



INBALANCE

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

Volume 35, Issue 2
Summer 2019

PRESIDENT'S MESSAGE

GRILLING UP SOME EVIDENCE-BASED ASSESSMENT TOGETHER

Summer is here! It's a great time to spend more time outdoors and get together with friends. SCCAP and partners are inviting you to an evidence-based assessment party. It's part "potluck," part "chili cook-off," part "stone soup."

Here's what we have on the menu:

Sixty-four measures programmed into Qualtrics. This is not your bald old advisor's version of a subject pool survey... It automatically tells whether you are on the phone or a larger screen, and changes the formatting to fit. Better still, it scores the scales while the person is taking them, and then gives them a one-page report with resources and links. People can save a copy and bring it to talk with a provider (or fill it out in the waiting room).

In picking the tools to add to the kit, we prioritized the most common issues we need to evaluate clinically. We focused on the "best of the free" – the no-cost and public domain options that have accrued the best evidence of reliability, validity, generalizability and utility.

We have taken all of these ingredients and built some sandwiches, stacking an ADHD measure on top of an anxiety and a depression one. There are three baseline burgers so far, one for parents to fill out, one that is intended for teens, and one for adults. They are the first draft core battery. The niche that they fill is catering to the person who says, "I'm hungry for assessment! I don't want to think about it—just gimme something to chew on!" Like any good grill fest, though, we want people to be able to make substitutions to get things more to their taste. The programming is modular, so that we can swap different tools in as needed. We also are experimenting with ways that a clinician (or consumer) could add or subtract chunks to personalize the battery.

CODAPAR Grant

The CODAPAR grant is bringing together consultants from four APA Divisions. Because the emphasis has been on clinical topics, Division 12 and SCCAP have been key players. We are concentrating on the "buns" (see the burger diagram in our [interim report slides](#)) – how to nestle all this juicy assessment in between a referring page (such as

[EffectiveChildTherapy.org](#)) and a bottom that supports everything with links to resources. Division 52 (International Psychology) is helping expand the reach with translations and cultural adaptation. We have a cooler stocked with 27 different measures that we have in at least two languages, and one of them we have in over 25! All languages are welcome (that is part of the potluck), but we are working to make sure that people bring more Spanish, Chinese, Arabic, Hindi, and Portuguese to the party. Those are the six most commonly spoken languages, and if we cover those half dozen, we could reach an estimated 80% of the world because so many people know one of them as a second language. Division 5 will provide input about the qualitative as well as quantitative aspects of assessment. [Helping Give Away Psychological Science](#) has been working the grill—a team of students led by Lizzie Wilson has been doing the work of getting everything programmed and debugged.



Eric Youngstrom Ph.D.
SCCAP President

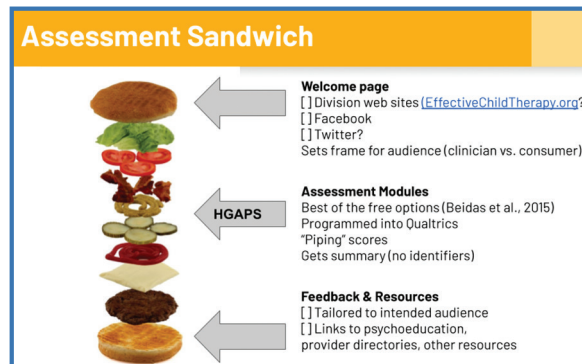
Screening Center

Meanwhile, the pilot version screening center with nine scales at the [Depression and Bipolar Support Alliance](#) website, has been used more than 20,000 times so far (a 300% increase from last newsletter!). It is a simple appetizer compared to what we are cooking up now, but it is exciting to see so many people served.

All of this connects with the rest of what we have been assembling online. Want information about the measure? We are adding to the pages on Wikipedia. Salivating about scoring details? We have that on [Wikiversity](#). Want copies of the measures? We have copies of the

PDFs in our Open Science Framework refrigerator (to keep those web links from going bad in the summer heat), and linked them back to Wiki so that Google finds them easily.

The stone soup aspect is that all of this is getting done with little bits of time and expertise from many people (well, not Lizzie and some of the HGAPers—they have been phenomenally engaged!). What are we hoping you add to the pot? In the coming months, look for emails about participating in focus groups. Try out the assessment sandwiches and give us feedback. Know something that would complement the other items on the menu? Please bring it to the party! Like a chili cook-off, we want to share everyone's favorite recipes and see what we learn.



The e-version of this newsletter, with enabled hyperlinks, is available at sccap53.org.

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Newsletter Submissions

Articles for the next newsletter are due by September 1, 2019.

Please send your submission to newsletter editor Jennifer Hughes at *Jennifer.Hughes@UTSouthwestern.edu* or to Anthony Puliafico at *acp2137@cumc.columbia.edu*.

JOURNAL UPDATE



ALL HANDS ON DECK FOR EVIDENCE-BASED PRACTICE IN CHILD AND ADOLESCENT MENTAL HEALTH!

By Anne Marie Albano, Ph.D., ABPP
Editor, *Evidence-Based Practice in Child and Adolescent Mental Health*

Our clinical practice journal is sailing through Volume 4 with a change in Associate Editors (AE) and the publication of the first of several special series. Jami Furr has stepped down as AE to assume other duties in the field and we wish her all the best. Thank you, Jami, for your service to EPCAMH!

Welcome to Aleta Angelosante, who is now joining Jon Weinand as AE. We are excited that, in addition to handling submitted manuscripts, both AEs are developing special series for the journal. Dr. Angelosante has begun work on a series focused on strategies, case examples, and innovation in exposure methods with youth. Dr. Weinand is working with Editorial Board member Tara Peris to examine the complexities of the science-practice gap. This series will focus on barriers to scientifically grounded care in the community and explore solutions for moving the field forward. Reviewers are needed with expertise in the areas of exposure and the science-to-practice gap. We are now seeking reviewers for these special series, so please contact our Managing Editor Lisa Duggan, at *lduggandiv53@gmail.com* to volunteer your time and bring these series to press!

And while on the topic of special series, Volume 4, Issue 2 is dedicated to the first of a two-part special series on emerging adults. As an outgrowth of the

SCCAP’s Special Interest Group on Emerging Adults, these special series look at the nuances and unique issues involved in the identification, engagement, treatment, and legalities that clinicians should consider when working with youth during this challenging developmental stage. This special series is a must-read!

Our continued congratulations to Brian Allen, whose article entitled “A RADical idea: A call to eliminate “Attachment Disorder” and “Attachment Therapy” from the clinical lexicon” maintains the distinction of the most read publication in the journal’s young history.

Please support EPCAMH by sending in submissions of interest to our clinical readership, and by volunteering to serve as reviewers of manuscripts. Please visit with the editorial team at this year’s APA conference to discuss your ideas for special series and papers. Stay tuned for a notice of the time and date during the convention when we will host a Question and Answer/Meet and Greet about EPCAMH in the Society’s hospitality suite. We hope to see you there!



