

## President's Message

### Division 53—All about the Members



Mary Fristad, Ph.D.  
President, APA Division 53

I am honored to write this column to the members of the Society of Clinical Child and Adolescent Psychology. My goal for this year as your president is to help the Division serve you, the members, more fully. To that end, let me fill you in on several happenings occurring within our Division.

I have just returned from a mini-Board meeting at APA Headquarters in Washington, D.C. (a vibrant place to be just one week after President Obama's inauguration). While structural reorganization certainly sounds like a boring topic, let me tell you why I am excited about it. Two of our members at large (MAL), Kathy Grant, and Cari McCarty, just attended the APA Division Leadership Conference, where they learned what APA has to offer its members. I had the privilege of attending that same conference last year, as president-elect. I was struck at the time with just how powerful of an organization APA is, and how if we could just connect with it more effectively as a Division, we could really benefit from its many programs. Fortunately, Kathy and Cari came away with the same impression. We spent Sunday afternoon, along with our Division secretary, Anne Marie Albano, revising how the MAL can more effectively serve the membership.

You will notice several changes resulting from this meeting. Our MAL will begin writing brief columns in all the newsletters, keeping you abreast of information regarding education, science and practice, and membership and public interest that we hope is relevant to your professional life. They will also send news bulletins on our listserv. We hope that this increased communication will help you feel like your Division 53 membership contributes to your professional development and support. While I'm on the topic of the listserv, I would be remiss if I did not extend a heap of thanks to Anna Lau, who faithfully monitored its activity from 2007 to 2008. I also would like to acknowledge and welcome our new listserv manager, Jarrod Leffler, who has graciously taken over as of 2009.

Second, we have an exciting program coming up at the APA Annual Convention in Toronto. I realize it is early to be thinking about summer, but I sincerely hope you put August 6-9 on your calendar and make plans

to travel to Toronto. If you haven't been to our neighbor to the north before, this summer would be the perfect time to learn the charm of our Canadian host city (apply for your passport now!). But I digress—back to the program.

At the convention, we will have programming for clinicians, researchers, educators, and students alike. Highlighting our program will be the Best Practices series—six two-hour symposia focusing on the most recent evidence-based assessment and treatment information delivered in a clinically friendly style. These symposia will focus on autistic spectrum disorders, ADHD, disruptive behavior disorders, anxiety disorders, depressive disorders, and bipolar disorders. In addition, there will be poster sessions on internalizing and externalizing disorders as well as treatment. Division 53's Program Chair Martha Wadsworth, and Co-chair Eric Youngstrom, deserve a huge round of applause for their marvelous work in organizing such an outstanding program.

Third, we have a new membership benefit that I hope will be uniquely useful for non-university affiliated members—our affiliation with QUEST BehavioralPro. If you haven't already checked it out yet, I urge you to do so now—yes, put down your newsletter and try it out now—by going to [www.behavioralpro.com](http://www.behavioralpro.com). After giving the website a spin, if you have edits, please send them to a member of our Quest Advisory Board, Stephen Shirk, at [sshirk@du.edu](mailto:sshirk@du.edu) or Richard Abidin, at [rra@virginia.edu](mailto:rra@virginia.edu).

Finally, we continue to invite you, the members, to participate actively in the Society of Clinical Child and Adolescent Psychology. Using myself as an example, I didn't know anyone on the board when I first ran for office. I wasn't academically connected to any of the folks who at that time were in charge. It was intimidating for me to self nominate, but it was one of the best professional moves I have ever made. Becoming connected with people who are passionately committed to improving our professional society is an extremely gratifying experience. I trust you would benefit, as well. Our goal next year is to increase volunteer activity within our Division. In particular, we hope to attract volunteers representing a wide variety of professional occupations, geographical locations, and demographic diversity.

The more broadly we are represented, the more effectively we will move our field forward to meet the needs of an increasingly diverse society at large.

In closing, I hope to hear from you by phone at 614-293-4572, or by e-mail at [mary.fristad@osumc.edu](mailto:mary.fristad@osumc.edu). I look forward to seeing you in August at APA. Until then, all best wishes to you in all that you do.

### Join the Listserv

If you aren't yet a member of Division 53's listserv, I strongly urge you to join and actively participate.

Sign up by sending an email to [div-53list@gmail.com](mailto:div-53list@gmail.com) with the text: ADD DIV53 <your email address> <FIRST NAME> <LAST NAME> in the body of the message. Do not put anything in the subject line.

**example:** ADD DIV53 drjanedoe@mypri-vatepractice.com JANE DOE

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## Restructuring the Members at Large

By Cari McCarty, University of Washington

### What is a Member at Large?

You may have wondered, "What exactly is a Member at Large (MAL) or How do they contribute to the Society of Clinical Child and Adolescent Psychology?" This January, a subset of the Division 53 Executive Board convened a mini-meeting in Washington, DC to discuss reassessing these divisional roles and restructuring them so as to create more meaningful and clearly articulated positions. I'd like to take this opportunity to fill you in on who we are, and hopefully begin a dialogue as to how we can serve the Division 53 membership best.

Organizationally, there are three MAL positions for our Division, with each person serving a three-year term. The positions are staggered such that each year a new MAL is elected. The goal of the realignment process was to restructure these roles so that they correspond better with the directorates from the larger APA umbrella organization. Doing so allows us to interface more effectively with APA and stay involved in relevant initiatives, task forces, committees, and planning.

