



Tim Cavell, Ph.D.

He has published over 60 articles and chapters as well as two books, *Working with Parents of Aggressive Children: A Practitioner's Guide* (APA, 2000) and *Anger, Aggression, and Interventions for Interpersonal Violence* (Erlbaum, 2007). Funding for his work has come from the Institute of Education Sciences and the National Institute on Drug Abuse.

He is co-investigator on a current HRSA-funded GPE grant designed to grow the number of doctoral graduates who provide integrated behavioral health care to vulnerable and underserved populations.

Cavell has served as chair of the Council of University Directors of Clinical Psychology Programs and was elected in 2014 to APA's Board of Professional Affairs. He is also on the Research Advisory Council for Big Brothers/Big Sisters of America and is a member of the Research Board of the National Mentoring Resource Center.

**Candidate Statement**

*I am a clinical child and adolescent psychologist who does school-based prevention research. I am also a member of APA and SCCAP. My professional activities also include doctoral research training, clinical supervision, undergraduate teaching, graduate education advocacy, clinical practice, and consultation. I also teach graduate courses in psychotherapy and psychosocial interventions for children, parents, and families.*

*I had the privilege of serving on APA's Board of Professional Affairs. The experience taught me the importance of actively engaging in organizational governance. I now believe I can contribute to the SCCAP Board and its mission. Thank you for your consideration.*

**Erlanger "Earl" Turner, Ph.D.**, is a licensed psychologist and assistant professor of Psychology at the University of Houston-Downtown. He received his Ph.D. in clinical psychology from Texas A&M University and completed post-doctoral training at the Kennedy Krieger Institute and the Johns Hopkins University School of Medicine in the Behavior Management Clinic.



Erlanger "Earl" Turner Ph.D.

Turner has worked in outpatient and inpatient settings providing psychological services to youth and their families. His interests include: access to behavioral health services, health equity, cultural competency, behavioral parent training, and ethnic minority mental health. In addition to publishing his work, Turner has also served as a media expert on topics such as behavioral health treatment, racism, police-community relations, and cultural competency.

Turner is a member of the American Psychological Association and has served in numerous leadership roles over the last 10 years. He is also a current member of SCCAP and other APA divisions (37, 45, and 46).

**Candidate Statement**

*As an early-career psychologist, I am dedicated to serving the profession. It has been a pleasure serving the last year as the chair of the SCCAP Diversity Committee, and I look forward to continuing in this role. My experience in other roles has well prepared me to contribute to the continued growth of the division. For example, I served as the APAGS member at large for practice and played an important role as a member of the APPIC internship workgroup to help streamline the internship Phase II match process. I also chaired a workgroup to explore the importance of mentoring on education and training while serving on the APA Membership Board and most recently served as chair of the APA Board for the Advancement of Psychology in the Public Interest (BAPPI). Given my experience, I was appointed to the U.S. Department of Health and Human Services Behavioral Health Project Advisory Committee to assist with developing an e-learning continuing education program for behavioral health providers.*

*During my term, I am dedicated to working with the SCCAP board and APA Council of Representatives to develop initiatives to enhance our science, education, and practice with children and adolescents.*

**Vote for the following SCCAP Board Member positions between April 15 – June 1. Watch your email for a voting link from APA!**

## SCCAP ELECTION 2018



### CANDIDATES FOR SECRETARY (2019-2021)

**O**mar Gudiño, Ph.D., ABPP is currently an assistant professor of Clinical Child Psychology at the University of Denver and will be joining the faculty of the Clinical Child Psychology Program at the University of Kansas in fall 2018. He completed his doctoral training at UCLA and subsequently completed his internship and post-doctoral training at the NYU Child Study Center/Bellevue Hospital Center.



Omar Gudiño, Ph.D., ABPP

Gudiño's research aims to generate knowledge that can eliminate racial/ethnic disparities in children's mental health and inform the delivery of evidence-based services for diverse youth and families exposed to violence. He provides clinical training to doctoral students and direct service to children and families.

#### Candidate Statement

*I am deeply committed to SCCAP's mission of serving children, adolescents, and families with the best possible clinical care based on psychological science. This commitment cuts across my approach to research, teaching, clinical practice, professional service, and community engagement. I am particularly passionate about ensuring that advances in clinical child and adolescent psychology reach underserved communities. I joined the Board of Directors of the American Board of Clinical Child and Adolescent Psychology in 2015, serving one term as member-at-large, two terms as secretary, and I currently serve as credential reviewer. I also regularly serve on board examination committees and value the opportunity to support our specialty in this manner. I have also served as president (2017) and currently serve as past-president (2018) of APA's Division 12, Section VI (Clinical Psychology of Ethnic Minorities).*

*Additional examples of relevant service include my appointment to an APA workgroup on racial/ethnic disparities in children's mental health, my role as associate editor for the Journal of Latina/o Psychology, and my service on the editorial board of Evidence-Based Practice in Child & Adolescent Mental Health. I provide these examples of service to highlight my commitment to advancing clinical child and adolescent psychology and issues of diversity and equity in our profession.*

*It would be an honor to serve as SCCAP secretary and to work with the Board of Directors in the service of children and families, SCCAP members, and the profession.*

**A**нна Van Meter, Ph.D., is an assistant investigator in the Department of Psychiatry at The Zucker Hillside Hospital and an adjunct assistant professor at the Ferkauf Graduate School of Psychology, Yeshiva University.



Anna Van Meter, Ph.D.