Anne Marie Albano, Ph.D., ABPP

SCCAP ANNOUNCES NEW BOARD MEMBERS



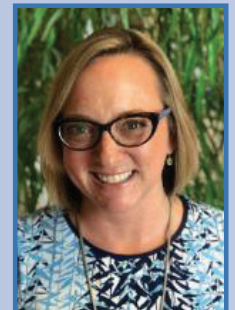
Michael Southam-Gerow, Ph.D.
2020 President Elect



David Langer, Ph.D., ABPP
Treasurer



Mary Louise Cashel, Ph.D.
APA Council Representative



Jill Ehrenreich, Ph.D.
MAL – Science & Practice

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



ATTEND THE *JCCAP* FUTURE DIRECTIONS FORUM JUNE 28–29, 2019 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.

Learning how to do great science requires a toolbox of skills. Skills for effectively communicating science. To secure funding for scientific work. To identify where and when job opportunities arise. To get the offers to start your first job and build the record to keep that job. No one takes a class to acquire this toolbox, who has the time? Yet, we still need these tools, so where do we find them? We launched the Future Directions Forum to help you build your scientific toolbox. At the Forum, we dedicate a full day to offering professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work. We webcast many of these events online so that those who cannot attend in-person can have access to this content from wherever they are.

Learning new skills only gets you so far. You need a space to showcase those skills and what you have to offer. Thus, a key element of the Forum is that it raises the public awareness of its attendees. In Washington, D.C., our Forum Science Social features presentations rendered in an all-digital environment. Further, we leverage the small, intimate atmosphere of the meeting for networking opportunities between presenters and the world-class speakers we invite to the Forum. Online, we host the Forum Science Community. Here, webcast attendees have the opportunity to present their research and interact with other attendees. We leverage online platforms to enhance the visibility of all this work.

In keeping with our focus on the future of science, we dedicate a full day to learning about innovative areas of mental health research, based on featured content from a leading mental health journal, the *Journal of Clinical Child and Adolescent Psychology* (*JCCAP*). At the Forum we cover research relevant to anyone allied with the diverse fields that focus on mental health, and an extended description of the Forum can be found here: www.jccapfuturedirectionsforum.com.

Here is what should motivate you to attend our 2019 Forum:

- The Forum includes a full day completely dedicated to professional development training. For 2019, the current Editor-in-Chief of *JCCAP* (Andres De Los Reyes) will deliver a series of professional development workshops focused on publishing peer-reviewed articles: 1) Improving clarity in your writing; 2) Maneuvering your way through the peer-review process; and 3) Organizing your published work into a research program.

- At the Forum, we know that workshops on publishing may not cater to all attendees' interests or be of relevance to attendees regardless of their level of training. Thus, the Forum offers four additional professional development opportunities. First, we deliver Breakout Workshops that are tailor-made for attendees at advanced levels of training (e.g., post-doctoral fellows and early career faculty). These workshops cover such topics as job searching, marketing, and negotiation; grant writing; and work-life balance. Second, we offer small-group meetings called Pocket Labs where attendees receive advice on ongoing research projects. Third, attendees can reserve one-on-one Grant Consult sessions with representatives from the National Institutes of Health and Institute of Education Sciences to receive advice on a grant application. Fourth, attendees can reserve one-on-one time with current journal editors (i.e., Editor's Corner) to receive advice on a scholarly manuscript.

- 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 adversity (Kate McLaughlin), treatment mediation (Phil Kendall), immunology (Greg Miller), and family separation (Kate Humphreys). 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: <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.

- A description of the Forum can be found online (<http://bit.ly/JCCAPFDF>).
- You can attend the Forum live in Washington, DC (<http://bit.ly/JCCAPForumRegisterDC>), or live via webcast (<http://bit.ly/JCCAPForumRegisterWebcast2019>).
- Attendees will have the option of earning Continuing Education credits.

Attend the *JCCAP* Future Directions Forum live in Washington, DC at: <http://bit.ly/JCCAPForumRegisterDC> or live via webcast at: <http://bit.ly/JCCAPForumRegisterWebcast2019>.



IN FOCUS



THERAPY IN A CHILD CUSTODY CASE: A PSYCHOLOGIST'S SURVIVAL GUIDE

By Lyn R. Greenberg, Ph.D., ABPP



Lyn R. Greenberg, Ph.D., ABPP

Custody-disputing families are among the most difficult populations we encounter, but few populations have greater need for psychologists' services. Effective intervention with these families requires both current knowledge of effective treatment and an appreciation of the complex systemic factors that drive family conflict and child custody disputes. As most child psychologists know, early intervention with emotional and behavioral difficulties can promote resilience and successful adjustment in children. Nevertheless, many children at the center of conflict suffer long delays before receiving care. If maladaptive behaviors and dysfunctional family patterns become entrenched, children may face lifelong adjustment problems and emotional impairment (Drozdz, Saini, & Vellucci-Cook, 2019; Fidler, Deutsch, & Polak, 2019; Greenberg, 2019; Greenberg & Lebow, 2016; Greenberg, Schnider, & Jackson, 2019; Johnston, Roseby, & Kuehnle, 2009).

These cases present complex ethical and clinical issues. There is an expanding professional literature and an emerging consensus on appropriate procedures and key clinical, ethical, and risk management issues to consider. Remaining mindful of these practices is likely to enhance the therapist's effectiveness, avoid iatrogenic effects, reduce professional risk, and represent the profession well when our work does come to the attention of fellow professionals (Bala & Slabach, 2019; Fidnick, Koch, Greenberg, & Sullivan, 2011; Fidnick & Deutsch, 2012; Greenberg, 2019).

Some key issues are introduced in this column, based on both the APA Ethical Code and relevant professional literature. The Association of Family and Conciliation Courts Guidelines for Court-Involved Therapy (here after AFCC Guidelines) provide more specific guidance. Our recently published *Evidence-Informed Interventions for Court-Involved Children and Families* (Greenberg, Fidler, & Saini), 2019, which includes chapters by many leaders in the field, provides extensive discussion of current models and references in each topic area.

Establishing and Maintaining Competence.

The requirement that psychologists maintain competence in their areas of practice (APA Ethical Standard 2.01) is well established. Psychologists working in the special education or health systems need to understand the language, rules, and relevant research for those systems. Similarly, psychologists working with court-involved families should be familiar with the special issues that can arise in these cases, particularly with high-conflict families, and adapt procedures accordingly. Court-involved families may present different issues than those

seen in community settings, and the law or court orders may impact the options available to them. We need to understand that context to keep our therapy relevant, and to help children and families understand their situations and make healthier choices. Child and family psychologists bring competencies, and knowledge of literature, that forensic psychologists may not have; of course, the reverse is also true. Families involved in the legal system continue to be involved in a variety of other systems – educational, recreational, health care, etc. In fact, children exposed to prolonged parental conflict are more vulnerable to developing emotional, behavioral, academic and even medical problems.

