



INBALANCE

AMERICAN PSYCHOLOGICAL ASSOCIATION, DIVISION 53
SOCIETY OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY NEWSLETTER

Volume 34, Issue 2
Summer 2018

PRESIDENT'S MESSAGE



Bookmark your browsers for our redesigned website at: www.sccap53.org and clinical resource website at: www.effectivechildtherapy.org for evidence-based interventions.

As we transition from spring to summer, I can't help but think of literary archetypes and their seasonal themes. Whereas spring is often associated with birth and renewal, summer often brims with life and activity. I'm happy to report that some of those same themes are evident in the accomplishments and activities of your Society for Clinical Child and Adolescent Psychology (SCCAP).

As detailed below, in my short time as SCCAP President, I've seen countless ways in which colleagues, students, and the membership overall continue to work diligently to advance our common interests in decreasing the burden of child and adolescent psychopathology. I'd like to highlight a few of these activities here.

SCCAP Intersects with Like-Minded Groups

As with my previous presidential column, I find myself once again writing this column on an airplane, returning from a meeting where SCCAP was well-represented, working on behalf of its members, and collaborating with other groups dedicated to mental health. Along with SCCAP Past-President Mitch Prinstein, I attended a strategic meeting of the Coalition for the Advancement and Application of Psychological Science (CAAPS) at the Association of Psychological Science (APS) annual meeting in San Francisco. Comprised of diverse clinical, research, academic, and training organizations/groups, CAAPS aspires to leverage current scientific knowledge to reduce the burden of mental illness and to improve the field's ability to reduce the future burden of psychopathology. Stakeholders represented different content areas (e.g., eating disorders), child and adult psychopathology, doctoral training programs in clinical psychology, and many other domains. This meeting represents an important goal for SCCAP—namely, to intersect with like-minded organizations, spanning fields/guilds (i.e., not just clinical psychology) as well as activities (e.g., understanding funding priorities, identifying empirically unsupported interventions), to enhance psychological well-being. Of course, we will disseminate deliverables, including publications and related materials, that are produced from this ongoing collaboration and we hope they catalyze important changes in the field.

APA Convention

Next, the transition to summer is always met with great excitement and anticipation over the annual APA convention and, of course, SCCAP programming in particular. Led capably by convention co-chairs Adam Miller and Meghan Miller, SCCAP will once again offer an impressive array of programming. Overall, we expect a program that effectively balances breadth and depth in basic clinical science (e.g., traumatic stress, suicidality) and treatment development (e.g., ethnic minorities, disruptive behavior) to implementation/dissemination (e.g., telehealth) and professional development (e.g., NIH funding priorities). For example, Tom Insel, former director of NIMH, will discuss the challenges and opportunities of smartphones in psychopathology research and treatment. Similarly, Sally Ozonoff will review innovations in the early detection of autism spectrum disorder. Overall, we anticipate yet another stellar array of talks and presentations this year.

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Stay Involved

As always, SCCAP will be routinely listing open calls for elected positions, applications for awards (e.g., research, student, clinical practice innovation), continuing education and training opportunities (e.g., webinars), and related content. The Board of Directors is committed to communicating with members and increasing their involvement in activities. In addition to the listserv, which I hope everyone subscribes to and monitors, I hope everyone has our newly redesigned SCCAP website (www.sccap53.org) and clinical resource website (www.effectivechildtherapy.org) for evidence-based interventions, bookmarked on your browsers!

I wish everyone memorable summers with friends, families, and colleagues—if you're at APA in San Francisco, please come say hello.



Steve S. Lee, Ph.D.
SCCAP President

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Newsletter Submissions

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

Please send your submission
to newsletter editor Jennifer
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NATIONAL CONFERENCE



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

Registration is now open for the 13th biennial **National Conference in Clinical Child and Adolescent Psychology**, scheduled for **October 18-20, 2018**. 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. *Eighteen hours of intermediate-level continuing education for psychologists are planned for the Conference.**

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

Please visit <https://ccpp.ku.edu/2018-national-conference-clinical-child-and-adolescent-psychology> to register and to reserve your hotel room at the discounted Conference rate.

Diversifying Psychology

This year's conference programming features 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

As always, cutting edge research from across the field of clinical child and adolescent psychology will be featured in poster sessions distributed throughout the conference. We are particularly pleased to be able to offer **student poster awards** 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.

Meet the Editors

In addition to our plenary and themed sessions, we will again offer opportunities to visit with the editors of key journals in our discipline, including **Anne Marie Albano, Ph.D.**, ABPP (Editor, *Evidence-Based Practice in Child and Adolescent Mental Health*), **Brian Chu, Ph.D.**, (Editor, *Cognitive and Behavioral Practice*), **Andres de los Reyes, Ph.D.** (Editor, *Journal of Clinical Child and Adolescent Psychology*), **Tonya Palermo, Ph.D.** (Editor, *Journal of Pediatric Psychology*), and **Jennifer Schurman, Ph.D.**, ABPP (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 **Intercontinental Kansas City at the Plaza will serve as the venue for our conference this year**. The Intercontinental boasts a great location at the Country Club Plaza, a 15-block retail, dining, and entertainment destination in Kansas City, MO. A short shuttle from Kansas City International Airport (code: MCI), this location will facilitate easy travel for conference attendees. **Please use the link on the conference website (above) to receive the discounted room rates.**

See you in October!



**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.*



APA COUNCIL OF REPRESENTATIVES UPDATE

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

Our March Council meeting had a packed agenda. We attended multiple caucus meetings. The Child, Adolescent and Family Caucus will work with APA to develop revised clinical guidelines for the assessment of autism spectrum disorders. The Health Care, Health Science Caucus will assist the larger APA effort on addressing the opioid crisis. The Education and Training caucus, the Coalition for Academic, Scientific and Applied Research Psychology caucus and the Public Interest caucus discussed major issues that would come to the floor. If you have concerns related to any of these issues, please contact us.