Van Meter's research focuses on subclinical and prodromal presentations of mood disorders in youth, and on the factors that predict the trajectory of a young person at risk for developing a mood disorder. She is also working to develop low-cost preventive interventions and to disseminate psychological science and evidence-based care to those underserved by traditional mental health services. She is the recipient of research support from the American Psychological Foundation and several private foundations, and has been recognized as a promising early-career investigator through programs supported by NIMH and the Association for Psychological Science.

Van Meter is also passionate about education, and is actively involved in clinical supervision, research mentorship, and instruction on how to best incorporate research into clinical practice for both students and professionals. She completed her own graduate training at the University of North Carolina at Chapel Hill.

#### Candidate Statement

*During my involvement with the SCCAP Board as Program Co-Chair, I felt honored to be among colleagues dedicated to helping young people. I feel grateful for the opportunities I have had to contribute to this organization and hope to deepen my commitment through this role.*

*In the role of secretary, I see the opportunity to help the organization achieve its many goals by organizing information and providing structure, enabling the Board to stay focused on priorities and make the most of valuable – and limited – members' time. I also see an opportunity to serve as a conduit between SCCAP leadership and its members, offering more frequent updates on Board activities and decisions, and providing a point person through whom members can communicate directly.*

*I am proud of SCCAP's work to improve child and adolescent mental health by supporting clinicians and families. I believe the best resource we have is the cumulative knowledge of our members, who possess decades of experience in clinical work and research. We are rich with insight and ideas and, as secretary, my goal would be to provide organization, accountability, and communication to help SCCAP fully tap into this resource and maximize its impact.*

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**CANDIDATES FOR SECRETARY (2019-2021)**

**Jonathan Weinand, Ph.D.**, received his doctorate in clinical psychology from the Illinois Institute of Technology, and completed his internship at the University of Mississippi Medical Center/VA Consortium. He has been in clinical practice in rural Iowa for over 25 years, centering on child and adolescent psychology. Currently, he is in independent practice at the Family Behavioral HealthCare of Iowa in Burlington.



Jonathan Weinand, Ph.D.

Weinand is associate editor of the SCCAP clinical journal, *Evidence-Based Practice in Child & Adolescent Mental Healthcare*. He also serves as treasurer of the Society of Clinical Psychology. He has presented and published his work centering on family assessment and continuing educational issues at numerous conferences, including ABCT and APA. Weinand is a fellow of the American Psychological Association and the Society of Clinical Psychology.

**Candidate Statement**

*I am grateful for the opportunity to run for the position of SCCAP secretary. As a member of SCCAP, I have been able to become actively involved in the Society's mission and goals by serving as associate editor of the new SCCAP journal, Evidence-based Practice in Child & Adolescent Mental Health. I have also held many positions within the Society of Clinical Psychology, including Treasurer (current), Chair of Education and Training, and most recently Co-Chair of the Emory Summit on Professional Education in Psychology (a joint collaboration between SSCP, SCP, and recently SCCAP).*

*SCCAP has continued to be in the forefront of developing scientifically sound, integrated, and energizing initiatives as we all work towards providing high-quality, science-based education and training and important advocacy to our membership and the children and families we ultimately serve.*

*As SCCAP is my "home organization," I highly value any contribution I can make towards completing the Society's mission and goals. I believe my active experience on numerous boards, committees in psychology- and action-orientated stance to fulfilling the goals of those systems would provide SCCAP significant added value in the areas of both setting and attaining the goals of the Society.*

*As we say in Iowa, "Get 'er done." I look forward to your consideration of my candidacy for this position.*

**APA APPORTIONMENT BALLOT**

**CAST YOUR VOTES FOR THE SOCIETY OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY (DIVISION 53)**

The Apportionment Ballot is conducted annually by APA to determine the composition of the following years' Council. Each voting member of APA receives a ballot with 10 votes to distribute among eligible constituencies (divisions and state/provincial associations) according to his/her interests.

As a member of the Society of Clinical Child and Adolescent Psychology (Division 53), you are a part of the largest organization of clinical child and adolescent psychologists in the nation. As you know, our purpose is to encourage the development and advancement of clinical child and adolescent psychology through integration of its scientific and professional aspects. The Society promotes scientific inquiry, training, professional practice and public policy in clinical child and adolescent psychology as a means of improving the welfare and mental health of children, youth, and families.

We urge our members to continue our strong voice for promoting evidence based practices for children's mental health by allocating your apportionment votes to the Society of Clinical Child and Adolescent Psychology (Division 53).

Vote for the following SCCAP Board Member positions between April 15 – June 1.

Watch your email for a voting link from APA!

## SCCAP ELECTION 2018



### CANDIDATES FOR MEMBER AT LARGE—MEMBERSHIP (2019-2021)

**Chrissy Cammarata, Ph.D., ABPP** is a board certified psychologist at Nemours/duPont Hospital for Children and clinical assistant professor of Pediatrics at the Sidney Kimmel Medical College, Thomas Jefferson University. Cammarata earned her Ph.D. from Central Michigan University and completed residency and fellowship at the University of Florida.



Chrissy Cammarata Ph.D.  
ABPP

Clinically, Cammarata is the liaison for the diabetes program. She is a member of the residency and fellowship training teams, and also provides outpatient therapy and training in evidence-based treatments for youth with eating disorders, chronic illnesses, and young children with behavior problems. She is a primary supervisor for the Inpatient Consultation/Liaison service.

Cammarata is a co-chair for the Pediatric Consultation and Liaison Special Interest Group for the Society of Pediatric Psychology and a member of the Early Career Psychologist Task Force for Society of Clinical Child and Adolescent Psychology.