Professional competence includes both knowledge of relevant literature, and the ability to select and apply the literature appropriate to the family. Relevant issues may include, but are not limited to, the dynamics of separated families and high conflict divorce, domestic violence, child abuse, children's interviewing and suggestibility, child development, and the various domains of family psychology. Much in the family psychology literature is directly relevant or easily adaptable for custody-disputing families, but some approaches may be inappropriate or even iatrogenic in high conflict cases. Some treatment models have been developed which attempt to integrate the relevant research to establish evidence-informed and effective interventions. A number of them are reviewed in our recent volume.

Consult both parents, be thorough with informed consent.

A thorough consent process builds trust by establishing a reliable structure and clear ground rules, which are often lacking in these families. Psychologists are ethically required to obtain informed consent, but the elements of consent may be slightly different based on the circumstances of these cases. Both the Ethics Code and the AFCC Guidelines identify essential issues, with the AFCC Guidelines and other literature providing more detailed recommendations and sample procedures. Whereas the therapist may come under pressure to rush the consent process, engage in ad-hoc changes or accept a poorly crafted order or consent, it is unwise to do so. Issues not addressed in the consent process often arise to create problems later; many ethical dilemmas can be anticipated and avoided by disciplined, careful consent process.

One of the most common (and risky) mistakes in this type of case is for a therapist to treat a child with only one parent's knowledge and consent. Even if technically legal, a failure to consult both parents may violate the other parent's rights, collude with the violation of a court order,

send unhealthy messages to the child, interfere with accurate assessment, and lead to disrupted or discredited therapy, lawsuits and licensing discipline. This is based on both legal requirements and the very real risk of bias or inaccurate assessment if only one parent's input is considered. It is wise to request a copy of any custody orders and contact the other parent yourself, as the presenting parent may misunderstand or misrepresent either the other parent's agreement or the allocation of parenting rights. If the parents are in conflict about consent issues, this should be identified early and referred to the court if necessary.

Informed consent should include a realistic discussion of privacy and confidentiality issues. The law in some jurisdictions, or the dynamics of custody evaluation, may limit patient privacy. It is important to understand the law in your jurisdiction to promote effective decision-making by your client. In situations with protracted conflict, some form of accountability, such as reporting of progress or parental cooperation, may be necessary in order for effective intervention to occur. A therapist who understands these issues can help to manage any sharing of information, promote realistic expectations and avoid therapeutic betrayal. This is particularly important for children, who may be empowered by a psychologist to express their desires about how information is shared. Children may also need to be assisted with skills for managing any parental reactions or other stressors that result from such disclosures. Sometimes, a sophisticated therapist can interface with parents and other professionals to provide a process that meets legal requirements while preserving treatment effectiveness and some level of privacy. If you are uncertain about the law regarding therapeutic privacy in your jurisdiction, it is wise to consult a family law practitioner, as well as a professional practice attorney, for assistance in developing appropriate practice policies and forms.

Professional Objectivity and Disciplined Procedures.

These elements are critical in these cases and *protective* to psychologists who may be subjected to strong, emotionally appealing narratives from distressed children or their parents. Psychologists in child-centered roles (such as child therapist or conjoint/reunification therapist) should document their attempts to engage both parents, understand the variety of factors that may impact children's



statements, and consider multiple hypotheses about the causes of children's behavior. These measures will help a psychologist develop a more accurate understanding of a situation, as both the narrative and the children's behavior may be sharply different when the other parent is consulted or brings the child to therapy. When therapists form opinions based on one-sided information, they may unintentionally engage in inappropriate advocacy, violate role boundaries, or miss causes of a child's behavior that are unrelated to the parents' dispute. High-conflict parents often miss issues that reflect normal development or undiagnosed problems unrelated to the parental conflict; therapists must maintain sufficient objectivity to consider them.

Unconditional support of a client's expressed views is common in community psychotherapy but complicated in a child custody case. The court may make orders with which a parent or child disagrees. Both children and parents may need to learn new coping skills to adapt to their changed family situation and promote healthy development in the child. Some therapists have made the mistake of counseling parents to disobey court orders, which can create devastating results. The AFCC Guidelines and other specialized literature provide detailed guidance about a therapist's responsibilities if ordered by the court to provide services or express opinions that are inconsistent with the therapist's ethical obligations.

Child development knowledge is essential.

For example, it is common for adolescents to express an emphatic but imprudent opinion based on their needs, stresses or feelings at the moment, and then contradict themselves when their mood or circumstances change. Children's behavior may be consistent with their statements or send a very different message. In the face of intense conflict dynamics, psychologists may forget to counsel the limit-setting and coping skills that they routinely teach in families who are not involved with the legal system. A psychologist who uncritically accepts a child or adolescent's stated wishes, without exploring

continued on p.6...

Early intervention with emotional and behavioral difficulties can promote resilience and successful adjustment in children.

IN FOCUS CONTINUED

...continued from p.5

various interpretations and developmental issues, risks missing important dynamics or causing serious iatrogenic harm.

Divorcing parents may also pull for advocacy from a therapist. Whereas a safe and child-free place to “vent” may be helpful to parents, they may also need information about the risks to children from protracted conflict, how realistic their wishes are, and the steps they need to take to manage their emotions, support the other parent-child relationship, parent effectively and protect their children. Custody-disputing parents have high levels of distrust and may selectively attend to information or interpretations of events that indict the other parent. A therapist who maintains objectivity will be better able to help a client do so, which promotes both better emotional adjustment and better success in most court processes. These issues may arise in tension with the felt need of some parents to feel unquestioned advocacy from their therapists. Careful and disciplined clinical decision making, as well as consultation, is often required.

Allegations of abuse, endangerment, or the undermining of a parent-child relationship create powerful and complex issues. Constant and careful assessment for risk factors is essential, and reasonable suspicion of abuse should always be promptly reported. Safety precautions may be ordered by the court without implying a determination of guilt, and investigations may take time or yield uncertain results. It is critical to avoid procedures that could taint those investigations or compromise children’s abilities to identify and describe their independent feelings and experiences. Biased or inappropriate children’s therapy can seriously compromise investigations, leaving children exposed to greater risks and leading to disrupted families, discredited therapy, legal action, and licensing discipline. Greenberg, Doi Fick and Schnider (2012, 2016) and Greenberg, Schnider and Jackson (2019) have developed a protocol for addressing the many problems presented by these families while avoiding interference in external processes or investigations. There is much that therapists can do to promote healthy coping skills that will assist children in both resolving trauma and building or re-establishing healthy relationships. Olesen and Drozd (2012) offer helpful suggestions for assisting parents in these cases.

Therapists must also use caution in expressing professional opinions, whether to the court or to vulnerable family members. Therapists who make parenting plan recommendations or express opinions without sufficient basis risk licensing discipline, as well as causing escalated conflict, disrupted treatment and serious harm to the child and family.

Beware of Polarization Contagion.