APA Strategic Plan

Arthur Evans, our new CEO, presented the 2019-2025 Strategic Plan. This includes: 1) increasing the visibility of APA and psychology (eg, APA has recently submitted 185 science-based amicus briefs, briefs have been cited in 40 court decisions; scientific quality of briefs cited as strength); 2) increase public understanding of psychology as a science (a recent interdisciplinary conference on Technology and Society is an example and positions APA as a leader in this field); 3) preparing the discipline for the future (see more below); 4) preparing organizationally for the future (see more below); 5) expand APA's advocacy capacity and effectiveness—new positions and/or hires include a Chief Diversity Officer, Chief of Communications, Alicia Aebersold; Chief of Professional Practice, Jared Skillings; Chief of Ethics; Chief of Science; and Chief of Public Interest

Report on APAPO

There have been many successes in fighting unfair practices by national insurance companies; interns are now included in Medicaid reimbursement; APAPO is lobbying on many issues relevant to practitioners. Working with APA on the Integrated Health Care Alliance (APA received a \$2 million grant from CMS to develop new models of care/reimbursement). Developing a Mental and Behavioral Health Registry (for those who need quality indicators in treatment). New products from APAPO: HiPAA Smart (on-line tool to meet regulatory requirements); Innovative Practice Models Toolkit; Webinars on practice-related issues; and a new podcast (Progress Notes), listserv and newsletter. APAPO works closely with State Provincial and Territorial Psychological Associations.

Two Major Decisions Made

1) Council voted to integrate APA and APAPO into APAIT, merging the C3 (non-profit) and C6 (which al-

lows for lobbying) components. This will permit more federal advocacy across public interest, education, research and practice. No change in dues will occur for at least three years. More details regarding this merger will be presented at the August meeting.

2) **Accreditation of psychology Master's degree programs:** After substantial discussion, Council voted 92 percent in favor to move forward with developing accreditation procedures for master's degree programs in health services psychology (HSP). APA's Board of Educational Affairs (BEA) is now forming a Task Force to develop a blueprint for how APA should engage in the accreditation of master's programs in health service psychology. The aim of this task force is to "outline a plan by which APA could pursue development of an accreditation system for master's programs in health service areas (clinical, counseling, school) of psychology."

Some facts that went into decision making include: 466 institutions award master's degrees in HSP; 234 award doctoral degrees. There are 118,000 master's level counselors, and 16,000 degrees are awarded annually, a 40 percent increase in past decade.

APA's Center for Workforce Studies recently launched a series of interactive data tools about the psychology workforce and education pipeline. Currently available are five data tools to help understanding of this new effort to accredit master's training in health service psychology:

Degrees in psychology. Four dashboards display an overview of degrees awarded in psychology. The master's and doctorate degree dashboards can be filtered by health service psychology or research subfields.

Workforce demographics. This tool shows trends in gender, age, race/ethnicity, disability status, and select combinations of these characteristics.

Degree pathways in psychology. This tool contains one dashboard showing pathways from bachelor's degrees in psychology and another dashboard showing pathways to doctorates in psychology.

Salaries in psychology. This tool accompanies our December 2017 Datapoint and shows median salaries by position type, sector, and geographic region. Filters can show salaries by career stage.

Careers in psychology. This data tool displays an occupation word cloud and employment characteristics by level of highest degree in psychology.



Mary A. Fristad, Ph.D., ABPP



Timothy A. Cavell, Ph.D.

MEMBER-AT-LARGE UPDATES



SCIENCE AND PRACTICE: EXCITING UPDATES FROM THE PRACTICE COMMITTEE

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



Amanda Jensen-Doss, Ph.D.

We are pleased to announce a new practitioner-oriented award: the SCCAP Award for Promoting Evidence-Based Mental Health Services for Children and Adolescents.

Happy summer everybody! The practice committee has had a very productive spring and I am excited to tell you about the work we have been doing. First, we had a very successful launch to our webinar series with a presentation by Brian Allen on Attachment Theory and Research: Application and Misapplications in Clinical Practice. The webinar was attended by over 100 individuals, and Dr. Allen is available to answer additional questions from members in the Forum section of our website.

Second, we are pleased to announce a new practitioner-oriented award, entitled the SCCAP Award for Promoting Evidence-Based Mental Health Services for Children and Adolescents. This Award is designed to recognize a clinical child and adolescent practitioner who has made a significant and enduring impact to promoting awareness, accessibility, and/or implementation of evidence-based mental health services for children and adolescents. This recognition is designed to highlight the outstanding work of practicing clinicians who take scientifically-derived clinical knowledge and promote, provide, or share it on a broader scale (e.g., local, state, national, international), in particular with members of diverse, vulnerable, or underserved groups. I have posted the award announcement to our listserv and it is also posted on the Award Opportunities section of our website: <https://sccap53.org/members-portal/award-opportunities>.

Speaking of the website, we will soon we launching a Practice Corner section of the website, featuring

practice-oriented summaries of articles that have been published in our SCCAP journals. These pieces are authored by our graduate student members, who go through a competitive process to propose pieces that will appear monthly on the website. Please keep an eye out for an announcement on the listserv when pieces are published and I will also send out another solicitation for applications over our student listserv in the coming months.

Finally, since the launch of our new website, www.sccap53.org, we have seen a drop in the number of providers enrolled in our therapist directory. If you were previously enrolled in the directory, you still need to log into our new website to update your information and consent to being featured in the directory. Membership in the directory is a free benefit to SCCAP members and is a great way to advertise your clinical practice. Please note that one change with our new website is that we now have a separate Member Directory that will allow SCCAP members to identify each other; this feature will be only accessible to SCCAP members and we hope all members will join that as well.

As always, if you have ideas about projects you would like our committee to take on, please contact me at ajensendoss@miami.edu.

SCCAP ANNOUNCES NEW BOARD MEMBERS



Stephen Hinshaw, Ph.D.
2019 President Elect



Timothy A. Cavell, Ph.D.
APA Council Representative



Anna Van Meter, Ph.D.
Secretary



Chrissy Cammarata Ph.D.
MAL – Membership

Thank you to all the members who voted in the election. We look forward to working with the newly elected Executive Committee members and encourage all members to become involved with SCCAP programs.

MEMBER-AT-LARGE UPDATES



EDUCATION AND STANDARDS: A MESSAGE FROM YOUR NEW MEMBER-AT-LARGE

By Tara S. Peris, Ph.D.
Member at Large for Education and Standards

I'm delighted to be writing this post as your new SCCAP representative for education and standards and to be sharing news about our organization's ongoing efforts in this area. I'd like to begin by providing an update on our new webinar series. SCCAP remains committed to helping members to stay up to date on evidence-based practice and other topical issues in child and adolescent mental health, and this initiative was developed in direct response to member feedback.