#### Candidate Statement

*I am honored to be considered for the position of Member at Large, Membership for the Society of Clinical Child and Adolescent Psychology.*

*For the past five years, I have served as SCCAP's Early Career Liaison and as a member of SCCAP's Early Career Task Force. In these roles, I was passionate about being a voice for early-career members and facilitating changes in programming that would increase benefits for new professionals. As part of this task force, I surveyed our early-career members to identify barriers to membership and ways to increase their engagement.*

*Serving as a board member would allow me greater opportunities to implement some of the identified initiatives targeted toward early-career members, such as increasing web-based and live mentorship and networking opportunities, developing conference and training topics related to financial planning and professional development, and facilitating opportunities for leadership, such as through growing the SIG presence.*

*I would be delighted to help our organization grow through representing our membership base across all career stages.*

**Armando A. Piña, Ph.D.**, is an associate professor of Psychology at Arizona State University, Tempe and a fellow of the American Psychological Association, Minority Fellowship Program. Piña uses prospective and culturally informed designs to study risk and resilience factors linked to mental, emotional, and behavioral disorders in children and adolescents.



Armando A. Piña, Ph.D.

With support from NIMH, NICHD, NIMHD, NIDA and foundations, Piña's work has focused on the treatment, early intervention, and indicated prevention of youth anxiety disorders, with a unique focus on cultural robustness. Piña's mentoring style is student-centered, and his students are engaged in diverse professional careers in clinical child psychology. Piña is associate editor for *JCCAP* and serves as editorial board member for *Journal of Consulting and Clinical Psychology*, *Journal of Abnormal Child Psychology*, and *Journal of Anxiety Disorders*. The Arizona Psychological Association named Piña Psychologist of the Year.

#### Candidate Statement

*It is with humble gratitude that I would serve SCCAP as member at large for membership. SCCAP has played an essential role in my career in several ways. Early in my training, I was introduced to SCCAP under the mentorship of Wendy Silverman, assisting her as JCCAP editor.*

*I view this new opportunity to serve SCCAP as member at large as a natural next step in my career. I would be highly motivated to encourage, facilitate, and oversee membership recruitment efforts, including general membership and Special Interest Groups (SIG).*

*Consistent with President Steve Lee's vision for SCCAP, I agree on the importance of increasing dissemination of evidence-based assessment practices (EBAs) with children and families. I am interested in exploring the need for SIGs on issues relevant to EBAs, exploring opportunities to collaborate on an update to JCCAP's 2005 EBAs special issue, and a sister public resource akin to [effectivechildtherapy.org](http://effectivechildtherapy.org) that is focused on EBAs.*

*I am committed to: a) maintaining SCCAP's long standing record of excellence, b) supporting innovative efforts that comply with the general objectives of APA, and c) working to advance clinical child and adolescent psychology through integration of science and practice. I am grateful to have been nominated and considered for member at large for membership.*

**Vote for the following SCCAP Board Member positions between April 15 – June 1. Watch your email for a voting link from APA!**



## TRANSITIONAL AGE TRANSGENDER YOUTH – SPECIAL CONSIDERATIONS

By Christy L. Olezeski, Ph.D.  
Yale School of Medicine, Departments of Psychiatry and Child Study  
Director, Yale Gender Center

Emerging adulthood is a distinct period wherein young adults engage in exploration and development of their personal identity, worldview, romantic interests and vocational aspirations (Arnett, 2000). It is also during this developmental stage when youth secure the psychological and social resources for positive outcomes as an adult. Whereas there is a growing literature on the normative pathways available to young adults on this journey, transgender or gender-expansive youth might have a more complex picture to navigate in their development.

### Transgender or Gender-Expansive Challenges

Unique challenges can arise for young adults who identify as transgender or gender-expansive when navigating age-normative tasks such as family dynamics and romantic or sexual relationships, finding support through community, procuring affirmative health care, obtaining adequate housing and employment, changing legal documentation and engaging in higher education. Complications, such as lack of familial and peer support for one's gender identity, can lead to feelings of hopelessness and loss, and potentially lead to a concealment of one's identity and internalized transphobia, as described in the Gender Minority Stress Model (Meyer, 2003).

Lack of self-esteem and comfort in one's identity can also lead to difficulties with romantic relationships and accessing affirmative support groups. Bullying and victimization, which are prevalent in US society, including by representatives from health care organizations and

public service agencies (James et al., 2016), also can lead to an increase in negative mental and physical health symptoms, and a propensity to avoid healthcare settings, which can lead to worsening of physical health problems.

In addition, having documentation in which one's legal name or gender marker does not match one's preferred name or pronouns can lead to discrimination and harassment in employment, educational settings and with housing. One could argue that not having stable employment or housing could lead to increased difficulty in obtaining a legal change in affirmed name and gender marker due to lack of address and/or financial resources, which could lead to an increase in negative mental and physical health symptoms and violence and discrimination.

Finally, physical location is an important consideration when working with transgender emerging adults. If the individual is located in a more rural area, they might be at greater risk for victimization and harassment (Rosenkrantz et al., 2017), and have fewer community resources to draw on for support and/or affirmative care.

Based on these potential challenges inherent in working with transgender emerging adults, it is important that we as clinicians understand the intricacies and correlates of care for this special population. Ensuring clients have access to affirmative care and community supports is essential for their growth into adulthood, especially in rural areas.



Christy L. Olezeski, Ph.D.

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Ensuring clients have access to affirmative care and community supports is essential for their growth into adulthood, especially in rural areas.