Polarized views are common in custody-disputing families and, at times, can be reflected in the professional literature. While many authors carefully consider a variety of research and the complexity of family dynamics, the literature can also be rife with polarization, selective citation, agenda-driven definitions of terms, professional name-calling and other poor practices. The wise psychologist considers literature from a variety of perspectives, as well as their existing knowledge of children’s developmental needs. Psychologists should view with caution publications that suggest simplistic views of complex behavioral problems or overly broad conclusions about relevant research. Simplistic views make appealing headlines but rarely reflect the complexity of families. The hazards of selective or agenda-driven use of the research are discussed further in a special issue of *Family Court Review* (volume 54, issue 2), and particularly in an article by Sandler and colleagues (2016).

Realistic Expectations and Redefining Success.

Separated families often arrive in crisis, and the highest-conflict parents may not have had healthy adjustment prior to the separation. Insight, as *traditionally conceived*, may not be achievable for these parents, particularly at the height of the conflict. Nevertheless, the key factors for promoting healthy outcomes for children may, at least in initial stages, be taught and supported in relatively specific and behavioral terms. Children who fare best after parental separation are those who are insulated from parental conflict, enjoy relatively healthy relationships with both parents, experience authoritative parenting, and establish healthy coping and decision-making abilities and a belief in their own ability to resolve problems (Greenberg, 2019; Greenberg, Schnider, & Jackson, 2019; Pedro-Carrol, 2005).

Initial steps may consist of establishing structures, skills, and decision-making processes that reduce the intensity of the conflict, make daily routines more manageable, and teach or enhance healthy coping abilities in both parents and children. These interventions may “create a space” within which the child can begin to resume normal activities and a healthier developmental path. Those successes can lead to parents’ recognition (insight?) that life is easier when conflict is reduced and rule-governed behavior becomes routine. Some may attain deeper understanding, but even those who do not have often given a huge gift—the chance at healthy adjustment—to the most vulnerable children that many of us will encounter.

Full reference list available online at sccap53.org.

Initial steps may consist of establishing structures, skills, and decision-making processes that reduce the intensity of the conflict, make daily routines more manageable, and teach or enhance healthy coping abilities in both parents and children.



2019 APA CONVENTION: SCCAP PROGRAM

By Meghan Miller, Ph.D. Andrew Freeman, 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 Chicago August 8-11. We have a packed slate of top-notch speakers and symposia highlighting the latest findings in psychological science and the evidence-based practice of clinical child and adolescent psychology.

On Thursday, Andres De Los Reyes, Ph.D., and Yen-Ling Chen will chair “Becoming Part of the Family – Selecting Mentors when Applying to Doctoral Programs in Psychology,” offering helpful tips and insights to students interested in applying to graduate school. We’ll also hear about secondary analyses in randomized trials of psychosocial treatments for pediatric mood disorders in a session chaired by Heather MacPherson, Ph.D., and Andrea Young, Ph.D. We’ll wrap up the day with Cindy Huang, Ph.D., chairing a session focused on school-based approaches to promoting child and adolescent mental health.

Friday will begin with an exciting symposium titled, “Improving Diagnosis, Case Formulation, and Outcomes – Online Resources for Evidence-Based Assessment,” chaired by Andrew Freeman, Ph.D. This session will be followed by two poster sessions: 1) Child and Adolescent Psychopathology – Correlates, Development, and Etiology at 9am and 2) Assessment, Prevention, and Treatment of Psychopathology in Children and Adolescents at 10am.

Symposia slated for Saturday include: 1) Steve Lee, Ph.D., and Elizabeth Moroney, who chair a session about social and individual risk processes for youth anxiety disorders and 2) Marco Hidalgo, Ph.D., who chairs a session focused on psychosocial health of youth seeking gender-affirming multidisciplinary care, which will include talks on baseline findings from the Trans Youth Care Study.

On Sunday, we will offer four more symposia. In “Evidence-Informed Treatment of Children in Modern Families Under Serious Stress” Robert Geffner, Ph.D., and colleagues will present multiple perspectives related to working with families facing challenging situations. Future scientists can benefit from two sessions chaired by Eric Youngstrom, Ph.D.: “Future-Proofing Psychology: Tools We Can Use Now to Improve Confidence in Our Science and Practice” and “Melding Wiki, Social Media, Assessment, and Adaptation to Bring Psychology to More Diverse Audiences.” Finally, Maryse Richards, Ph.D., chairs a session focused on identifying factors that promote resilience among urban youth.

We are also sponsoring many first-rate Collaborative Programs that provide diverse perspectives on relevant topics including:

- “Program Development Successes and Trials: Bumps in the Road on Interdisciplinary Pediatric Teams” (Thursday 8am)
- “Minority Stress and the Impact of Acceptance for Transgender Youth: Policy and Practical Implications” (Thursday 10am)
- “Practice Considerations in Autism: Integrating Family, Clinical, School, Animal-Assisted Therapy, and Self-Advocate Perspectives” (Thursday 2pm)

- “Applying Psychological Science to Address Racial/Ethnic Disparities in PK-12 Education” (Friday 4pm)
- “Levels to This: Family, School, and Community Protecting Black Youth from Racial Stress and Trauma” (Saturday 4pm)
- “Bullying Behaviour Among Adolescents: A Complex Problem Requiring a Multifaceted Solution” (Sunday 10am)

Invited talks on topics range from early identification, to interventions, to Wikipedia. On Thursday, Laurie Wakschlag, Ph.D., will present “Healthier, Earlier: A Transdiagnostic Approach to Accelerating Neurodevelopmental Discovery to Mental Health Prevention Beginning at Birth.” On Friday, Thomas Shafee, Ph.D., will present “Wikipedia as a Key Public Health Tool: Leveraging the World’s Most-Read Information Source.” On Saturday, Joan Luby, Ph.D., will present “Early Childhood Depression: Parent Child Therapy Targeting Emotion Development.”

We will also hear from our three award winners. Friday evening, Geraldine Dawson, Ph.D., will give the Distinguished Career Award Address, “Early Intervention and Brain Development in Autism.” On Saturday, the 2018 and 2019 winners of the Richard “Dick” Abidin Early Career Award will present on their work: “Does your phone know you better than you know yourself? Leveraging technology to improve diagnosis and prognostication for bipolar disorder” (Anna Van Meter, Ph.D.) and “Translating Mechanistic Insights into Intervention Targets for Individuals with Autism Spectrum Disorder” (Matthew Lerner, Ph.D.).

We are excited to present five student poster awards winners:

- **Innovative Research** – Jazmin Lara, “The Effect of Neighborhood and Father Involvement on Depression Symptoms among Latino Children”
- **Diversity in Research** – Raymond La, “Cultural Orientation and Parent-Child (Dis)Agreement on Causes of Child Mental Health Problems”
- **Translational Research** – Jessica Tauber, “Initial Results from CAMS Extension Study with Added Parent Component to CBT for Anxious Youth”
- **Best Overall Undergraduate/Post-Bac Poster** – Taylor Johnson, “Investigating the Relationship Between Social Skills and Play”
- **Best Overall Graduate Student Poster** – Kelsey Stiles, “Association of Attributions of Intent During Peer and Adult Interactions with Youth Aggression”

Check out these and other posters at two poster sessions on Saturday and plan to attend events in our hospitality suite. We will be adding more hospitality suite programming, so watch for our updated schedule!