On April 25, we launched our new series with a webinar entitled, **Attachment Theory and Research: Applications and Misapplications in Clinical Practice**. Hosted by Brian Allen, Psy.D., and moderated by Mandy Jensen-Doss, Ph.D., the talk drew a wide audience and stimulated great discussion. We now have several additional webinars on the calendar, including **Applying to Clinical Internships: Insider Tips for Maximizing Your Success** on July 9 at 2pm EST. This panel is designed specifically to help students make the most of the summer before applying to internship, and it will include tips on cover letters, CV and essay preparation, and more. Importantly, the panel is comprised of both graduate program training directors (Mitch Prinstein, PhD, ABPP; Ric Steele Phd ABPP) and internship training directors (Laura Mufson, PhD, Columbia University;

Rhonda Sena, PhD, UCLA Semel Institute) with insider tips on how to navigate this process successfully. It will be moderated by Member-at-Large for Communications, Brian Chu, Ph.D. We will move into fall with **Psychology and Ethics: Strengthening Diverse Relationships across Psychology** on September 14 at 1pm EST led by Celia Fisher, PhD, and moderated by Member-at-Large for Diversity, Earl Turner, Ph.D.

Beyond the great content of these talks, our webinars are enhanced by member forums that extend networking and educational opportunities after the webinar is over. This is an amazing opportunity to continue the discussion and to have your questions answered directly by our panelists, who remain active in the forum for a full month after their talks. Mark your calendars and stay tuned for more on this exciting initiative! Finally, for those who enjoy learning in this format, it's worth noting that www.SCCAP53.org contains links to keynote speeches and treatment training videos developed in partnership with FIU Center for Children and Families. Together, this features offer several strategies for lifelong learning and maximizing your SCCAP membership.



Tara S. Peris, Ph.D.

Check out links to webinars, keynote speeches, and treatment training videos at www.SCCAP53.org offering strategies for lifelong learning at SCCAP.

ROUTH AWARD WINNERS

Jonathan Preszler, M.S.

Washington State University

"A Longitudinal Network Analysis of ADHD Symptoms"

Salome Vanwoerden, M.A. University of Houston

"The Development and Validation of an Observational Coding System for Real-Time Parent-Adolescent Mentalizing"

Amy Rapp, M.A.

UCLA

"Cultural Neuroscience of Latino Mental Health: Collectivism and the Psychophysiology of Self-Regulation in Adolescents"

Lindsay Huffhines, M.S.

University of Kansas

"Childhood Adversity and Systemic Inflammation in Preschool-Aged Children: The Role of Family Cohesion"

Sophie Foss, M.A.

Long Island University

"Intergenerational Effects of Maternal Childhood Adversity on Infant Cognition in Underrepresented Populations"



HONORABLE MENTION

Vanesa Mora Ringle, M.S.

University of Miami

"Improving people's ability to critically appraise treatment claims: a randomized controlled trial of an educational podcast"

Fiona Macphee

Florida International University

"Using Ecological Momentary Assessment to Measure Treatment Response During Behavioral Parent Training for Children with ADHD"

Carolina Bejarano, M.A.

University of Kansas

"Hedonic Appetite, Inhibitory Control Training, and Food Consumption in Adolescents"

COMMITTEE UPDATES



SCIENCE COMMITTEE UPDATE

By Jill Ehrenreich-May, Ph.D.
Science Committee Chair

The Science Committee is committed to increasing the visibility of clinical child and adolescent psychology and connecting with those studying the science of this domain within our membership. In the last several months, we have been working on two primary goals.

The *first goal* is to increase recognition of scientific rigor and academic excellence among student posters presented at the recent 2018 Miami International Child and Adolescent Mental Health (MICAMH) Conference and at the upcoming 2018 National Conference in Clinical Child and Adolescent Psychology at the University of Kansas. Our first Student Poster Award at the MICAMH Conference was given by the Science Committee to **Rachel B. Tenenbaum**, a doctoral student at Florida International University. Her research poster examined biological processes related to emotion regulation and response patterns among children with and without attention-deficit/hyperactivity disorder (ADHD). This study, conducted under the mentorship of Erica Musser, Ph.D., suggested that children with ADHD have more difficulty responding quickly to emotional stimuli and display biological markers of emotion dysregulation.



Rachel Tenenbaum, a doctoral student at Florida International University, received the Science Committee's first Student Poster Award at MICAMH.

The Science Committee is currently reviewing abstracts for the Kansas Conference and looks forward to selecting another student poster to honor that similarly demonstrates excellence in innovation and/or research methodology and shows potential to move the field of clinical child and adolescent psychology forward.



Jill Ehrenreich-May, Ph.D.

The Science Committee's *second goal* has been to create a new and innovative webinar offering to help elucidate applications of clinical science. To that end, we are very excited to announce that on December 4 at 12pm ET, **Amy Krain Roy, Ph.D.** from Fordham University will be presenting an SCCAP-sponsored webinar entitled: "*From the Brain to Bedside: Translating Neuroscience Findings to Develop Innovative Interventions.*" We hope students, practitioners and researchers will join us for this exciting talk about how we can utilize innovations in neuroscience to develop and enhance the evidence base for mental health interventions for youth.

DIVERSITY COMMITTEE UPDATE

By Erlanger "Earl" Turner, Ph.D.
Diversity Committee Chair

Since our last update, the committee has worked to develop some new and exciting initiatives. As chair, I have been grateful for the committee's work and the support of the SCCAP Board of Directors. Earlier this year, we announced the creation and approval of the **SCCAP Diversity Leadership Institute** for students and ECP's. Institute Fellows will be required to participate in a minimum of one SCCAP committee or professional activity after the completion of the Institute. Call for applicants will open soon.

More exciting initiatives are forthcoming. This year, we will be hosting a **Conversation Hour at the 2018 APA Convention** on Talking with the Media about Children's Mental Health. Our guest speaker will be Dr. Cindy Graham, a media and child psychologist. Dr. Graham is a frequent guest on *Good Morning Washington*, an ABC affiliate station. In September 2018, we have an upcoming **webinar on Microaggression and Ethical Responsibility** in research and practice. Dr. Celia Fisher, who

is the director of the Center for Ethics Education at Fordham University, will be the presenter.