## IN FOCUS



### EVIDENCE-BASED APPS ARE NEEDLES IN THE MARKETPLACE HAY STACK

By Ryan D. Stoll, M.A., and Armando Pina, Ph.D.  
Department of Psychology, Arizona State University

Mental health app research represents a promising avenue for improving the dissemination and implementation of evidence-based mental health services for youth.

The future for mental health mobile apps for youth looks promising.

Mental health applications (apps) for smartphones and tablet devices may hold potential for improving dissemination and implementation of evidence-based care. This is especially true for children and adolescents who are often regarded as being more accepting of mobile technologies and are increasingly gaining access to these devices. As of 2017, for example, up to 75 percent of children and adolescents in the United States own or have access to a smartphone, including those in rural and low-income areas, with nearly 63 percent of youth using mobile apps daily. With such widespread adoption and use, mental health apps might reduce common barriers associated with the provision of care (e.g., time, distance, cost), extend the reach of interventions beyond face-to-face meetings, and even affect change in economically disparate populations.

Despite the potential of mental health apps, there is insufficient evidence to support the effectiveness of most apps with children and adolescents. Following the process outlined by Bry, Chou, Miguel, and Comer (2017), we searched for available mental health apps for youth on the two most widely used marketplaces: Android's Google Play store and Apple's App store. Using a combination of technical keywords (e.g., anxiety, depression, eating disorders, behavior management), non-technical keywords (e.g., fear, mood, body image), and an age-group specifier (i.e., child, adolescent, kid, teen), we identified 1,059 total apps.

However, the research evaluating these apps is practically non-existent. Meanwhile, across six recent systematic reviews of empirically-supported mental health apps for children and adolescents, just 15 apps were identified. These included seven apps targeting anxiety or depression (CopeSmart, Daybuilder, Mayo Clinic Anxiety Coach, REACH, SmartCAT, The ACTapp, TickiT), three apps focused on eating disorders (Pretty, Recovery Record, unnamed dialectical behavior therapy app), two targeting overall mental well-being (Mobile Mood Diary, Mobiletype,) two for suicide prevention (Crisis Care, Safety Plan), and one for medication adherence (unnamed early psychosis support app). Of those 15 apps, only three reported mental health outcome data (Mayo Clinic Anxiety Coach, Mobiletype, and Pretty) and only two are currently available in the app marketplaces (Mayo Clinic Anxiety Coach, Recovery Record), suggesting the majority of evidence-based apps are not yet available to consumers.

On the other hand, content analysis of commercially available apps shows that only 20 percent to 25 percent use evidence-based techniques, fewer than five percent address user confidentiality or data security, and fewer than two percent provide any supporting documentation citing mental health research used to develop and prove that the app is clinically useful.

Collectively, the existing research highlights the significant lack of evidence-based mental health apps for children and adolescents, despite the large number of apps available to youth. This gap could largely be attributed to the fact that most mental health apps are brought to the market from industry developers that deploy highly effective marketing strategies to reach consumers but lack the expertise needed to ensure evidence-based principles are being delivered by the technology. To complicate matters further, there are no mechanisms in place in the app marketplaces to ensure that mental health apps for youth have data supporting claims about improvements in mental health outcomes.

Thus, mental health app research with youth remains at an early developmental stage with considerable work needed to fully realize the potential of mobile health tools within evidence-based practice. Moreover, with hundreds of mental health apps being added to the marketplaces every week, it is becoming increasingly difficult for scientist-practitioners to identify potentially helpful tools to use with youth.

#### Suggestions for the Scientist Practitioner

Outlined below are three strategies that can be used to identify quality apps to support mental health intervention efforts with children and adolescents.

- **Review app information pages.** When searching the Google Play store and Apple App store, clicking on an individual app will provide additional information including a detailed description of the app, customer re-



Ryan D. Stoll, M.A.



Armando Pina, Ph.D.

views, and version/update history. App descriptions can provide insight as to whether the app is rooted in evidence-based principles and if it is appropriate for use with children or adolescents. Customer reviews can provide anecdotal evidence of usability, satisfaction, and perceived efficacy from real-world users. Version/update history shows how frequently the app is updated (and why), with higher quality apps commonly being updated more regularly to address software problems or add new features.

- **Search social media platforms.** Similar to the app marketplaces, social media platforms, such as Twitter, Facebook, and Instagram, can be searched using hash-tagged keywords. Broad keywords (e.g., #mentalhealthapp), specific keywords (e.g., #anxietyapp), or app names (e.g., #recoveryrecordapp) can be used to find social media posts related to the keyword searched. This provides a way to find up-to-date information about user experiences with existing apps and identify upcoming or trending apps. To expedite the search process, you can use websites like [www.hashatit.com](http://www.hashatit.com) or [www.hashtracking.com](http://www.hashtracking.com), which aggregate search results from each of the social media platforms.
- **Try the app.** When pilot testing apps, there are several factors to consider, including: a) age appropriateness, b) accuracy of information provided, c) whether the app clearly describes privacy policies and how user data is handled, d) ease of use (e.g., it is easy to understand; you can learn to use it quickly), e) quality of support (e.g., the instructions and messages are easy to understand), and f) overall satisfaction (e.g., the app is fun to use; the app works the way you would want it to work).

Taken together, mental health app research represents a promising avenue for improving the dissemination and implementation of evidence-based mental health services for youth. Although a gap exists between the number of industry-developed apps and those that are empirically validated, research efforts are rapidly growing. In fact, the number of mobile mental health trials with youth on NIH RePORT has more than tripled since 2013; thus, the future for mental health mobile apps for youth looks promising.