### Who are our Members at Large?

**Luis Vargas** is in his third year as MAL for Membership and Practice. This position will evolve into a new title, MAL for Membership and Public Interest, connecting with the APA public interest directorate that is involved in public health, policy, and APA governance. The public interest directorate has initiated many task forces covering diverse issues at interest to public welfare. Those which are most relevant to our Division for us to become increasingly involved in include areas such as: children, youth, and families; disabilities; eating disorders; ethnic minorities; HIV/AIDS; lesbian, gay, bisexual, and transgender concerns; socioeconomic status and violence prevention.



Kathryn Grant, Ph.D.

**Kathryn Grant** is in her second year as MAL and will be serving as our MAL for Science and Practice (previously titled Science and Professional Affairs). Although Science and Practice are actually two separate directorates under the auspices of APA, with our divisional focus on evidence-based practice, we thought that an integration of the two would be beneficial to move forward our strategic plan. One of the tasks that Kathy will be working on over the next two years is to increase the dissemination of evidence-based child clinical practices through our web portal.

And I am **Cari McCarty**, serving in my first year as MAL for Education (previously titled Education and Standards). My role will be to effectively coordinate the educational endeavors of child clinical psychology, while at the same time linking with the APA Education Directorate. Historically, Division 53 has had some role in the education of child clinical psychologists across the developmental spectrum. This work fundamentally begins with the application of child clinical psychology to school settings, as has been a focus of the Interdivisional Coalition for Psychology in Schools and Education within APA. And the educational thread within our field continues from undergraduate through graduate studies and far beyond (postdoctoral training, continuing education, and ABPP).

### What's Next?

Currently, each MAL is conducting a needs assessment in our their respective area to create a vision and plan for what could be done next to further our field and more comprehensively serve our members. We will then devise a structure to further involve volunteer coordinators and chairs who would like to become more involved in the Division to take on specific tasks. Finally, you'll be hearing from each of the MALs via the newsletters on a regular basis to keep you informed of new developments. On behalf of all of us, we welcome your input and are enthused to serve your needs within the division, within APA, and within the larger world of child and adolescent clinical psychology!



Cari McCarty, Ph.D.



Luis Vargas, Ph.D.



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## Evidence-based Treatments: Are They Relevant for Asian American Children and Youth?

by: *Gordon C. Nagayama Hall*  
*University of Oregon*



**T**here is some evidence that efficacious treatments with European American youths are also effective with youths of color (Huey & Polo, 2008). Nevertheless, persons of color who participate in clinical trials are likely to be acculturated and not necessarily representative of their ethnic groups (Hall, 2001). Moreover, few evidence-based treatment manuals have been translated into non-English languages.

There is almost no evidence of the efficacy of evidence-based treatments with Asian American children and youth (Huey & Polo, 2008). Approximately two-thirds of Asian Americans are immigrants (U.S. Bureau of the Census, 2004), which poses both linguistic and cultural challenges in evaluating treatments that are evidence-based for other groups. Literal language translations of treatment manuals may not retain their Western meaning. For example, assertiveness is an important component of cognitive-behavioral treatments, but the closest concept in Chinese to assertiveness is aggressiveness, which has negative connotations. Moreover, language translations do not necessarily address cultural differences. For example, models of children's healthy functioning may differ in Asia vs. the West. Optimal attachment in Japan involves a mother anticipating and meeting her child's needs whereas secure attachment for European Americans involves the child's initiation in expressing their needs before the mother responds (Rothbaum et al., 2000). Optimal parenting among Chinese Americans involves training, which resembles an authoritarian style that is a less effective form of parenting than an authoritative style for European Americans (Chao, 2001).

Linguistic and cultural differences suggest that the assumptions of Western models of psychopathology and treatment are not necessarily relevant to many Asian Americans. Hwang (2006) has proposed an elegant conceptual model of adapting Western treatments for use with Asian Americans, integrating Western and Eastern cultural components. Such an approach might be appropriate for bicultural Asian Americans. Relatively unacculturated Asian Americans may benefit less from Western approaches and might benefit more from approaches that are syntonic with

Asian cultures (Hall & Eap, 2007). Insofar as two-thirds of Asian Americans are immigrants who underutilize mental health services relative to other ethnic groups (Snowden & Yamada, 2005), perhaps it is time to develop culturally relevant treatments for Asian Americans. Components of Asian philosophy, such as mindfulness, have been integrated into contemporary Western treatments for adults, although the cultural contextual aspects of these components, such as interdependence, have been omitted in their Western adaptations (Teasdale, Segal, & Williams, 2003).

Treatments for Asian American children and youth might benefit from an emphasis on models of development and parenting consistent with Asian American cultures. For example, what if treatments designed for Asian American children emphasized respect for authority and concern for the rights of others rather than autonomy? What if parenting interventions emphasized parents instilling the values of hard work, self-discipline, and academic achievement in their children rather than emotional closeness? How do Asian American approaches to development and parenting play out in non-Asian contexts in which Asian American children and youth live? How can treatments foster bicultural competence? Such culturally relevant approaches for Asian Americans are yet to be developed and evaluated.



*Gordon C. Nagayama Hall, Ph.D.*

### Author's Note

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by Marilyn Erickson, Ph.D., APA Council Representative for SCCAP

## Vision

As a blueprint for the future, APA has undertaken its first-ever strategic planning process. The process began in 2007 with the help of a governance-based strategic planning work group, producing a new mission statement adopted by council last year, and a vision statement adopted in February.