Meghan Miller, Ph.D.



Andrew Freeman, Ph.D.

APA CONVENTION PROGRAMMING IN CHICAGO

THURSDAY, AUGUST 8, 2019			
8–9 am	Collaborative Program: Program Development Successes & Trials: Bumps in the Road on Interdisciplinary Pediatric Teams McCormick Place Room W183c	Symposium: Becoming Part of the Family—Selecting Mentors When Applying to Doctoral Programs in Psychology McCormick Place Room W192c	Symposium: When Eating Is a Pain—The Under-Recognized Problem of Eating Disturbance in Pediatric Chronic Pain McCormick Place Room W176c
9–10 am	Symposium (CE): Secondary Analyses in Randomized Trials of Psychosocial Treatments for Pediatric Mood Disorders McCormick Place Room W176c		Symposium: Assessing Youth Prior to Medical Procedures—Examples From Bariatric, Transplant, and Gender Clinics McCormick Place Room W176c
10–11 am			Symposium: Developments in the Children’s Health and Illness Recovery Program (CHIRP) McCormick Place Room W176b
11 am – 12 pm	Invited Address: Healthier, Earlier: A Transdiagnostic Approach to Accelerating Neurodevelopmental Discovery to Mental Health Prevention Beginning at Birth McCormick Place Room W184bc	Collaborative Program: Minority Stress & the Impact of Acceptance for Transgender Youth: Policy & Practical Implications McCormick Place Room W183a	
12–1 pm	Symposium: School-Based Approaches to Promoting Child and Adolescent Mental Health McCormick Place Room W175c	Collaborative Program: An Ecological Perspective to Screening Young Children for Risk and Resilience McCormick Place Room W186a	
1–2 pm	SCCAP Board of Directors Meeting Marriott Marquis Chicago Hotel Analysis Room		
2–3 pm		Collaborative Program: Practice Considerations in Autism: Integrating Family, Clinical, School, Animal-Assisted Therapy, & Self-Advocate Perspectives McCormick Place Room W183c	
3–4 pm			
4–4:30 pm			
5–5:30 pm		SCCAP/D54 Student Networking Social Marriott Suite	

KEY

SCCAP Substantive Programming	
Division 54 Substantive Programming	

SCCAP Non-substantive Programming	
Division 54 Non-substantive Programming	

SCCAP Co-Listed Programming	
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APA CONVENTION PROGRAMMING IN CHICAGO

FRIDAY, AUGUST 9, 2019			
8–9 am	Symposium: Addressing Methodological Challenges in Self-Management Research with Adolescents and Young Adults McCormick Place Room W193b		Symposium (CE): Improving Diagnosis, Case Formulation, and Outcomes—Online Resources for Evidence-Based Assessment McCormick Place Room W184a
9–10 am	SCCAP Poster Session: Child and Adolescent Psychopathology—Correlates, Development, and Etiology McCormick Place Hall F		
10–11 am	SCCAP Poster Session: Assessment, Prevention, and Treatment of Psychopathology in Children and Adolescents McCormick Place Hall F		
11 am–12 pm	Invited Address: Wikipedia as a Key Public Health Tool: Leveraging the World’s Most-Read Information Source McCormick Place Room W184bc	Symposium: Ensuring the Successful Translation of Adverse Childhood Experiences (ACEs)—From Science to Practice McCormick Place Room W193a	SCCAP Assessment Portfolio Review Marriott Suite
12–1 pm			SCCAP Exec Committee Meeting Marriott Suite
1:30–2:30 pm			Council of Specialties-Clinical Child Psychology Board Meeting Marriott Suite
3–4 pm			SCCAP Student Mentorship Program Meet & Greet/Q&A Marriott Suite
4–5 pm	Presidential Address, Awards, Membership Meeting Hyatt Regency McCormick Place Hotel Field Rms B & C		Symposium: Applying Psychological Science to Address Racial/Ethnic Disparities in PK-12 Education McCormick Place Room W196bc
5–6 pm	Distinguished Career Address: Early Intervention and Brain Development in Autism Hyatt Regency McCormick Place Hotel Field Rms B & C		
6–7 pm	SCCAP Social Hour Hyatt Regency McCormick Place Hotel Field Rms B & C		

KEY

SCCAP Substantive Programming	
Division 54 Substantive Programming	

SCCAP Non-substantive Programming	
Division 54 Non-substantive Programming	



SCCAP Co-Listed Programming	
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

APA CONVENTION PROGRAMMING IN CHICAGO

SATURDAY, AUGUST 10, 2019			
8–9 am			Symposium: Interprofessional Collaboration to Support Psychotropic Medication Prescribing in Primary Care McCormick Place Room W185d
9–10	Invited Address: Early Childhood Depression: Parent Child Therapy Targeting Emotion Development McCormick Place Room S101a		
10–11			D54 Poster Session I McCormick Place Hall F
11 am–12 pm	ABCCAP (ABPP) Informational Meeting Marriott Suite	Symposium: Social and Individual-Level Risk Processes in Youth Anxiety Disorders McCormick Place Room W176b	D54 Poster Session II McCormick Place Hall F
12–1 pm			
3–4 pm	SCCAP Speed Mentoring Marriott Suite		
4–5 pm	Invited Abidin Early Career Award Addresses: Anna Van Meter and Matthew Lerner McCormick Place Room W474b	Symposium: Psychosocial Health of Youth Seeking Gender-affirming Multidisciplinary Care—Baseline TYC Findings McCormick Place Room W193a	Collaborative Program: "Levels to This": Family, School, & Community Protecting Black Youth From Racial Stress & Trauma McCormick Place Room W196bc
5–6 pm			

SUNDAY, AUGUST 11, 2019			
8–9 am	Symposium: Evidence-Informed Treatment of Children in Modern Families Under Serious Stress McCormick Place Room W192a	Symposium (CE): Future-Proofing Psychology—Tools We Can Use Now To Improve Confidence in Our Science and Practice McCormick Place Room W185d	
9–10 am	Symposium: Perceptions of Climate and Safety—Identifying Factors That Promote Resilience Among Urban Youth McCormick Place Room W176c		
10–11 am	Symposium: Melding Wiki, Social Media, Assessment, and Adaptation to Bring Psychology to More Diverse Audiences McCormick Place Room W185bc	Collaborative Program: Bullying Behaviour Among Adolescents: A Complex Problem Requiring a Multifaceted Solution McCormick Place Room W183b	Symposium: Developing Programmatic Initiatives to Improve Pediatric Hospital Consultation/Liaison Services McCormick Place Room W175c
11–noon			

KEY

SCCAP Substantive Programming	
Division 54 Substantive Programming	

SCCAP Non-substantive Programming	
Division 54 Non-substantive Programming	

SCCAP Co-Listed Programming	
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THE STUDENT VIEW



SCCAP AND HGAPS INTERFACE: THE USE OF TECHNOLOGY IN THE DISSEMINATION OF EVIDENCE-BASED ASSESSMENTS FOR CHILD AND ADOLESCENT PSYCHOLOGY

By Beth Moroney, Yen-Ling Chen, and Lizzie Wilson

Helping Give Away Psychological Science, or HGAPS, is a student-based, non-profit organization with the goal of disseminating psychological science to people who would most benefit. The HGAPS system's vision includes bridging the gap between students, clinicians, researchers, and the public by using technological tools to create and spread both accessible and free resources. Founded at the University of North Carolina at Chapel Hill in 2016 by SCCAP President Eric Youngstrom and Mian-Li Ong, his former graduate student (and former SCCAP Student Representative), HGAPS and several other universities have established partner chapters, involving more and more students in the overarching mission.