References cited can be obtained at [rdstoll@asu.edu](mailto:rdstoll@asu.edu).

## COUNCIL OF REPRESENTATIVES UPDATE

By Mary A. Fristad, Ph.D., ABPP and Tim Cavell, Ph.D.  
APA Council Representatives

Gerry Koocher is stepping down in his last year of service as an SCCAP APA Council Representative to accept President Jessica Henderson Daniel's invitation to serve as the APA Council of Representative's Parliamentarian. He will be replaced by Tim Cavell. Thanks to Gerry Koocher for his successful service!



Gerry Koocher, Ph.D., ABPP

At the August 2017 Council meeting, Division 37 APA Council Representative MaryAnn McCabe and Mary Fristad requested the Committee on Children, Youth and Families form a work group to revise and update the 2003 APA Resolution on Children's Mental Health. That work group is being assembled, and SCCAP members will be invited to provide input and feedback for the new document.



Mary A. Fristad, Ph.D., ABPP

A resolution is being proposed for APA to preferentially use the term "patient" when referring to health-related and scientific activities of health service psychologists and scientists in health care services and settings. This resolution in no way requires the use of this term by anyone in any other area of psychology (e.g., forensics, schools, business, academic guidance). The full resolution will be circulated on our listserv for comment later this year.



Tim Cavell, Ph.D.

Tim Cavell replaces Gerry Koochner as SCCAP APA Council Representative.

## MEMBER-AT-LARGE AND COMMITTEE UPDATES



### HAPPY NEW YEAR FROM THE PRACTICE COMMITTEE!

By Amanda Jensen-Doss, Ph.D.  
Member at Large for Science and Practice



Amanda Jensen-Doss, Ph.D.

Please consider taking a few minutes to complete the project ideas and initiatives survey.

I just returned from the SCCAP Midwinter Meeting and am excited about the plans for the upcoming year. Keep an eye out for announcements about a new webinar continuing education series this year. Various SCCAP committees will be proposing topics. The Practice Committee has asked Dr. Brian Allen to conduct a webinar based on his very popular article in *Evidence-Based Practice in Child and Adolescent Mental Health (EPCAMH)* on attachment disorders called, “A RADical Idea: A Call to Eliminate ‘Attachment Disorder’ and ‘Attachment Therapy’ From the Clinical Lexicon,” (if you haven’t read it, you can access it on the *EPCAMH* page of the SCCAP website—<https://clinicalchildpsychology.org/epcamh>—it’s from the very first issue in 2016).

The Practice Committee has several other ideas about projects for the coming year, but we need your input about which initiatives would be most useful. So, we will be contacting our practice members this spring

with a brief survey seeking your input. Your feedback is very important to us, so please consider taking a few minutes to complete it when the time comes.

Finally, I have noticed a lot of posts on the SCCAP listserv asking for referrals in particular locations, so wanted to remind everybody that one great source of referrals is our therapist directory: <https://clinicalchildpsychology.org/search-a-child-psychologist>. Our directory is only as good as its members, so if you haven’t yet joined the directory, please log in to your membership account to update your information. Membership in the directory is a free benefit to SCCAP members and is a great way to advertise your clinical practice. As always, if you have ideas about projects you would like our committee to take on, please contact me at [ajensendoss@miami.edu](mailto:ajensendoss@miami.edu).

### DIVERSITY COMMITTEE UPDATE

By Erlanger “Earl” Turner, Ph.D.  
Diversity Committee Chair



Erlanger A. Turner, Ph.D.

The SCCAP Diversity Committee is excited to share what’s on the horizon to aid you in working with diverse populations. At its August 2017 meeting, the APA Council of Representatives approved and adopted *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* as APA policy. The original Multicultural Guidelines were published in 2002 with plans to update the guidelines within 10 years. Given the growth in scholarship on multicultural psychology, the 2017 Multicultural Guidelines seek to address diversity and multiculturalism within the United States and globally and allow for the field of psychology to consider the influence of intersectional identities of the practice of psychology. One unique aspect of the 2017 Multicultural Guidelines is the inclusion of case studies that provide examples of applying the information across clinical, educational, research, and consultation settings. You can find the complete document by visiting APA at [www.apa.org/about/policy/multicultural-guidelines.aspx](http://www.apa.org/about/policy/multicultural-guidelines.aspx).

The Diversity Committee is also pleased to announce that the SCCAP Board of Directors approved the creation of the SCCAP Diversity Leadership Institute. The goal of the Institute is to provide opportunities for professional

development, networking, and leadership skills for graduate students and early career professionals who identify as belonging to a diverse background (broad diverse backgrounds may include disability, race/ethnicity, sexual orientation and gender diversity). Applicants that are selected as Diversity Institute Fellows will receive a travel stipend. Institute Fellows will be required to participate in a minimum of one SCCAP committee or professional activity after the completion of the Institute. This will be an excellent opportunity for students and ECP’s that are interested in being more involved in SCCAP or other leadership roles. Stay tuned for more information and the call for applications!

As chair of the Diversity Committee, I am thrilled to help contribute to advancing clinical child and adolescent psychology. Over the last year, the Committee has been working hard to develop new ideas and resources. We look forward to continued success to promote multiculturalism as it applies to our work.

## LEWIN LOOKS BACK, ENCOURAGED FOR FUTURE

By Adam B. Lewin, Ph.D., ABPP  
Member at Large for Education and Standards

**W**ow, *tempus fugit!* My time as your Education and Standards SCCAP Representative has sure flown. It has been an honor to represent you at SCCAP, and I am so pleased that a friend and colleague, Tara Peris, Ph.D. will succeed me.