“The strategic planning process is going to help APA be a stronger and more focused organization in the future,” said APA CEO Norman B. Anderson. “In this time of economic challenges for the nation and the association, we have to make sure that we are engaging in the activities that our members most value and where we can have the most impact for the discipline and society. Our new mission and vision statements, and the goals and objectives that will grow from them, will help us do just that.”

Visit [apa.org/about/](http://apa.org/about/) for the complete vision statement.

## The 2009 Budget

The effect of the economic recession on APA was a major topic of discussion for the council. Anderson, APA Treasurer Paul Craig, and APA CFO Archie Turner each told the council that while APA’s overall financial health is strong, the economy is having a direct effect on APA’s operating budget. In response, the association is taking very specific actions to cut 2009 spending to ensure a balanced budget.

“Like many organizations, APA’s investment portfolio sustained serious losses in 2008,” Turner said. “Those losses mean that we don’t have the cushion to cover a budget deficit. Consequently, we must have a balanced budget this year.”

The council adopted a budget with approximately \$12 million in spending cuts, including reduction of governance activities, the elimination of the board and council discretionary funds, cuts in spending on public education programs and a staff hiring freeze.

## Psychologists Working in National Security Detention Settings

After years of grappling with the difficult issues related to the role of psychologists in national security detention settings, the council moved to make the results of last fall’s membership vote in support of a petition resolution official APA policy. The petition resolution prohibits psychologists from working in settings where people are held outside of, or in violation of, either International Law or the U.S. Constitution. The only exceptions to this prohibition are in cases in which a psychologist is working directly for the person being detained, for an independent third party working to protect human rights or providing treatment to military personnel.

According to APA rules, petition action is not complete until August’s annual meeting. However, the council voted to suspend that rule and complete action on the petition. The council also adopted a title for the petition, “Psychologists and Unlawful Detention Settings with a Focus on National Security” in an effort to clarify the scope of the petition. The petition resolution is not intended to be applied broadly to jails, all detention centers or psychiatric hospitals.

## Candidate for President



Anne Marie Albano, Ph.D.

Anne Marie Albano, Ph.D., ABPP

Anne Marie Albano is an associate professor of Clinical Psychology in Psychiatry at Columbia University Medical Center, and is director of the Columbia University Clinic for Anxiety and Related Disorders. She is Division 53 secretary and has served in this position since 2001. Albano is board certified in Clinical Child and Adolescent Psychology and a founding Fellow of the Academy of Cognitive Therapy. She is the immediate past president of the Association for Behavioral and Cognitive Therapies (ABCT) and served as Editor of *Cognitive and Behavioral Practice*. Albano has published more than 90 articles and chapters and is the co-author of several CBT treatment manuals and of the *Anxiety Disorders Interview Schedule for Children*. Currently, Albano is co-editor with David Barlow for the Oxford University Press *Programs That Work* series, and is the editor of a new series of practitioner’s guides for the Guilford Press. Albano served as a principal investigator of a six-site, National Institute of Mental Health-sponsored study, “Child/Adolescent Anxiety Multimodal Treatment Study” (CAMS) and for the Treatments for Adolescents with Depression Study (TADS).

**Statement:** A few simple facts that we must consider: prescription medication treatments for mental health problems are increasing, while psychotherapy visits are decreasing. And, most mental health services are not delivered by clinical psychologists (child or otherwise). Hence, our Division stands at a moment in time whereby we must be ready to address the anticipated (and as yet unknown) changes to mental health services expected with the new administration. For nine years I’ve had the distinct privilege to collaborate with some of the finest minds in all of psychology on our board, while the course of clinical child and adolescent psychology was molded to keep pace with the ever-changing needs of the children and families we serve, and the ever-changing market in which we function. Progress is evident in our advancing evidence-based assessment and treatment methodologies for youth, and in promoting the development and implementation of the diplomate status for child psychologists. And yet, we must examine ways to enhance our presence and value in the wider field. As leaders in the development of EBTs, we must be the leaders in implementing effective methods of treatment, training and dissemination to meet and address the trends observed in clinical practice.

To keep pace, the Board recently developed a strategic plan and goals for the Division. If elected president, I will continue to pursue and implement a specific agenda that I recently proposed to the board—an overhaul and revision of our board governance structure that will increase the number of Division members serving on the board and in appointed positions within APA. This plan will serve to increase the involvement of Division members in governance, and thus to “grow” our future leaders from earlier stages in their careers. It will provide more opportunities for our members to develop and disseminate their expertise to the wider field, using service to the Division as a springboard for networking and engaging with stakeholders throughout the child and family mental health field and system. In effect, through the office of president, I wish to promote our members and Division’s strategic plan as key resources for managing the ever-changing needs of children, families, and stakeholders in the broad mental health marketplace.

## Candidates for Division 53 Council Representative



Mitch Prinstein, Ph.D.