Specifically, HGAPS aims to link existing online platforms (including Wikipedia and Google services) with "high quality resources and information about psychological science, improving the next generation of training, and creating tools that help practitioners and researchers." This has included partnering with numerous psychological and mental health organizations dedicated to dissemination of evidence-based and accessible resources to the public, including SCCAP. During SCCAP's annual Mid-Winter Meeting, the SCCAP Board had the opportunity to interface directly with HGAPS representatives from UNC Chapel Hill. Through a series of workgroups, guided by the Objectives and Key Results (OKR) framework, HGAPS and SCCAP representatives established actionable steps for four different projects over the next year.

1) The **Online Assessment Center** workgroup aimed to establish concrete steps towards creating an SCCAP/HGAPS Assessment Center for mental health providers. Lizzie Wilson, a junior undergraduate student at UNC Chapel Hill and Past-President of HGAPS, worked alongside SCCAP board members Tara Peris, Mary Fristad, Stephon Proctor, Brian Chu, and Andrew Freeman. During the session, the SCCAP representatives examined the existing list of 35 online assessments the HGAPS UNC team had coded into an online program for individual and clinician use, including scoring and links to resources based on scores. SCCAP representatives worked to suggest additional assessments for a more comprehensive resource as well as discussing website infrastructure, creation of a common template for Qualtrics assessments, and resources designed to help clinicians with the assessment process. Over the last semester, HGAPS UNC has worked to increase the Online Assessment Center, which now includes 50 assessments coded into Qualtrics. Over the summer, HGAPS UNC will continue to build out the assessment center infrastructure and will start the process of beta testing the newly coded assessments.

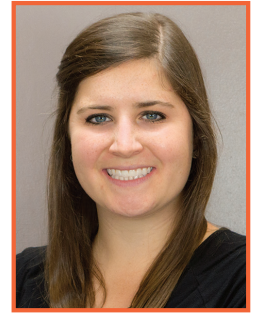
2) The **Evidence-Based Assessment Teaching and Clinical Resources** workgroup examined Wikiversity webpages that HGAPS has created around evidence-based assessment. The group was led by Emma Choplin, a senior undergraduate student at UNC Chapel Hill and the President of HGAPS, and included SCCAP representatives Steve Lee, Beth Moroney, Jill Ehrenreich-May, and Anna Van Meter. One key result

discussed by this group is the completion and dissemination of depression, anxiety, ADHD, disruptive behavior, and bipolar disorder assessment portfolios, which cover key diagnostic and prevalence information as well as the best screening and outcome assessments for each disorder. The pages also include free PDFs of each assessment. The group also discussed the creation of a clinical child assessment clearinghouse which would house collaborative assessment teaching materials.

3) The **Student Extenders for Committees** workgroup led by Hannah Kim, a junior undergraduate student at UNC Chapel Hill and treasurer of HGAPS, and Jess Janos, a first-year graduate student at UNC, and SCCAP representatives Lynn Canty, Heather MacPherson, Jennifer Hughes, and Meghan Miller discussed how SCCAP and HGAPS can best collaborate to disseminate evidence-based information about child psychology. The group focused on creating infographics to advertise SCCAP's effective child therapy resources as well as innovative ways for tracking the success of dissemination efforts.

4) The **Open Science in Teaching and Improving Reproducibility** workgroup discussed ways to integrate the Open Science Framework's technology into SCCAP projects. The Open Science Framework (OSF) is a website that aims to facilitate open science and collaboration by functioning as a repository for research and other projects. Josh Langfus, a first-year graduate student at UNC Chapel Hill, as well as SCCAP representatives Yen-Ling Chen, Andy De Los Reyes, David Langer, Chrissy Cammarata, and Timothy Cavell discussed several objectives for increasing SCCAP's incorporation of the OSF. These include assessing the utility of OSF to facilitate collaboration between researchers using similar measures, conducting trainings in OSF and assessing utilization, and using OSF as a repository for the *Journal of Clinical Child and Adolescent Psychology* Future Direction Forum (FDF) conference posters. Key results include creating an OSF conference page for FDF, where FDF posters are uploaded, then publishing the conference page link on FDF website and distributing it to conference attendees.

To find out more about the interface between SCCAPS and HGAPS or any of these exciting endeavors, visit the HGAPS website: www.hgaps.org/, where you can find links to the Evidence Based Assessment portfolios through Wikiversity as well as the Online Assessment Center screening resources through Qualtrics.



Beth Moroney, M.A.
SCCAP Student Rep 2018-2019
University of California, Los Angeles



Yen-Ling Chen, B.A.
SCCAP Student Rep 2019-2020
University of Nevada, Las Vegas



2019 SCCAP STUDENT ACHIEVEMENT AWARDS

By Beth Moroney and Yen-Ling Chen
 SCCAP Student Representatives

The SCCAP Student Development Committee (SDC) Student Achievement Awards recognize students in various stages of training for their accomplishments in research and clinical practice. Thank you to the SDC members who reviewed the 2019 award applications.

Congratulations to the five students who earned the Student Achievement Awards this year!



Chelsey Barrios Foster

Clinical Practice Award

Chelsey Barrios Foster is a fifth-year doctoral candidate under the mentorship of Dr. Lea Dougherty at University of Maryland, College Park. Following her passion for working with diverse and underserved youth, Chelsey has completed practica working with youth of many different backgrounds across multiple settings, including an academic medical center, university clinic, clinical studies, and private practice. She has also pursued opportunities in program

development, diversity leadership, and additional clinical training. In addition to her extensive clinical work, Chelsey has many research accomplishments, including receiving the National Science Foundation Graduate Research Fellowship in her first year and publishing in a variety of peer-reviewed journals.



Katherine Leppert

Late Stage Graduate Student Research Award

Katherine Leppert is a sixth-year doctoral candidate at the University of Maryland, College Park, under the mentorship of Dr. Lea Dougherty. She will complete her clinical internship in pediatric psychology this year at Nemours/A. I. duPont Hospital for Children in Wilmington, Delaware. Katherine’s research primarily focuses on trajectories of mental health problems and patterns of risk from early to middle childhood. This interest informed

her dissertation project characterizing the phenomenology of depressive behaviors in early childhood, which offers a developmental perspective on normative patterns of sadness and irritability. This research not only was awarded a departmental dissertation award, it was also recently accepted for publication in the Journal of Abnormal Child Psychology. In addition to her impressive dissertation project, Katherine has numerous publications, awards, and presentations at the university, regional, and national levels that truly demonstrate her commitment to the field of child psychology.