### SCCAP Webinar Series

As I rotate off, I'm tremendously excited that some of the projects of interest are finally coming to fruition. Most important personally, is the SCCAP webinar series piloting in 2018—I hope this programming will be driven by member interest (it is what sparked the initiation) and, ideally, provided by our member expertise (i.e., tell us what you want and need—and better yet, reach out if you have programs you wish to contribute/present). Several members have expressed interest in contributing educational content in their areas of expertise, and I am so pleased that SCCAP has developed a mechanism for this. Hopefully, we can generate programs on managing suicidality, self-injurious behavior, and other high-impact issues.

### Awards and Thought-Leaders

I'm also pleased to see sustained awards for promising young researchers and early-career psychologists. I had hoped to produce a line of awards for students/early career individuals with excellence in clinical skills/exceptional clinical contributions—we are doing a good job recognizing promise in research and academics, but most psychologists (and most of our members) are in clinical practice. I'd love to see SCCAP recognize leaders (and emerging all-stars) in the clinical area.

Relatedly, the SCCAP executive board's makeup is strong in research and academic thought-leaders. Unfortunately, we remain under-represented by clinicians. Seeing a few patients in a graduate school training clinic (or conducting human research) is not the same as seeing patients in a clinic, hospital or private/group practice. For SCCAP to meet the needs of our membership, we need a board that is as representative and diverse as is our membership—I urge my clinical colleagues to run for SCCAP office and participate on committees. SCCAP is not a research society—we are a division of APA and consequently practice, education, advocacy, diversity and outreach can be best informed by a balanced board composition. New board positions are opening and term-limits have been applied—please consider running (it is possible to balance a busy clinical load and still serve, I promise).

### Pursue Board Certification

I'll end with some final encouragement to pursue board certification, one last time. For psychologists in hospitals or universities, financial incentives (one chairman just pledged 10K raises for faculty getting boarded) or requirements of board certification for advancement/hire are rapidly growing. However, in the private sector, it will take the village to enact change. When a parent tells me she took her son to her (adult) psychiatrist, I don't hesitate to re-direct to a child/adolescent (boarded) psychiatrist. This is the standard. It should be the standard in psychology but will not be until we make it happen. Any psychologist can see children—our membership has the expertise and training—let's protect it. The process? All examinations should be collegial—the timeline is generous and cost is spread out (discounts for folks applying as trainees). There are CE benefits and some states offer reciprocity for licensure if boarded. Especially for senior practitioners, the demand is relatively low, but even for traditional applicants, the work samples are meant to be your daily work, not the "exemplar case." Board certification is meant to be the standard, not the sagacious. Examination reflects this—psychologists are examined commensurate with the standard of practice, not the ivory tower. The overwhelming majority describe the process as a reinforcing self-evaluation on their careers and body of work. Mentorship is available during the process if desired. I remain available to discuss this process with you after my term.

In closing, it has been my pleasure to serve you and alongside some amazing folks at SCCAP. I look forward to helping Tara and our new president, Steve Lee, in other ways in the future.



Adam B. Lewin, Ph.D., ABPP

Board certification is meant to be the standard, not the sagacious.



**JOIN SCCAP TODAY!**

[www.clinicalchildpsychology.org](http://www.clinicalchildpsychology.org)

## JOURNAL UPDATES



### EVIDENCE-BASED PRACTICE IN CHILD AND ADOLESCENT MENTAL HEALTH: BRIDGING THE SCIENCE TO PRACTICE GAP

By Anne Marie Albano, Ph.D., ABPP  
Editor, Evidence-based Practice in Child and Adolescent Mental Health (EPCAMH)



Anne Marie Albano, Ph.D., ABPP

Our journal is still in its infancy, and we need lots of support and nurturing from Society members and colleagues to see us through to becoming THE resource for practitioners of all stripes who work with youth and families.

How would you handle a complex case of school refusal behavior in a child with a history of trauma and experiencing ongoing and significant sociodemographic disadvantages?

What adaptations might you make to Parent-Child Interaction Therapy when working with a child with disinhibited social engagement disorder, formerly known as reactive attachment disorder?

Is it even possible to use behavioral therapy to treat a child with a suspected conversion disorder?

EPCAMH is entering its third year as the Society's clinical journal, and we have been amassing clinically astute and thought provoking articles that do much more than just answer these and many of the burning clinical questions in the field. From descriptions of unique clinical case descriptions, to adaptations of evidence-based treatments in novel contexts, to considering the ethical issues that can arise in conducting therapeutic exposure with children, I'm delighted to receive fantastic feedback from colleagues across the country who are using the journal as a resource for training and supervision, as well as to enhance clinical practice in a range of settings.

At the same time, the journal has and will continue to publish empirical studies that are directly related to clinical practice, such as those examining the role of web-based methodologies for disseminating care to patients as well as for training and education in child and adolescent mental health. Recent studies evaluating the management of insomnia in youth with anxiety, the value of adding exercise as an adjunct to the treatment of adolescent depression, and understanding the perceptions of certified versus uncertified therapists relating to an intervention for autism spectrum disorder are just some of the exciting research that we are bringing to our readership.

Our journal is still in its infancy and we need lots of support and nurturing from the members of our Society and colleagues to see us through to becoming THE resource for practitioners of all stripes who work with youth and families. Do you have a dissertation study, or a pilot research project that has implications for clinical practice with youth? Have you worked with an exceptionally interesting patient issue, or struggled with an ethical

dilemma, or found value in certain diagnostic and assessment methods for a particular clinical presentation? Are there factors or situations unique to your specific setting or area of practice that deserve highlighting and discussion to inform our trainees and the larger field? Have you advice for our trainees about financing their lives after grad school, or developing their careers in during an atmosphere of anti-science and alternative facts? Get into the discussion and send your papers to EPCAMH!