### Mitch Prinstein, Ph.D.

**M**itch Prinstein received his Ph.D. from the University of Miami and completed his internship and postdoctoral fellowship at the Brown University Clinical Psychology Training Consortium. He is professor and director of Clinical Psychology at the University of North Carolina at Chapel Hill. Prinstein's research examines interpersonal models of internalizing symptoms and health risk behaviors among adolescents, with a specific focus on the unique role of peer relationships in the developmental psychopathology of depression and self-injury. He is the PI on two current

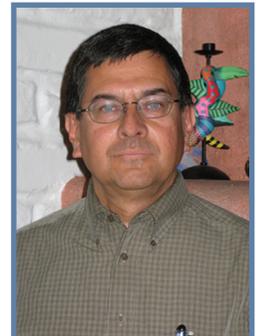
grants, including an NIH grant. He currently serves as associate editor for the *Journal of Consulting and Clinical Psychology*, is a member of the NIH Study Section on Psychosocial Development, Risk, and Prevention, and a member of the editorial boards of several developmental psychopathology journals. He is the recipient of the 2004 Blau Early Career Award, offered by APA's Division 12, the Brickell Award for research on suicidality, and is a Fellow of APA, Division 53.

Prinstein also has been an active service leader within psychology for over 10 years. He served as the chair of, and later consultant to, the American Psychological Association of Graduate Students. He later was selected as the first student representative to serve as a member of the APA Board of Directors and served for several years on the APA Council of Representatives. Through his involvement with APAGS, Prinstein also served on the Psychology Executives Roundtable, APPIC, and the APA Board of Educational Affairs. More recently, Prinstein has remained involved with APA governance through national and division service. He was selected to serve as chair of the APA ad hoc Committee on Early Career Psychologists that has become an ongoing committee within APA. He has served Division 53 as the CE director, website coordinator, liaison to Divisions 12 and 54, and most recently, as an elected member at large (Membership/Practice), as well as a member of the Committee on Evidence-Based Practice. Prinstein also serves as the website editor and on the Publication Committee of the Association for Behavioral and Cognitive Therapies (ABCT). Prinstein also has edited two volumes to assist psychology graduate students' professional development.

**Statement:** It is an honor to be nominated for the position of Council Representative for SCCAP. Having previously served on the APA Council and on the APA Board of Directors, I am extremely familiar with the policies, political infrastructure, and inner-workings of APA. I am especially enthusiastic to work for SCCAP and advocate its positions on the Council floor. Specifically, I believe I can offer synergy with other groups to address at least three main issues. First, I'd like to continue my long-standing commitment towards the dissemination of information regarding the science and practice of clinical child and adolescent psychology; a goal that is consistent with current SCCAP initiatives. Second, I believe SCCAP can serve an instrumental role in helping to establish consistent doctoral and postdoctoral training practices in clinical child and adolescent psychology. Third, SCCAP and its membership are in a unique position to contribute to the public education of the potential consumers of psychological services. It would be a privilege to serve the Division in this role.

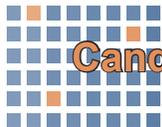
### Luis A. Vargas, Ph.D.

**L**uis A Vargas is an associate professor in the Division of Child and Adolescent Psychiatry, Department of Psychiatry, University of New Mexico (UNM) School of Medicine. From 1991 to 2005, he was the training director of the Clinical Psychology Internship Program at UNM. He has also served as chair of the New Mexico Board of Psychologist Examiners (NMBPE; 1997-2003) during which time he was involved in several major initiatives (e.g., major revision of the NMBPE Rules/Regulations, revision of the New Mexico Department of Education's school psychologist rules/regulations). Vargas is a Fellow of APA Divisions 37 and 12, a Fellow of the Association of State and Provincial Psychology Boards, and a past president of Div. 37. Vargas has worked on a number of APA task forces and committees and has served as a consulting editor for the *Journal of Clinical Child Psychology* and *Cultural Diversity & Ethnic Minority Psychology*. He is co-editor of "Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents" (1991) and a co-author of "Working with Latino Youth: Culture, Development, and Context" (1999).



Luis A. Vargas, Ph.D.

**Statement:** I believe it is important that clinical child psychology incorporate into its practice models (1) a strong developmental and ecological perspective that is culturally responsive to our increasingly diverse population and 2) other perspectives anthropology, sociology, and medicine to name a few. We must prepare new clinical child psychologists not only to provide effective services that are evidence-based and suitable to the specific cultural groups with which they work but also to understand how they can play a crucial role (whether in their local communities, states, nation, or around the world) in promoting culturally responsive public policy to more effectively address the needs of children, youth, and families and to improve access to and quality of care, particularly for underserved and diverse populations.



## Candidates for Member at Large Membership and Practice



Yo Jackson, Ph.D.

### Yo Jackson, Ph.D.

**Y**o Jackson is a licensed clinical child psychologist specializing in trauma, stress, abuse, and diversity issues in children. She received her bachelor's degree from Valparaiso University and her master's and doctorate degrees in clinical child psychology from the University of Alabama. She completed her clinical internship at the Children Medical Center in Tulsa, Oklahoma. She is an associate professor at the University of Kansas, a core faculty member of the Clinical Child Psychology Program, appointed in both the Psychology and

Applied Behavioral Science departments. Jackson has published numerous articles and conducts several funded research projects on the factors that contribute to resilience and adaptive behavior after exposure to stress, the development of interventions for children exposed to major life events and trauma, the role of protective factors in promoting adaptive behavior in children, and developing models of competence in children exposed to multiple stressors. Her research involves investigating both typical school children as well as special populations, such as children exposed to maltreatment.