Late Stage Graduate Student Research Award

Crosby Modrowski, a sixth-year doctoral student at the University of Utah, is currently examining the relationship between childhood trauma exposure, posttraumatic stress symptoms, and negative behavioral outcomes in her work with Dr. Patricia Kerig. As a second year, she was awarded the National Science Foundation Graduate Research Fellowship.

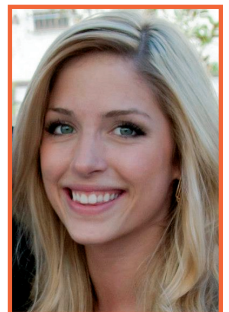


Crosby Modrowski

In her dissertation research, she examined risky behavior in trauma-exposed youth and its association with offending behavior. In addition to her extensive research with highly vulnerable populations, Crosby has worked in a wide variety of clinical, teaching, and service roles. She is completing her internship at Brown University in Providence, Rhode Island.

Early Stage Graduate Student Research Award

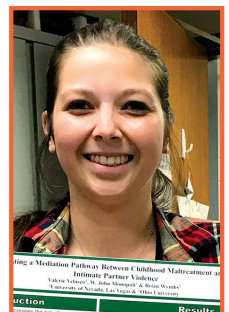
Emily Robertson is a third-year clinical psychology doctoral candidate under the mentorship of Dr. Paul Frick at Louisiana State University. She is currently studying the development of childhood behavioral problems, especially in relation to youth in the juvenile justice system. In her master’s thesis research, she examined the effect of juvenile justice processing decision (i.e., formal vs. informal processing) on subsequent offending, as well as the moderating role that callous-unemotional traits have on this relationship. In addition to her research with vulnerable populations, Emily is involved in mentoring undergraduate researchers, teaching, and clinical work.



Emily Robertson

Undergraduate Student Research Award

Valerie Velasco is a senior at the University of Nevada, Las Vegas, who is currently pursuing her Bachelor of Arts in psychology. Valerie is extremely engaged within the psychology field, having won numerous grants and scholarships to aid her in continuing her training. As an alumna of the McNair Summer Research Institute and the National Science Foundation’s Research experience for Undergraduate Scholars, she shows promise as an up-and-coming researcher. Valerie also has sought out clinical training and works as a campus advocate and a behavioral technician in her free time.



Valerie Velasco

NEWS & UPDATES



SCIENCE & PRACTICE: ANNOUNCING A NEW AWARD AND MEMBER BENEFIT!

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



Amanda Jensen-Doss, Ph.D.

I am excited to be able to tell you all about a new award, the R. Bob Smith III Excellence in Assessment Award. This award was created to recognize Bob Smith, Ph.D., for his many years of service to the psychological profession by upholding the highest standards when creating and publishing evidence-based psychological assessments. Smith began his career as a psychologist and later went on to found Psychological Assessment Resources (PAR). Through Bob's leadership, PAR supported researchers whose work creating psychological measures benefited both the profession and society and supported the code of ethics of the American Psychological Association and the Standards for Psychological Measurement.

SCCAP will annually present this award to an individual or organization who has made major contributions to the field of psychological assessment. The award will be presented during the APA convention at the SCCAP business meeting. Consistent with Bob Smith's work to bring evidence-based assessment into practice, the award winner will present an educational workshop about their

work. This workshop will be available to SCCAP members free of charge, including the provision of continuing education credits. Please keep an eye out for announcements about this exciting training opportunity after the award announcement at APA.

This award was created by former SCCAP treasurer, Richard Abidin, to honor his friend and colleague, and the award was endowed by PAR and the generosity of several private individuals. If you would like to contribute to the endowment for this award, checks may be made out to Society of Clinical Child and Adolescent Psychology (or SCCAP) and mailed to SCCAP, Box 3372, Alpharetta GA 30023 or email SCCAPDiv53@gmail.com for more information.

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

The Science & Practice Committee is pleased to announce the R. Bob Smith III Excellence in Assessment Award.

DIVERSITY COMMITTEE UPDATE

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

The Diversity Committee is pleased to announce the winners of the 2019 Diversity Travel Awards in the amount of \$500. The intent of the travel awards is to allow underrepresented graduate students and early-career psychologists the opportunity to attend a conference to gain professional skills and increase their professional networks. Awards will be presented at the 2019 APA convention in Chicago.

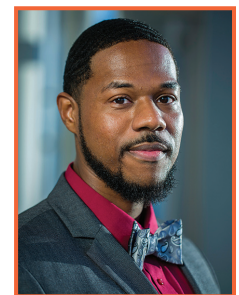
Erika Trent (University of Houston)

Amrita Ramakrishnan (New York University)

Irene Jacobs (Virginia Commonwealth University)

Kamille Harris (Radford University)

Kelsie Okamura, Ph.D. (State of Hawaii Department of Health)



Erlanger A. Turner, Ph.D.

Finally, we are pleased to welcome the new members of the Diversity Committee! The following members participated in the inaugural Leadership Education to Advance Diversity (LEAD) Institute. I am thrilled with their engagement to continue advancing the mission of SCCAP:

Christine Laurine — Rutgers University

Giovanni "Gio" Ramos — University of California, Los Angeles

Trista Perez-Crawford, Ph.D. — Children's Mercy Hospital

Thomas A. Vance, Ph.D. — Columbia University Medical Center

Michelle Vardanian, Ph.D. — New York University

EDUCATION & STANDARDS: UPCOMING EDUCATIONAL OPPORTUNITIES BROUGHT TO YOU BY SCCAP

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



Tara S. Peris, Ph.D.

The SCCAP Education and Standards Committee is pleased to bring you a truly stellar lineup of educational offerings this year. Beyond our marquee conferences in Kansas and Miami, we continue our new webinar series that was launched in 2018 in response to member requests for activities to stay up-to-date on topical issues in child and adolescent psychopathology.

Now in its second year, the program has really hit its stride. Our first talk of the year, **Anxiety, Depression, & Social Media in Adolescents: What to Do?**, was given by SCCAP's own Mary Fristad, Ph.D., and had over 250 virtual attendees. Up next, we'll present **Applying to Clinical Internships: Insider Tips for Maximizing Your Success** on July 24 at 11am EST with Karen Guan, Ph.D., Michelle Paul, Ph.D., Sandra Pimental, Ph.D., and Stephen Soffer, Ph.D. Note that this panel focuses on understanding what internship sites are looking for in their trainees and what students can do to prepare competitive applications. This webinar was by far our most popular offering last year, and we hope that the summer timing allows our student members to put what they learn to good use!