Expect to see a special series later this year on treating emerging adults who suffer with mental and behavioral health problems, and we thank Mary Fristad for bringing this together. Have you participated in an interesting clinical round table or symposium that can be turned into a series? As editor, I'm especially interested in a series or special issue on the epidemiology and phenomenology of trauma in youth through to emerging adulthood, with clinically expert advice for assessing and treating this population, as well as methods of engagement.

Please send an email to discuss your thoughts for a special topic or series. On behalf of associate editors Jami Furr and Jon Weinand, we are grateful for your support and look forward to working with you to share your experience and interests by submitting papers to EPCAMH!

## THE 2018 JCCAP FUTURE DIRECTIONS FORUM JUNE 15 – 16, 2018 CALL FOR ABSTRACTS

By Andres De Los Reyes, Ph.D., Editor, *JCCAP*  
Program Chair, JCCAP Future Directions Forum

The field of child and adolescent mental health integrates knowledge from multiple disciplines to understand, assess, and treat child and adolescent mental health. This field thrives when its constituent disciplines build bridges to work with one another and mentor the next generation of scientists in the field. However, these bridges do not build themselves.

As a leading journal in the field, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)* has the power to build interdisciplinary bridges, in that its content has a large, interdisciplinary outreach. In particular, *JCCAP*'s article series Future Directions seeks to unite the field's disciplines by inviting scholars to write about the next steps in a diverse, interdisciplinary array of research topics, such as treatment, neuroscience, suicide, and health disparities.

In an effort to strengthen interdisciplinary connections, in 2017 *JCCAP* launched its Future Directions Forum. Now in its second year, we hold the *JCCAP* Future Directions Forum in Washington, D.C., on the top floor of the home office of the American Psychological Association. Broadly, the annual *JCCAP* Future Directions Forum showcases interdisciplinary work in child and adolescent mental health, devotes a full day to professional development

training to early-career attendees, and raises public awareness of the “best and brightest” of these scientists-in-training.



Andres De Los Reyes, Ph.D.

The *JCCAP* Future Directions Forum accepts abstracts for poster presentations. We encourage abstracts from all areas of child and adolescent mental health. Early-career scientists who submit to the forum may be eligible to receive the Future Directions Launch Award. This award recognizes the best and brightest scientists-in-training doing work in any one of the four areas emphasized in 2018: 1) assessment; 2) treatment; 3) sleep; and 4) stigma. All poster presentations will be in digital format, and so presenters at our forum will save both time and money because they will not have to print out their poster to present at the forum.

Although the standard abstract deadline is February 28, space permitting, we will review abstracts submitted on or before **March 15, 2018**.

A description of the *JCCAP* Future Directions Forum, list of presenters, and abstract submission instructions can be found at: [www.jccapfuturedirectionsforum.com](http://www.jccapfuturedirectionsforum.com).

The annual *JCCAP* Future Directions Forum showcases interdisciplinary work in child and adolescent mental health, devotes a full day to professional development training to early-career attendees, and raises public awareness of the “best and brightest” of these scientists-in-training.

### FUTURE DIRECTIONS LAUNCH AWARD

Each year of the *JCCAP* Future Directions Forum, *JCCAP* Editor Andres De Los Reyes convenes a committee of internationally recognized scientists. This committee selects several promising early-career scientists who are presenting their research at the Forum to receive a **Future Directions Launch Award**, which recognizes early-career scientists conducting research in the Future Directions Address topics covered that year (one awardee for each Future Directions Address topic).

The **Future Directions Launch Award** serves as a capstone to the academic training of its recipients—a signal to the field that they are ready to begin independent research careers.

Learn more about the winners of the 2017 Future Directions Launch Award at: <http://jccapfuturedirectionsforum.weebly.com/future-directions-launch-award>.

For 2018, the **Future Directions Launch Award** will recognize

early-career scientists who submit abstracts with content that fits within the areas of: 1) assessment, 2) sleep, 3) stigma, and 4) treatment.

To be eligible, candidates must be early-career scientists who submit an abstract and a current CV. An “early-career scientist” is a trainee in a degree-granting program or post-doctoral training or fellowship programs who **will not** be placed in a full-time academic position by Fall 2018.

## THE STUDENT VIEW

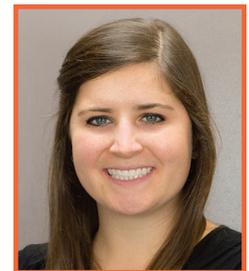


### INTRODUCING STUDENT REPRESENTATIVE AND INCREASING STUDENT ENGAGEMENT IN 2018

By Beth Moroney, M.A., SCCAP Student Representative (2018-2019)



Leigh Spivey, M.S.  
SCCAP Student Rep



Beth Moroney, M.A.  
SCCAP Student Rep

Interested in becoming involved as a mentor or mentee?

Submit an application at [www.clinicalchildpsychology.org/StudentMentorship](http://www.clinicalchildpsychology.org/StudentMentorship).