Jackson also conducts research on multicultural issues and is currently involved in projects investigating the development of ethnic identity in adolescence and the influence of acculturation on psychopathology. She teaches upper-level courses on child psychology, developmental psychopathology, advanced child and family assessment, diversity issues in clinical psychology, and supervises clinical practicum. Jackson is active in APA, and most recently served as a member of the Task Force on Resilience and Strength in African American Youth and was Division 53 program chair at the 2007 APA convention. She serves on multiple editorial boards including the board for the *Journal of Clinical Child and Adolescent Psychology*.

**Statement:** It would be my great honor to serve Division 53 as member at Large for membership and practice. If elected, I am committed to advancing the Division's outreach so that we include the widest range possible of interested future professionals as well as seasoned veterans of clinical child psychology. The Division has seen impressive growth over the past few years and I am dedicated to seeing this growth continue. To increase the Division's reach we need to grow new professionals by including young scholars at the undergraduate and high school level as well as those professionals at higher levels of education.

It is important not only to prepare future psychologists for the ever-changing field of clinical child psychology, but also to ensure that established professionals are able to expand their expertise. Psychologists fill a multitude of roles in society and it is critical that we address the needs of our ever-changing field with innovative and scientific approaches to practice. As the member at large, I would focus on advocating for improved access to training opportunities and the dissemination of our work to professionals and policy makers both within and beyond the discipline whose work impacts the lives of children and adolescents. I plan to work closely with clinicians and directors of training to create a discussion forum. I am committed to the notion that to grow our profession, we need to facilitate the development of practice models that are consistent with the changing models of service delivery. Moreover, I will be a strong advocate for exploring and revising paradigms for practice and science in the field by working with leaders on the local and national level to review, revise, clarify and expand competence standards in clinical child psychology.



Martha Wadsworth, Ph.D.

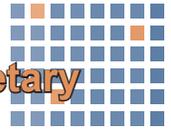
### Martha Wadsworth, Ph.D.

**M**artha Wadsworth is a licensed clinical psychologist and associate professor of Child Clinical Psychology at the University of Denver. She received her bachelor's degree and Ph.D. in clinical psychology from the University of Vermont. She completed her clinical internship at the University of Washington. Wadsworth has over 25 peer-reviewed publications and book chapters.

Wadsworth's research program focuses on:  
a) delineating risk and resilience processes in

families and children facing economic hardship, b) addressing the causes and effects of stress in disadvantaged populations, c) understanding how children and adults cope with poverty-related stress and trauma, and d) applying this research to the prevention of mental health problems in children and adults struggling with economic hardship and trauma. Wadsworth is currently funded by a grant from the Administration of Children and Families to conduct a randomized control efficacy trial of a family-based psycho-educational prevention program for families with low incomes. Wadsworth's research has also been funded by NSF and NIMH, as well as the University of Denver's Public Good Scholars Program. Wadsworth has been active in APA and Division 53, having co-chaired the Division's 2008 and 2009 APA convention programs. In addition, Wadsworth was recently appointed to a three-year term on the APA Public Interest Directorate's Committee on Socioeconomic Status, where she will actively contribute to fulfilling APA's major purpose: "to advance psychology as a science and a profession and as a means of promoting health, education, and human welfare." Other professional contributions include service as an editorial board member or reviewer of numerous scientific journals, including *Anxiety, Stress, and Coping; Child Development; Cultural Diversity and Ethnic Minority Psychology; Journal of Abnormal Child Psychology; Journal of Child Psychology and Psychiatry; Journal of Consulting and Clinical Psychology; Journal of Youth and Adolescence*.

**Statement:** I would be honored to continue my service to Division 53 as the member at large for membership and practice. I believe that my work with the Committee on Socioeconomic Status would complement my efforts on behalf of the Division to promote an inclusive membership that is appealing to clinical child psychologists from all walks of life. In particular, I am interested in attracting more membership from diverse and under-represented groups by ensuring that the Division's activities and mission apply equally well to clinical child psychologists practicing in community and private settings as well as academic institutions. I believe that the Division is well poised to address barriers to the implementation of evidence-based assessment and treatment in non-academic settings. By working together with other Division initiatives to reach out to undergraduate and graduate students, I look forward to attracting an ever-growing membership of talented young child clinical psychologists whose fresh ideas will continually invigorate the Division and our field. Finally, I will contribute to the division's efforts to translate and publicize our research knowledge base so that we can effectively advocate for the relevance of our profession and our research in policy and funding circles.



John F. Curry, Ph.D.

### John F. Curry, Ph.D.

**J**ohn F. Curry is a professor in the Department of Psychiatry & Behavioral Sciences, and a professor and director of Clinical Training in the Department of Psychology and Neuroscience, at Duke University. He has served on several editorial boards, including the *Journal of Clinical Child and Adolescent Psychology*, the *Journal of Pediatric Psychology*, and *Professional Psychology: Research & Practice*. He is a Fellow of APA (including divisions 37, 53, and 54), of the Academy of Cognitive Therapy, and of the Academy of Clinical Psychology of ABPP.

His research focuses on effective psychotherapeutic treatments for adolescent disorders, especially depression and substance abuse. He led the CBT team in the NIMH-sponsored Treatment for Adolescents with Depression Study (TADS), is PI of the ongoing TADS follow-up study, and has extensive experience in multi-site treatment trials of CBT and medication for youth.

Curry has been involved in training, as a teacher and supervisor, a member of APA's Committee on Accreditation, and a board member of the Council of University Directors of Clinical Psychology, emphasizing the interface between science and practice.