Finally, the **Diversity Travel Awards** will be offered in the amount of \$500. There will be two awards given to students and one for an ECP to attend an upcoming conference. The selected awardee must demonstrate how the award will help advance his or her career. Preferences will be given to applicants from diverse backgrounds that will be attending and/or presenting at a SCCAP sponsored conference. Awards will be presented at the 2018 APA convention (for those in attendance). Be sure to look for updates on the website and listserv.

If you are interested in joining the Diversity Committee or have feedback on future initiatives, please contact me at dreerlangerturner@gmail.com.



Erlanger A. Turner, Ph.D.



2018 APA CONVENTION PREVIEW: SCCAP HIGHLIGHTS

By Adam Miller, Ph.D.

Meghan Miller, Ph.D.

APA Convention Division 53 Program Chair

APA Convention Division 53 Program Co-chair

The SCCAP Program for the Annual APA Convention is here, and we hope you will join us in San Francisco August 9-12. We have a top-notch slate of speakers and symposia highlighting the latest findings in psychological science and the evidence-based practice of clinical child and adolescent psychology.

On Thursday, Mark Rapport will chair “The Neuroscience of ADHD from Early Childhood to Early Adulthood,” highlighting insights into ADHD from neuroimaging studies. We’re excited to feature an “Ask NIH” panel with program officers from NIMH and NIDA eager to discuss funding priorities and more. We will also hear about new innovations in understanding traumatic stress in youth from Jonathan Comer. Jennifer Hughes and Madhukar Trivedi will chair a session focused on youth resilience, depression, and suicide in schools, with a particular focus on prevention and social emotional learning.

Friday, we have three more exciting symposia. First up is “Opening Up Psychology to Give it Away—Open Platforms to Bring Psychology to All People.” This symposium, chaired by Eric Youngstrom, will share how several different open-sourced platforms are helping improve the dissemination of psychological science. Next, in “Innovations to Extend Best Practice Interventions for Children with Disruptive Behavior Disorder,” David Curtis and colleagues will present novel and pragmatic ways for applying behavioral and cognitive-behavioral modalities, multidisciplinary collaborations, and technological innovations to existing best practices for intervention. We will wrap up Friday with a session chaired by Kristy Lee and Tracy Vaillancourt, “You Harm Me, I Harm Myself,” which will focus on peer victimization, self-harm, and suicidality in at-risk adolescents.

We have two great symposia slated for Saturday. Bridget Makol will chair “Innovations for Integrating and Interpreting Multi-Informant Reports of Youth Psychopathology,” with an emphasis on autism spectrum disorder, social anxiety, and pediatric bipolar disorder. We also have “The Use of Telehealth Technology to Improve Research in Neurodevelopmental and Neurogenetic Disorders,” chaired by Meagan Talbott, which will include talks describing efforts to leverage telehealth technologies in research programs on children with neurogenetic and neurodevelopmental disorders including autism, Fragile X, and Down Syndrome.

On Sunday, we will wrap up the Convention with three final symposia. In “Novel Approaches to Improving Evidence-Based Interventions for Ethnic Minority and Immigrant Youth,” Cindy Huang and colleagues will present data from four studies addressing mental health disparities through novel methods of adapting and implementing evidence-based interventions for underserved communities. Next, Jamilia Blake will chair a session titled “Childhood Disruptive Behavior Problems—Characterization, Development, & Treatment.” Finally, Sara Berzenski and Wendy Grolnick will present “Coping in Context—Situation Specific Emotional Responses as Determinants of Adjustment.”

In addition to the exceptional symposia, we are also sponsoring a number of first-rate Collaborative Programs that provide diverse perspectives on topics of interest, including “Psychological Perspectives on Rising Economic Inequality;” “The Adolescent Brain Cognitive Development (ABCD) Study—Overview, Emerging Data, and Opportunities;” and “Future Directions for Research in Child Maltreatment—Innovation in Science, Education, and Policy.”

This year, we can look forward to a number of invited talks on topics ranging from technology to neurodevelopmental disorders. On Thursday, we start with Tom Insel, Co-Founder and President of Mindstrong and former Director of the National Institute of Mental Health who will present “Smartphones Are a Problem: Can They Be a Solution?” On Saturday, Sally Ozonoff will speak about her work to identify autism in infancy in “Advances in Early Detection of Autism Spectrum Disorder.”

We will also hear from our two award winners on Saturday. Carolyn Webster Stratton will give the Distinguished Career Award Address, “37 Incredible Years: The Development and Innovation of the Incredible Years Program—Where to Go from Here?” Additionally, Anna Van Meter, winner of the Richard “Dick” Abidin Early Career Award, will present, “Capturing the prodrome: Digital phenotyping of youth at risk for bipolar disorder.” This year, we are excited to present five student poster awards: Sungha Kang (Innovative Research) “Racial Differences in Parent and Teacher Perceptions of ADHD;” Christina Lee (Diversity in Research) “Racial and Gender Differences in Precipitating Circumstances of Suicide among Adolescent Decedents;” Matthew Gormley (Translational Research) “Impact of ADHD Knowledge and Perceived Impact of ADHD Symptoms on Service Use;” Akash Wasil (Best Overall Undergraduate Poster) “Depressive Symptoms Predict Academic Performance in Elementary School Children;” and Kristen O’Loughlin (Best Overall Graduate Student Poster) “Change in Social Problem-Solving May Not Mediate Long-Term Improvement in Adolescent Depression.” Check out these and our other posters at two poster sessions on Saturday: Child and Adolescent Psychopathology—Progress in Understanding the Role of Protective Factors, Parenting, and Intervention at 9 am, and Latest Research on Mechanisms, Characterization, and Prediction of Psychopathology in Children and Adolescents at 10 am.

You can also anticipate a full schedule of great events in our hospitality suite, designed to offer opportunities to catch up with friends, discuss topics of interest with colleagues, and learn about opportunities open to SCCAP members. We will be adding more hospitality suite programming in the coming months, so keep an eye out for our updated schedule!



Adam Miller, Ph.D.



Meghan Miller, Ph.D.