I am honored to and excited to join the SCCAP leadership team and introduce myself as the new SCCAP Student Representative for the 2018-2020 term. I earned my undergraduate degree in Psychology from the University of North Carolina at Chapel Hill (a school I am thrilled to see is well-represented on the Executive Board...go Heels!) I initially pursued an Exercise and Sports Science degree with the aim of improving physical health outcomes, but shifted to focus on mental health through riveting coursework, involvement in research, and ceasing to deny my biological predisposition to study individual emotional and cognitive differences in youth (my father is a school psychologist).

After leaving the Southern Part of Heaven that is Chapel Hill, I completed a two-year post-baccalaureate fellowship under the supervision of Drs. Ellen Leibenluft and Daniel Pine at the National Institute of Mental Health, where I coordinated the NIH site of a multi-site study of internalizing psychopathology in adolescent twins. Currently, I am a doctoral student in Clinical Psychology under the mentorship of Dr. Steve Lee at the University of California, Los Angeles. My primary research interest centers around the etiology and course of externalizing problems in youth. I investigate environmental influences on risk and resilience processes in disruptive behavior disorders, including parental/familial factors, electronic media use, and early life adversity.

I am thrilled to join forces with my fellow SCCAP Student Representative Leigh Spivey, to advance our goals for this year, including continuing to grow our student mentorship program, increasing networking opportunities for students and senior researchers in the field, and enhancing student engagement in the division.

#### Mentorship Program

SCCAP President Steve Lee has identified mentorship as one of our division's top priorities for 2018. The student advisory committee is eager to collaborate with the executive board to enhance existing mentorship opportunities

in the division and to develop new initiatives. One of our most successful mentorship initiatives thus far has been the student mentorship program. This program matches undergraduate student mentees with graduate student mentors, as well as graduate student mentees with early-career mentors. We matched over 100 undergraduate, graduate, and early-career mentors/mentees in 2017! Our student advisory committee is excited for the opportunity to evaluate and improve upon this program in the coming year. If you are interested in becoming involved as a mentor or mentee, visit [www.clinicalchildpsychology.org/StudentMentorship](http://www.clinicalchildpsychology.org/StudentMentorship) to submit an application.

This year we also hope to increase student engagement through improved programming on our student-only listserv and at the annual APA conference in San Francisco. These programs will focus on issues relevant to training in all areas of clinical child and adolescent psychology, including research, practice, teaching, and advocacy. SCCAP values diversity within our field across content areas, populations served, and career paths, and the student advisory board aims to reflect this diversity in our programming. We strongly encourage student members to contact us if you have suggestions for how we can improve our programming!

In sum, we are dedicated to making SCCAP the go-to professional home for students in clinical child and adolescent psychology. We look forward to a productive and exciting 2018!

### RECEIVING YOUR PH.D. OR PSY.D. IN 2018?

**InBalance** will publish the names of SCCAP student members receiving their doctoral degrees in 2018 in the fall newsletter. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to newsletter editor, Jennifer Hughes, at [Jennifer.Hughes@utsouthwestern.edu](mailto:Jennifer.Hughes@utsouthwestern.edu).

Submissions in advance of the Aug. 1, 2018 deadline are encouraged.





## ABCCAP CONGRATULATES NEW BOARD-CERTIFIED PSYCHOLOGISTS

Elizabeth A. Gosch, Ph.D., ABPP, President, ABCCAP

ABCCAP recognizes and represents specialists in the areas of Pediatric and Clinical Child/Adolescent Psychology. ABCCAP Specialists are doctoral-level psychologists whose expertise exceeds the basic level of competence certified by state licensure. Board certification assures the public and profession that the Clinical Child and Adolescent Psychology Specialist has the education, training, and skills required to provide quality services in Pediatric and Clinical Child/Adolescent Psychology.

As one of the fastest growing subspecialties of the American Board of Professional Psychology, ABCCAP congratulates the following psychologists who have recently been recognized as meeting Specialty Board Certification requirements:

**Tanisha Drummond**  
**Paul Frick**  
**Laura Fuller**  
**Ann Lagges**

**David Langer**  
**Valentina Pacheco**  
**Lisa Ramirez Shaw**

Through my involvement in ABCCAP, I have had the opportunity to know and learn from many highly accomplished practitioners and scholars. While some of you may feel daunted by the prospect of becoming board certified, it is important for you to know that it is an attainable credential for those practicing competently in our area of specialty.



Elizabeth A. Gosch, Ph.D., ABPP

If you are interested in pursuing Board Certification, please visit our website and feel free to contact me at [elizabethgo@pcom.edu](mailto:elizabethgo@pcom.edu).

ABCCAP Specialists are doctoral-level psychologists whose expertise exceeds the basic level of competence certified by state licensure.

**For more information, visit:**  
[www.clinicalchildpsychology.com](http://www.clinicalchildpsychology.com).



## JOIN SCCAP TODAY!

[www.clinicalchildpsychology.org](http://www.clinicalchildpsychology.org)

### AWARD BENEFITS INCLUDING ACCESS TO:

- **SCCAP WEBSITES** including *clinicalchildpsychology.org* and *effectivechildtherapy.com*
- **SCCAP JOURNALS**, *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*
- **FUNDING OPPORTUNITIES**, such as the Abidin Early Career Award and Grant, and the Routh Research and Dissertation Grant
- **INBALANCE NEWSLETTER** published three times a year
- **USEFUL LISTSERVS** including a members-only listserv and a student-only listserv
- **CONVENTION ACTIVITIES** including internships-on-parade, hospitality suite, and social hour
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **TASK FORCES** investigating pertinent clinical child issues
- **MORE STUDENT BENEFITS** such as board representation and free membership
- **ADVOCACY** for children's mental health at local and national levels

**Society of Clinical Child  
and Adolescent Psychology**

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