**Statement:** This is an exciting period for the Society for Clinical Child and Adolescent Psychology. In recent years our Division has provided leadership in the movement to assure access to evidence-based mental health care for all children and adolescents. I am honored to be nominated for secretary and to work with Division members to strengthen our impact in this critical area. Our impact will be enhanced to the extent that we continue to develop innovative treatments, encourage their dissemination, and enhance training on their use within our own and related professions.

We remain challenged by internal and external challenges to the dissemination of evidence-based assessment, treatment, and prevention practices. Internally, we face the challenge of educating graduate students in psychology to use practices that are empirically based, to adapt them to complex cases and systems, and more broadly, to use the best available evidence as a routine starting point. Externally, we face the challenge of exporting the best practices to members of other health and mental health professions and to the clinical settings where children and adolescents receive services.

As secretary, I would work with Division 53 members and leadership to further our efforts to identify, disseminate and train in evidence-based psychological practices. It would be an honor to serve as secretary of Division 53, a vibrant and relatively young APA division that has already had a significant impact on our field.



Mary Louise Cashel, Ph.D.

### Mary Louise Cashel, Ph.D.

**M**ary Louise Cashel is an associate professor at Southern Illinois University Carbondale and a member of the child clinical faculty in the Department of Psychology. She obtained her bachelor's degree at Baylor University, her doctoral degree from the University of North Texas, and completed her internship training at the University of Texas Medical School Houston. Most of her research has focused on assessment and interventions for conduct-disordered youth and youth at risk. In 2001 she received a grant from the Substance Abuse Mental Health Services Administration to develop and evaluate a mentoring program for such youth, which she has continued to oversee with additional funding from the U.S. Attorney's Office, Southern District of Illinois.

Cashel also holds an appointment at the SIUC Clinical Center, a multi-disciplinary clinic that provides speech, language, social work, and psychological services for community members in the Carbondale and Southern Illinois Region. She conducts and supervises psychological evaluations for children and adolescents with a wide range of presenting problems. She and her graduate students have contributed to Redeploy Illinois, a state-funded diversion program developed for the purpose of reducing recidivism and preventing incarceration among youth on probation. They have completed over 150 evaluations of referred youth to identify psychosocial needs and supportive services.

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With regard to professional service, Cashel is an associate editor for the *Journal of Clinical Psychology*. She was also recently appointed to the editorial board for the *Journal of Personality Assessment*. She is currently completing her final year as the secretary for Division 12 – Section IX Assessment. She has also previously served as the listserv manager for Division 53.

**Statement:** I am honored to be nominated for secretary of Division 53. I have eagerly supported the Division since attending my first Kansas Conference in 2000. I have also made concerted efforts to involve my students, bringing them along in our maroon SIU van every other year. I thoroughly enjoyed serving as the listserv manager and hold the greatest respect for the vision of this Society. I believe we will continue to face many professional challenges in the effort to bridge research and clinical practice, and in the need to disseminate evidence-based treatment in a time of economic chaos. My goal as secretary is to support the Division and its Board in those efforts, to function as a liaison between the Board and its members. I thank you again for considering me for this role.



**Watch for your divisional ballots and get out the vote for your Division 53 Board!**



## APA Division 53 Toronto Preview

by Martha Wadsworth, Ph.D., Program Chair

This year, the APA Convention will be in Toronto, Ontario from August 6-9, 2009. Our summer issue will provide a more in-depth preview of the convention programming.

One highlight is sure to be the Best Practices series, with six symposia by leaders in the areas of assessment and treatment of child clinical disorders. For example, John Lochman, David Kolko, Thomas Dishion, Charles Borduin, and Deborah Capaldi will present state-of-the-art research on evidence-based assessment and treatment of disruptive behavior disorders, providing practical suggestions for management and prevention of these common childhood problems.

Similarly, a symposium chaired jointly by John Piacentini and Anne Marie Albano will cover the assessment and treatment of a wide variety of childhood anxiety disorders, including OCD, panic disorder, specific phobia and separation, social, and generalized anxiety disorders. The distinguished speakers in this symposium include Eric Storch, Jennifer Freeman, Thomas Ollendick, John Piacentini, and Anne Marie Albano. Providing broad coverage of the assessment and treatment of child and adolescent disorders, we will also spotlight best practices in the assessment and treatment of depression and suicide, bipolar affective disorders, ADHD, and autistic spectrum disorders, as well as a session on measurement of youth stress and trauma.

Several sessions focus on the Division's current theme of dissemination of evidence-based practice, including a session on adaption, innovation and competence in treatments with minority youth and a demonstration of mapping and traversing the science-practice gap. The Division will award the Distinguished Career Award to William E. Pelham for his impressive career demonstrating the power of behavioral interventions for ADHD. For students and early-career psychologists, there are two sessions: one on clinical internship programs and another on career paths for child clinical psychologists.

We hope to see you all in beautiful Toronto this August. Though you wouldn't want to miss a minute of the conference, there are some great events to explore in Toronto, including an Irie Music Festival, a Chinese Lantern Festival, and Shakespeare in the Park!



Martha Wadsworth,  
Program Chair

## News & Announcements

### Article Published in Society Journal Wins Award

A paper published in the *Journal of Clinical Child and Adolescent Psychology* has been selected by the National Council on Ethics in Human Research (NCEHR) to receive the first Michael Enzle Annual Memorial Prize for the Best Graduate Student Peer-Reviewed Publication in the Area of Research Ethics and Human Participant Protection in Research. The prize is co-sponsored by the Canadian Institutes of Health Research, the Interagency Advisory Panel on Research Ethics, and the Science Policy Directorate from Health Canada. This award is accompanied by a \$5,000 prize.