APA CONVENTION PROGRAMMING IN SAN FRANCISCO

THURSDAY, AUGUST 9, 2018

8–10 am	Symposium: Partnering With Stakeholders in Pediatric Psychology Research and Practice Moscone Center Room 3003		Symposium (CE): The Neuroscience of ADHD From Early Childhood to Early Adulthood—Insights from Neuroimaging Moscone Center Room 214
10–11	Symposium (CE): Pursuing the Quadruple Aim in Pediatric Primary Care Moscone Center Room 314		Invited Address: Ask NIH—Program Officers from NIMH and NIDA Discuss Funding Priorities and More Moscone Center Room 3004
11 am – 12 pm	Symposium: Obtaining an Internship in Pediatric Psychology—Words of Wisdom From Two Pediatric Psychologists Moscone Center Rooms 310 and 311		Symposium (CE): Innovations in Understanding Traumatic Stress in Youth Moscone Center Rooms 305 and 309
12–2 pm	Skill-Building Session (CE): The Development, Science, and Practice of Behavioral Health in Pediatric Primary Care Moscone Center Room 152		Invited Address by Tom Insel, MD: Smartphones are a problem: Can they be a solution? Moscone Center Room 2001
2–3 pm	Conversation Hour: An Innovative Clinical Approach to Increase Access to Pediatric Psychological Services Moscone Center Room 3011	Collaborative Symposium: Treatment Engagement and Intervention Strategies for Underserved Children, Youth, and Families Moscone Center Rooms 305 and 309	Symposium (CE): Youth Resilience, Depression, and Suicide in Schools—Prevention and Social Emotional Learning Moscone Center Room 2001
3–4 pm	Skill-Building Session (CE): Cultural Factors in Working With Caregivers of Infants and Young Children in Medical Settings Moscone Center Rooms 310 and 311		Collaborative Symposium: Psychological Perspectives on Rising Economic Inequality Moscone Center Room 158
4–7 pm	D54 Executive Committee Meeting San Francisco Marriott Marquis Hotel Pacific Room B		D53 Social Hour Marriott Marquis Hotel Golden Gate Room C3

FRIDAY, AUGUST 10, 2018

8–10 am	Symposium: Community-Engaged Research in Pediatric Psychology—Approaches and Funding Considerations Moscone Center Room 2007	Collaborative Symposium: Health Disparities- Improving Care Outcomes for Underserved Children, Youth, and Families Moscone Center Room 158	Collaborative Symposium: The Adolescent Brain Cognitive Development (ABCD) Study—Overview, Emerging Data, and Opportunities Moscone Center Room 157	Symposium (CE): Opening Up Psychology to Give it Away -- Open Platforms to Bring Psychology to all People Moscone Center Room 159
10–11	D54 Poster Session Moscone Center Halls ABC	Collaborative Symposium: Future Directions for Research in Child Maltreatment—Innovation in Science, Education, and Policy Moscone Center Room 157		Symposium (CE): Innovations to Extend Best Practice Interventions for Children with Disruptive Behavior Disorder Moscone Center Room 151
11 am– 12 pm	D54 Poster Session Moscone Center Halls ABC			
12–4 pm				
4–6 pm	D54 Social Hour Marriott Marquis Hotel Nob Hill Rooms A and B	Collaborative Symposium: Walk a Mile—Understanding Challenges Faced by Families Struggling to Find Assessment and Treatments Moscone Center Rooms 22 and 23	D53 Board Meeting	Symposium (CE): You Harm Me, I Harm Myself—Peer Victimization, Self-Harm, and Suicidality in At-Risk Adolescents Moscone Center Room 206

APA CONVENTION PROGRAMMING IN SAN FRANCISCO

SATURDAY, AUGUST 11, 2018

8–9 am	Symposium (CE): Parenting in the Context of Children’s Chronic Illness—Balancing Care and Burden Moscone Center Rooms 305 and 309		Symposium (CE): Innovations for Integrating and Interpreting Multi-Informant Reports of Youth Psychopathology Moscone Center Room 214
9–10	Skill-Building Session (CE): Beyond Clinical Service—Developing Diverse Roles for Psychologists in Integrated Primary Care Moscone Center Room 308	D53 Poster Session Moscone Center Halls ABC	
10–11		D53 Poster Session Moscone Center Halls ABC	Symposium (CE): The Use of Telehealth Technology to Improve Research in Neurodevelopmental and Neurogenetic Disorders Moscone Center Rooms 310 and 311
11 am–12 pm	Symposium (CE): Pediatric Psychology in NICU and NICU Follow-Up Moscone Center Room 206		Invited Address by Sally Ozonoff, PhD: Advances in Early Detection of Autism Spectrum Moscone Center Room 3006
12–1 pm	Symposium (CE): Developing and Refining mHealth Interventions with Intensive Longitudinal Data Moscone Center Room 160		
1–4 pm			
4–5 pm	Symposium (CE): Becoming a Pediatric Pain Psychologist—Opportunities in Integrated Pain Management Moscone Center Room 216		SCCAP Awards, Honors, and Presidential Address Moscone Center Room 2008
5–6 pm			Distinguished Career Award Address by Carolyn Webster Straton, PhD: 37 Incredible Years: The Development and Innovation of the Incredible Years Programs: Where to go from here? Moscone Center Room 2008

SUNDAY, AUGUST 12, 2018

8–9 am	Skill-Building Session: Avoidant/Restrictive Food Intake Disorder—From Science to Practice Moscone Center Room 216		Symposium (CE): Novel Approaches to Improving Evidence-Based Interventions for Ethnic Minority and Immigrant Youth Moscone Center Rooms 310 and 311
9–10 am		Symposium: Childhood Disruptive Behavior Problems—Characterization, Development and Treatment Moscone Center Room 2001	
10–11 am	Conversation Hour: Evolution of Pediatric Psychology Services in a Small, Newly Established, Pediatric Medical Center Moscone Center Room 2018		Symposium: (CE) Coping in Context—Situation Specific Emotional Responses as Determinants of Adjustment Moscone Center Room 104
11– noon			

KEY

Division 54 Substantive Programming		Division 54 Non-substantive Programming		Division 54 Collaborative Substantive Programming		Div 54 CE	
Division 53 Substantive Programming		Division 53 Non-substantive Programming		Division 53 Collaborative Substantive Programming		Div 53 CE	

IN FOCUS



HELPING CHILDREN AFTER TRAUMATIC EVENTS: THE NUTS AND BOLTS

By Kaitlin Happer, M.A., and Elissa J. Brown, Ph.D.
Department of Psychology, St. John's University

In the past year, the United States has experienced mass shootings, natural disasters, and politically charged incidents of violence. Given how ubiquitous technology has become, children are exposed to these events to a greater extent and often become anxious as a result. Children also are at high risk of exposure to interpersonal violence. In a national assessment of past-year exposure to violence, crime, and abuse, Finkelhor, Turner, Shattuck, and Hamby (2015) found that 60.8% of children experienced at least one direct exposure. Given the rate at which children are directly and indirectly exposed to traumatic events, it is important for caregivers and clinicians to be proficient at recognizing and responding when children display trauma-related symptoms. The aim of this article is to provide guidance on discussing traumatic events with children and assessing and treating children's trauma-related mental health problems.