On September 4 at noon EST, SCCAP President Eric Youngstrom, Ph.D., will lead a webinar entitled, **A Storm of Innovations: Using the Web to Work Together and Bring the Best Psychology Information to the People Who Would Benefit**. It will build on his important

initiatives to make information about psychological science widely (and more easily) available to the public. It will be followed on September 19 at 12:30 EST by Dr. Megan Chesin's talk, **The Impact of 13 Reasons Why on Suicide Behavior in Young People: What We Know So Far**. Finally, we will close out the year with a talk sponsored by our Science Committee. Oliver Lindhiem, Ph.D., will give a methods talk entitled, **"But will this therapy benefit me?": Applying Research Findings to Individual Patients**. Additional talks are still in the works for the fall, so please do check our website for updates on what's coming down the pike.

Beyond the great content of our webinars, remember that we also offer member forums that extend networking and educational opportunities after the talks. They provide a great 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. Finally, for those who enjoy learning in this format, it's worth noting that *SCCAP53.org* contains links to keynote speeches and treatment training videos developed in partnership with the Florida International University Center for Children and Families. Together, these features are designed to help you get the most out of your SCCAP membership.

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

ABCCAP UPDATE

By Jarrod M. Leffler, Ph.D., ABPP, President, ABCCAP

Board certification in Clinical Child and Adolescent Psychology continued to grow at a very healthy rate throughout 2018 and the start of 2019 is no different. We congratulate the following psychologists who have been recognized as meeting Specialty Board Certification requirements over the past few months:

Chelsea M. Ale, Ph.D.

Rachel Busman Rosen, Psy.D.

Rebecca M. Denning, Psy.D.

Huong Diep, Psy.D.

Kat T. Green, Ph.D.

Marni L. Jacob, Ph.D.

Samantha Miller, Ph.D.

Alessandra C. Shapiro, Psy.D.

Nicholas Westers, Psy.D.



Jarrod M. Leffler, Ph.D., ABPP

If you are interested in pursuing Board Certification in Clinical Child and Adolescent Psychology, please visit www.clinicalchildpsychology.com, where you will find our ABCCAP Exam Manual with details of the certification process.

NEWS & UPDATES



MEMBERSHIP & PUBLIC INTEREST COMMITTEE UPDATE

By Christina Cammarata, Ph.D., ABPP
Member at Large for Membership & Public Interest



Christina Cammarata, Ph.D., ABPP

Remember to
renew your
2020 SCCAP
membership by
August 1.

I am excited to write this update as the newest Member-At-Large for Membership and Public Interest. I look forward to meeting and hearing from many of you over the coming years!

Get Involved

This is a time of transition for many of us, and it's a great time to get involved in SCCAP. Several of the veterans who have so graciously served on our Membership Committee are moving on to new horizons. As such, we would love to invite any interested members to reach out to join our committee. It's a great way to get your voice heard in SCCAP and work with some motivated folks to make our organization even more beneficial for old and new members. Please email me at cc0077@nemours.org if you are interested in learning more.

Renew Your Membership

Don't forget that membership renewal time for 2020 begins on August 1. Payment received on August 1 or later will be credited towards your 2020 membership. SCCAP members that are both members of SCCAP and APA may renew their SCCAP membership on the APA site or you can renew at SCCAP53.org. **You do not have to be a member of APA to be a member of SCCAP.** We encourage all SCCAP members to log on to SCCAP53.org to complete their membership profile. These profiles are used to for programming information and to determine member interests and target opportunities. This is one of the great ways we learn about our members and how to keep SCCAP working for you!

CE & Networking Event

Additionally, I wanted to let you know about an upcoming CE and networking event. As you may know, a goal of the membership committee is to promote the interests of students and early career members. Networking and connection has been an expressed value of our members time and time again. As a committee, we are planning to work with several health care organizations to connect psychologists in these settings with each other, as well as with other healthcare professionals. SCCAP is planning to be represented at the Nemours/AI duPont Hospital for Children Integrated Primary Care conference: DREAM-IPC, held in Wilmington, Delaware in September 2019. More information can be found at Nemours.org/dream-conference or you can contact the conference committee at DREAMconference@nemours.org. I hope to see many of you there.

Growing SIGs

Finally, we have been brainstorming new ways to develop and grow our Special Interest Groups (SIGs). The goal of our SIGs is to facilitate national networking of SCCAP in a variety of subspecialty areas. Currently we have SIGs in the areas of Gender Variance and Emerging Adulthood. If you have an idea for a SIG and would like help facilitating a new group, I would love to hear from you. More information about current SIGs or starting a new SIG can be found on the website.

I hope you all have a great summer and we look forward to seeing you at APA!

RECEIVING YOUR PH.D. OR PSY.D. IN 2019?

InBalance publishes the names of SCCAP student members receiving their doctoral degrees in 2019 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, 2019 deadline are encouraged.



MIAMI INTERNATIONAL CHILD AND ADOLESCENT MENTAL HEALTH (MICAMH) CONFERENCE

By Jonathan Comer, Ph.D.
MICAMH Conference Chair



Jonathan Comer, Ph.D.

The 2019 Miami international Child and Adolescent Mental Health (MICAMH) Conference was held at Florida International University (FIU) this past February. Over 550 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 (SCCAP), 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 Steve Lee, Cheryl King, Anil Chacko, Mark Hatzenbuehler, Jill Ehrenreich-May, Jami Furr, Erika Coles, Timothy Cavell, David Langer, Melissa Brymer, Martin La Roche, and Ann Masten. A number of current and past SCCAP Board members presented. Breakout workshops covered a range of topics, including school mental health, transdiagnostic treatment of emotional disorders, optimizing treatment engagement, working with socially anxious youth, school-based mentoring, preventing adolescent suicide, treating ADHD, working with bullied children, shared decision-making in child and adolescent psychotherapy, working with minority youth, and reaching traditionally underserved communities. Other special workshop topics included treating child traumatic exposure to mass violence, delivering cultural psychotherapy, and fostering resilience. 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. For the second year in a row, a student poster presenter was presented an SCCAP Student Poster Award in front of the audience.

This year's MICAMH was a particularly busy one. During the same week as MICAMH, SCCAP held their annual mid-winter board meeting onsite, a number of ABPP Board examinations in Clinical Child and Adolescent Psychology were held onsite, and the inaugural SCCAP-sponsored Leadership Education to Advance Diversity (LEAD) Institute (organized by SCCAP Diversity Chair Earl Turner) was also held on the premises. Furthermore, Joel Sherrill and Mary Rooney (program staff from the National Institutes of Health) led an institute on NIH funding in child and adolescent psychology.

View the full 2019 MICAMH program at: https://ccf.fiu.edu/training-and-education/professionals/continuing-education/micamh-conference/micamh_2019_programbooklet-.pdf

The 2020 MICAMH conference will be held again at FIU in sunny Miami, from February 5 – 7, 2020. Please mark your calendars!



JOIN SCCAP TODAY!

MEMBERSHIP BENEFITS INCLUDE 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

www.SCCAP53.org

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