The prize was established in the memory of Dr. Michael Enzle, a faculty member in the Department of Psychology at the University of Alberta for 30 years, where his academic research focused on voluntary consent, privacy issues, and power relationships. This prize commemorates both his career in research ethics and as a professor and mentor.

The lead author of the award-winning paper is Marie-josée Lefaiivre, a graduate student in the Clinical Psychology Program in the Department of Psychology at Dalhousie University. Lefaiivre is currently completing her internship in pediatric and child clinical psychology at the IWK Health Centre in Halifax, Nova Scotia. Co-authors were Christine Chambers, associate professor of Pediatrics and Psychology and Canada Research Chair at Dalhousie University and the IWK Health Centre, and Conrad Fernandez, a pediatric oncologist and associate professor of Pediatrics, Bioethics, and Medicine at the IWK Health Centre and Dalhousie University.

Abstract and References available at [www.clinicalchildpsychology.org](http://www.clinicalchildpsychology.org).



Lefaiivre (L) receives first Enzle Prize.

### Apply for Fellow Status

Fellow status is one of the highest honors the APA bestows, and the Division 53 Fellows represent a most distinguished group of clinical child and adolescent psychologists. To achieve Fellow status, individuals must be recognized by their peers as having made outstanding contributions to the discipline of clinical child and adolescent psychology, and their work must have had a national impact on the field.

There are many ways an individual can document such an impact: a continued and strong research record, service at the state or national level, the development of empirically validated treatments, service on editorial boards, or authoring influential chapters or textbooks in the field.

Division 53 is interested in having all of its deserving members earn Fellow status. The minimum qualifications are: membership in the Division and APA for at least one year; 10 years of experience subsequent to earning a doctoral degree; supporting letters from three APA Fellows (they need not be Fellows in Division 53), and a self statement identifying specific contributions to the field.

For more information on the requirements for Fellow status contact Catherine Lord at [CELord@Umich.edu](mailto:CELord@Umich.edu).  
For an application packet, contact Karen Roberts at [APADiv53@gmail.com](mailto:APADiv53@gmail.com). Application deadline is November 15, 2009.

## Update from the Task Force on Ethnic Minority Child and Adolescent Psychology

by Yo Jackson, Ph.D.  
University of Kansas

Division 53 created Task Force on Ethnic Minority Child and Adolescent Psychology several years ago with its main mission to improve the treatment, research, and policies affecting the mental health of underrepresented ethnic minority youth and their families. Progress was made in several areas including: creating awards for research on ethnic minority youth, increasing APA's focus on the needs of ethnic minority populations, and enhancing training for professionals who do research and practice with ethnic minority youth. In late 2008, I became the new chairperson of the task force and I plan to keep Division members up to date on the group's progress.

The task force endeavors to address all four of the APA's directorate areas. Specifically, the task force works to advance the education, science, training, and practice of clinical psychologists who serve ethnic minority youth and their families. The Task Force members are of Mark Atkins, Allison Briscoe-Smith, Khiela Holmes, Stan Huey, Ben Lahey, Mitch Prinstein, and Tom Ollendick.

**Education:** The task force is reviewing the status of the previously established education award to make a determination of how best to highlight those in our field who are making important contributions to training others in issues relevant to ethnic minority youth. The task force is also reviewing a long-term goal of establishing a database on the prevalence of ethnic minority students in clinical child psychology training and how best the division might enhance mentoring of future professionals who are interested in research or practice with ethnic minority populations.

**Science:** One of the task force's new goals is to increase awareness of the important work on ethnic minority youth in clinical child psychology. To this end, the task force is planning to propose a special section of the *Journal of Clinical Child and Adolescent Psychology* devoted to ethnic minority youth research. The nature of this special section is in development and the task force is looking for several action editors to take the lead on this project. Work is also underway to review the feasibility of the award for scientific contributions to the field.

**Training:** The task force hopes to increase focus at future APA conventions on research methods related to ethnic minority populations and find new venues for networking with other professionals in the field. The task force discussed creating and encouraging both formal (i.e., symposia) and informal (i.e., hospitality suites) APA events. The group is also reviewing how cultural competence is integrated into training for clinical child psychologists. Given the Division's support of the Summit on Research with Ethnic Minority Youth last year, we are also looking into ways to increase outlets for research related to ethnic minority youth.

**Practice:** The task force will work closely with Division 53's Task Force on Dissemination of Evidence-based Practice to assist in developing guidelines for ethnic minority youth treatment. The interest and need for information on the most effective interventions for ethnic minority youth has never been greater, and we look forward to contributing to this important work.

I am proud to be a part of this group. Speaking on behalf of the group, we look forward to a productive year and hope to provide the Division, its members, and the field an important spotlight on the work mental health needs of ethnic minority youth.



Yo Jackson, Ph.D.

## Help Us Help You Do Great Work

By Kathryn Grant  
Member at Large for Science and Practice

As part of Division 53's efforts to reorganize the member at large positions (see page 2), my position, previously titled Member at Large for Scientific and Professional Affairs will become more focused on the integration of science and practice (i.e., my new title is Member at Large for Science and Practice). In order to maximize my efforts in this important area, I could really use your help.