Kaitlin Happer, M.A.



Elissa J. Brown, Ph.D.

Discussing Traumatic Events with Children

A common dilemma for caregivers is how to communicate with children in the aftermath of traumatic events, particularly when media exposure is prominent. Due to social media, children are likely to learn about traumatic events from sources outside of the family. Caregivers' silence about traumatic events potentially reinforces the notion that these events are 'too horrible' to discuss; instead, we recommend empowering caregivers to become sources of appropriate information and support for children. The National Child Traumatic Stress Network (NCTSN), a national consortium of centers dedicated to serving the mental health needs of traumatized children and families, created guidelines in response to national emergencies (e.g., www.nctsn.org/resources/talking-children-about-shooting) and advise caregivers to initiate conversations with children after traumatic events occur.

During the conversation, it is important to assess children's comprehension of the trauma by asking a general question about the event (Brown, 2013). Correct misunderstandings by providing honest, concrete information. Encourage children to ask questions, and remind them they can return later with additional questions. Answer only the questions they ask—children tend only to ask questions to which they can handle answers. If you don't know the answer, ask for time to gather more information. If there is no clear answer, tell them that and model tolerance for ambiguity. Establish children's safety by explaining who is protecting them and how. Highlight the aid provided to victims and discuss community efforts to support those impacted by the traumatic event.

While discussing traumatic events with children, caregivers should model healthy emotional expression. It is understandable to express emotions about the trauma, such as sadness, fear, and anger; however, caregivers should avoid exposing children to intense emotions and their behavioral expression (e.g., screaming, hitting walls). Caregivers also should model stress-management strategies such as deep breathing and social support, so that children learn to use these coping skills themselves. Other suggestions are provided by SAMHSA guidelines for parents (<https://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>).

Assessing Children's Reaction to Trauma

Children demonstrate a wide range of emotional and behavioral responses to trauma. Researchers have identified risk (e.g., previous trauma exposure, pre-trauma mental health problems) and protective factors (e.g., social support, coping skills) that influence these responses. Post-traumatic stress disorder (PTSD) is the most commonly diagnosed disorder following a traumatic event. Children also may experience depression, irritability, separation anxiety, and sleep problems (NCTSN, 2014). Functional impairment is evident in changes in relationships and school performance.

Typically children return to pre-trauma functioning within weeks of the trauma. As a result, during the weeks post-trauma, we recommend encouraging children to return to their routines with flexibility. If someone died due to the trauma, we encourage participation (depending on age and developmental level) in religious and cultural rituals. Informal assessment of behavioral indicators of severe anxiety, depression, and anger is recommended. Crisis interventions are implemented as needed.

Children who continue to have PTSD symptoms three months post-trauma are likely to have these symptoms persist in addition to developing longer-term problems (La Greca, Silverman, Vernberg, & Prinstein, 1996). Assessment is critical and helps caregivers and clinicians determine the degree to which children require specific, trauma-targeted interventions. We recommend that assessments are conducted by mental health professionals with trauma training and experience. The assessments should include child- and caregiver-report on psychometrically-robust measures of trauma exposure, mental health problems, risk and protective factors, and functional impairment. There are reliable and valid measures of these constructs available in the public domain (www.ptsd.va.gov/professional/assessment/child/index.asp).

Evidence-Based Treatments for Children with PTSD

There are several evidence-based treatment options for children with trauma-related mental health problems. The NCTSN has compiled a compendium of trauma therapies with descriptions of treatment components, target population, training resources, and clinical/research evidence (www.nctsn.org/treatments-and-practices/treatments-that-work/interventions). The majority of evidence-based treatments for trauma are cognitive-behavioral therapies (CBTs). These trauma-specific CBTs are manualized, include children and caregivers, and focus on using CBT to address misinformation, triggers, avoidance, and lack of support of family members. Components of trauma-specific CBTs include: psychoeducation, relaxation, cognitive restructuring, parent training, imaginal and in vivo exposure, parent-child sessions in which the trauma is discussed, and relapse prevention, all with a trauma lens.

The most well-established treatment (with 20 randomized trials) for children's trauma-related mental health problems is Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT; Cohen, Mannarino, & Deblinger, 2017). TF-CBT was developed for abused children and their non-offending caregivers, and has been shown to be effective with children exposed to 9/11, natural disasters, domestic violence, and medical trauma. Alternatives for Families: A Cognitive-Behavioral Therapy (AF-CBT; Kolko, Brown, Shaver, Baumann, & Herschell, 2011) was developed for physically abused children and their offending caregivers, and has demonstrated treatment-related improvements in children's mental health symptoms, parenting skills, and family conflict in four randomized trials. Cognitive Behavioral Intervention for Trauma in Schools (CBITS; Kataoka et al., 2003) is a skills-based, group intervention for elementary to high school students. Psychoeducation and coping skills are taught in the group; exposure work is done individually. CBITS has demonstrated high accessibility and retention rates (Jaycox et al., 2010). Information about each of these interventions is available online (www.tfcbt.org; www.afcbt.org; <https://cbitsprogram.org/>).

Conclusion

Recognizing and responding to child traumatization is an important goal for clinicians and caregivers. It is important for mental health professionals to accurately screen children who are at risk for posttraumatic reactions and to provide evidence-based treatment to those who require it.



Researchers in this field continue to learn more about how children respond to trauma, what contributes to risk and resilience, and how to adapt treatments for diverse populations. These promising endeavors will help clinicians better to prevent, identify, and appropriately treat children who are exposed to trauma.

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Recognizing and responding to child traumatization is an important goal for clinicians and caregivers.

It is important for mental health professionals to accurately screen children who are at risk for posttraumatic reactions and to provide evidence-based treatment to those who require it.

THE STUDENT VIEW



SCCAP STUDENT MENTORSHIP

By Joseph DeLuca, Lucas Zullo, Elizabeth Moroney, and Leigh Spivey

Mentorship is one of the cornerstones of student success. This is a sentiment and vision shared by SCCAP's President, Steve Lee, Ph.D., who has stated that one of his goals during his tenure is to deepen mentorship activities to facilitate professional networking and make the field more responsive to the community (see Spring 2018 *InBalance* newsletter). Similarly, APA's President, Jessica Henderson Daniel, Ph.D., has recently expressed that mentoring is key to grow and flourish the profession of psychology (see April 2018 *Monitor on Psychology*).

SCCAP's Student Mentorship Program was developed on this same set of beliefs, with goals of facilitating meaningful relationships among SCCAP professionals and students, fostering personal and professional development, and enhancing connections to, and knowledge about, the child and adolescent clinical psychology community. The overarching vision of this program is to share wisdom with the next generation of child and adolescent clinical psychologists to provide the highest level of research and clinical care. Since 2012, hundreds of psychology students and professionals have participated in our program, and the program continues to grow each year. To apply, applicants are asked to first complete a short form to indicate research and clinical interests (via www.sccap53.org), in addition to preferences for their match (in terms of interests, diversity factors, etc.). The Student Mentorship Program then takes into account these preferences during the matching process. Matches have included doctoral students mentoring undergraduate students, early career psychologists mentoring doctoral students, and a handful of senior psychologists mentoring doctoral students.

In addition to the numerous clear benefits to mentees (e.g., research productivity, career direction guidance, professional networking, role modeling of professional tasks and self-care), qualitative studies have indicated that mentors report experiencing both tangible and intangible gains from acting as a mentor (see Mangione, Nadkarni, Borden, Evarts, & Hyde, 2018; Taylor & Neimeyer, 2008). Specifically, mentors have identified an increase in their own personal growth, the positive feeling of giving back and playing a role in training the next generation of psychologists, a widening of professional networks, and the acquisition of new skills resulting from the mentoring relationship. Furthermore, mentors have also reported a sense of pride when witnessing the success of their mentees, which has been described as an incentive for senior psychologists to serve as mentors. Quantitative studies have suggested a correlation between mentoring others and greater salaries, promotion rates, and overall

career success. Thus, while sometimes considered to be a one-sided relationship in terms of cost-benefit, professional mentorship in psychology has been recently shown to be of significant value to both mentees and mentors. Recent research has also considered additional methods to enhance the mentor-mentee relationship, including a consideration of diversity and cultural factors in order to best meet the needs of traditionally underrepresented mentees and mentors (Alcocer & Martinez, 2017). Research is active and ongoing in this area.

In February of 2018, the SCCAP Student Advisory Committee conducted a brief assessment of the Student Mentorship Program to learn about mentees' and mentors' experiences and to further develop the program. Mentees and mentors were asked questions related to level of contact, whether the program has met expectations, and common topics of discussion. Mentors and mentees were also given an opportunity to share open-ended feedback about their experiences.

Mentees' Perspective

We had a 33% response rate among 48 undergraduate and graduate student mentees. The majority of mentees who responded to the survey were either a master's student (18.8%) or doctoral student (37.5%) receiving mentorship from an early career professional. Undergraduate students receiving mentorship from graduate students made up 43.8% of respondents. Sixty two percent of responding mentees expressed feeling satisfied with their current mentoring relationship and 62.5% stated they would not change anything about the mentoring program. Lack of communication and "fit" between mentee and mentor were the most commonly cited areas for improvement. Participation in the mentorship program appeared to have a largely positive impact on mentees: 69.2% of mentees responded that as a result of this mentoring relationship they felt more knowledgeable about child and adolescent clinical psychology, 53.8% felt more likely to recommend membership in SCCAP to others, and 53.8% reported that they were more likely to serve as a mentor themselves in the future as a result of their experience.



Leigh Spivey, M.S.
SCCAP Student Rep.



Beth Moroney, M.A.
SCCAP Student Rep

Since 2012, hundreds of psychology students and professionals have participated in the SCCAP Mentorship Program, and the program continues to grow each year.



AMERICAN BOARD OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY UPDATE

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

Mentors' Perspective

We had a 48% response rate among 48 graduate student and early career mentors. Mentors who responded to the survey were predominantly early career professionals (70%) who were providing mentoring to graduate students. The other 30% of respondents were graduate students who were providing mentoring to undergraduates. Most mentors were happy with the current level of contact (57%), with the average degree of contact occurring approximately once every four–six weeks. Many mentors also believed that the program had met their expectations (70% agreed or responded neutrally). Common barriers to maintaining contact and getting the most out of the program included perceived “lack of fit” between mentors’ and mentees’ professional interests, and simply a lack of response from mentees. Mentors who had a positive experience with the program reported their enjoyment in mentoring the future generation; common topics of discussion included CV development, graduate school options, clinical externship/internship placements, and interviewing strategies.

Future Directions for the Mentorship Program

To best incorporate the information obtained during this survey, the members of the Student Advisory Committee leading the mentorship program will continue to focus our efforts on matching mentees according to stated goals and expectations. A component of the application form for the mentorship program provides an opportunity for mentees to describe what they are looking for in a potential mentor, and the Student Advisory Committee will enhance the emphasis on this section to improve “fit” of mentor/mentee matches. We also plan to send out bi-monthly check-ins with potential conversation topics as a new feature of the mentorship program to address concerns from both mentors and mentees about frequency of communication. Guidelines regarding the expectations of communication and frequency of contact will be clarified in application materials as well. To facilitate ease of communication between mentors and mentees, listing a phone number during the application process will be another new option for those who prefer to interact via phone call or text.

As I was reading the Spring issue of *InBalance*, it struck me that quite a number of individuals participating in SCCAP leadership are board certified in clinical child and adolescent psychology. This is perhaps not surprising given that the majority of SCCAP presidents since 2000 have also been board certified. Why do these individuals pursue board certification? Many indicate that they pursued board certification to support the establishment of benchmark competencies to enhance the clinical child and adolescent psychology specialty. Those who work in academic settings indicate that being board certified serves as a role model for students, encouraging them to meet or exceed competency standards in this specialty. Those in practice settings relate that board certification distinguishes them as competent professionals who demonstrate the best practices of our specialty. Almost all specialists I have spoken to have found the board certification process to be an enriching and rewarding experience.



Elizabeth A. Gosch, Ph.D., ABPP

On behalf of ABCCAP, please join me in congratulating the following psychologists who have recently been recognized as meeting specialty board certification requirements:

Laura Dilly, Ph.D.

Holly Middleton, Ph.D.

Valentina Pacheco-Cornejo, Ph.D.

If you have an interest in learning more about board certification in clinical child and adolescent psychology, please visit www.clinicalchildpsychology.com or contact me at elizabethgo@pcom.edu.

[Editor's Note: Valentina Pacheco-Cornejo, Ph.D., ABPP was recognized as meeting Specialty Board certification requirements in the Spring edition of InBalance, but her name was misspelled. Our apologies to Dr. Pacheco-Cornejo for the error.]

SCCAP will hold an information session on Board Certification in the SCCAP Hospitality Suite on Saturday, August 11, from 11-11:50 am.

JOURNAL UPDATE



ATTEND THE *JCCAP* FUTURE DIRECTIONS FORUM JUNE 15–16, 2018 IN WASHINGTON, DC

By Andres De Los Reyes, Ph.D., Editor, *Journal of Clinical Child and Adolescent Psychology*
Program Chair, *JCCAP* Future Directions Forum



Andres De Los Reyes, Ph.D.

Attend the *JCCAP* Future Directions Forum live in Washington, DC at: <http://bit.ly/JCCAPForumRegisterDC>, or live via webcast at: <http://bit.ly/JCCAPForumWebcast>.

As a leading journal in child and adolescent mental health, the *Journal of Clinical Child and Adolescent Psychology* (*JCCAP*) is in a unique position to build bridges among the field's disciplines—Psychology, Psychiatry, Pediatrics, Public Health, Public Policy, Social Work, Education, Nursing, and Neuroscience, among others. Together, we can leverage expertise from all these disciplines to improve the mental health of children and adolescents worldwide. In fact, our Future Directions article series (http://explore.tandfonline.com/page/beh/future_directions) unites the field's disciplines, in that the thought leaders we invite to write these articles come from research backgrounds as diverse as treatment, neuroscience, suicide, health disparities, sleep, and stigma.

In an effort to solidify these connections, in 2017 we launched the *JCCAP* Future Directions Forum website at www.jccapfuturedirectionsforum.com. Held in Washington, DC, on the top floor of the home office of the American Psychological Association (www.spireeventsdc.com), the Forum is an annual gala science event specifically designed to meet the needs of the next generation of scientists in the field. The Forum showcases interdisciplinary work in child and adolescent mental health, provides professional development training to early career scientists, and raises public awareness of the “best and brightest” of these scientists-in-training.

Motives to attend the 2018 Forum

The Forum includes a full day of professional development training designed to equip early career scientists with tools to increase their competitiveness in the highly competitive science job market. Attendees have the option of selecting from among 12 workshops devoted to such topics as academic writing, work-life balance, networking, job options in academia, grants, using Wikipedia and Wikiversity to disseminate science, starting a

laboratory, job search and negotiation strategies, and the peer review process. Attendees also have the opportunity to sign up for “speed mentoring” with representatives from these federal funding agencies: National Institutes of Health, National Science Foundation, and Institute of Education Sciences.

As part of this two-day Forum, leading figures in child and adolescent mental health will speak about their work and inspire early career scientists with innovative ideas. Our four addresses will be delivered by scholars conducting research on sleep (Lisa Meltzer), treatment (John Weisz), stigma (Mark Hatzenbuehler), and assessment (Thomas Achenbach). Following these addresses scholars with expertise in these areas lead discussions to stimulate new science. Learn more about this year's speakers and discussion leaders at: <http://bit.ly/JCCAPFDF>

The Forum will include poster presentation sessions featuring work from up-and-coming researchers in the field, using an innovative all-digital format. From among these presenters, we will announce recipients of the Future Directions Launch Award, designed to honor early career trainees poised to begin independent research careers doing work in the areas of research highlighted at this year's Forum (i.e., assessment, sleep, stigma, and treatment).

A description of the Forum can be found online at: <http://bit.ly/JCCAPFDF>.

You can attend the Forum live in Washington, DC at: <http://bit.ly/JCCAPForumRegisterDC>, or live via webcast at: <http://bit.ly/JCCAPForumWebcast>.

Attendees will have the option of earning Continuing Education credits.



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

InBalance publishes the names of SCCAP student members receiving their doctoral degrees in 2018 in its fall issue. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to **InBalance** newsletter editor, Jennifer Hughes, at Jennifer.Hughes@utsouthwestern.edu. Submissions in advance of the Aug. 1, 2018 deadline are encouraged.





Save the Date April 4-6, 2019

THE 2019 SOCIETY OF PEDIATRIC PSYCHOLOGY ANNUAL CONFERENCE (SPPAC) WILL BE HELD APRIL 4–6 AT THE NEW ORLEANS MARRIOTT HOTEL.

The theme for the 2019 conference is **Risk and Resilience in Pediatric Psychology: Processes, Mechanisms, and Interventions**. The conference will feature skill-building workshops, symposia and invited speakers on important and timely topics relevant to child health, risk and resilience including: health disparities, high risk populations, early identification of risk and protective factors, prevention science, positive psychology, psychological flexibility, and the promotion of health and wellness behaviors.

The 2019 conference will include targeted programming to meet the unique professional development needs of trainees, early career and mid-career psychologists.

We will solicit proposals for workshops, symposia, professional development programming and poster presentations in August 2019. Updated conference information will be posted to the Division 54 email list-serv and website.

Join us for an exciting conference in New Orleans in 2019!



JOIN SCCAP TODAY!

MEMBERSHIP BENEFITS INCLUDE ACCESS TO:

- **SCCAP WEBSITES** including *SCCAP53.org* and *effectivechildtherapy.com*
- **SCCAP JOURNALS** including *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

www.SCCAP53.org

Be part of the discussion and solution—join the Society of Clinical Child and Adolescent Psychology and make a difference to children and adolescents across the country!

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