Division 53 has purchased access for all members to an online system that is designed to provide scientists and practitioners with state-of-the-art information about psychological and psychotropic treatments for children and adolescents (and adults). The system is already useful for providing access to recent summary articles and practice standards in the field, and it is still evolving. We hope it will become a concise, compelling, and comprehensive source for scholars and clinicians. But, we need your feedback on what aspects of the site are useful to you and what can be improved.

To register for the site, please visit [www.behavioralpro.com/signup/division53](http://www.behavioralpro.com/signup/division53). The registration process is simple to use. You will be asked to provide a user name, email address (must be accurate), and password. Make sure to note your user name and password, as you will need them for future use of the site. As soon as you have registered, you will receive an email that links you to the site. You must click on the link in the Quest BehavioralPro email to activate the site for your use.

Please use the site and tell me (by e-mailing me at [kgrant@depaul.edu](mailto:kgrant@depaul.edu)) and/or Quest (through its online feedback system) ways in which the system could be made more useful. The system is evolving and will continue to improve as Quest receives feedback from users. We look forward to providing the research-based treatment information you need at your fingertips.



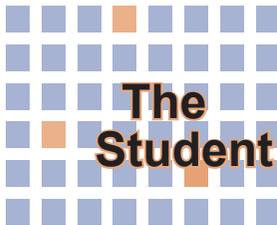
Kathryn Grant, Ph.D.

### New Division 53 Listserv Manager

Jarrold M. Leffler, Ph.D., ABPP, at Nationwide Children's Hospital in Columbus, Ohio, was named listserv manager, taking the reins from Anna Lau, Ph.D. of UCLA.

### New Student Representative Appointed

Elisabeth Frazier, a graduate student at The Ohio State University, was appointed the Division 53 student representative for 2009-2010. She will take over the student column from departing student representative Roisin O'Mara, with the summer issue.



# The Student View

## I'll Procrastinate Tomorrow

by Roisin O'Mara  
University of Michigan



Roisin O'Mara

I saw this quote on a car bumper sticker recently. At first, it made me laugh but then it inspired me to focus my last column as the Division's student representative on priority management and ways to beat procrastination. As graduate students, we need to juggle research, classes, teaching, clinical work, and professional development activities. It can be an overwhelming experience, with competing deadlines and little time for self care or relaxation. My family has been very helpful in sending me materials to help me with priority management and productivity – and I thought I would pass along some of the things that I have found extremely useful in keeping myself (at least somewhat!) on track. The following tips are adapted from Brian Tracy's book *Eat That Frog!* – adapted for student life and mixed with some things I have learned over the past few year—most of them the hard way!

### What are Your Big Three?

With all of the activities we have to juggle, it can be very easy to get caught up with “busy work” – smaller tasks that we believe we need to get out of the day before we are ready to get to the bigger and most important task. It is not usually the case that we are procrastinating by being lazy; rather we spend our time on low value tasks. Ask yourself, what are the 2-3 most important areas that you should be focusing on in order to reach your larger goals in graduate school? If you are unsure what your big 2-3 tasks should be, definitely consult with your faculty advisor. This idea is similar to Franklin Covey's idea of “Big Rocks.” If you have a bowl and you need to fill it with the tasks that you need to get done, think of your important tasks as “Big Rocks” and the less important tasks as “Small Rocks.” If you first fill the bowl with all the small rocks, then there will likely be no room to fit the big rocks in.

However, if you start with the big rocks, and then get to the small rocks later, the smaller ones will always fit in around the bigger ones. And if some of the small rocks don't make it into the bowl, chances are no one will really notice. But if the big rocks are missing you have a problem! ([www.franklincovey.com](http://www.franklincovey.com))

### Practice Mindfulness and Self-monitoring

If you find yourself caught up in a task that may not be helping you achieve your top 2-3 priorities ask yourself “If I could start this day over would I still choose to do this task right now?” If not, then let it go and force yourself to switch to a higher value task. As Brian Tracy succinctly states, “One of the very worst uses of time is to do something very well that need not be done at all.” There will never be enough time to do everything you need/want to do, but there is always enough time to do the most important things. “I'll get to my dissertation when I get caught up on \_\_\_\_\_” (insert emails/grading/reorganizing my office/doing laundry) is a trap that I find myself falling into a lot. I am starting to realize that here is no such place as “caught up” so I might as well just go straight to the big things, and the smaller things will have to wait.

### Create a Sense of Urgency

Most people I know work best under deadlines. However, with long term projects such as a dissertation, it can be hard to stay motivated when the deadline is so far off in the future. Work with your advisor to create short term deadlines and ask him/her to hold you to them. Within a work day, set yourself an endpoint by which time you want to stop working. One of the best and worst things I have found about graduate school is the flexibility of my schedule, especially during semesters when I am spending most of my time writing. It is easy to put off getting down to work because, if you need to, you can start late and work until 2am! With this approach, the day stretches out without any sense of urgency and this is generally not a productive way to work.

## Know When to Cut Your Losses and Take a Break

If you are having an unproductive writing day and truly feel like you are not going to make progress, try to at least do something that will help you reach your end goal, like searching for articles or working on your references. If you are having a really unproductive day, it may be your body and brain telling you that you need a little time off. Balance and self-care are really important if you are going to be successful in this field. Maybe you need to step away for a short time and have some fun or spend time with family or friends so that you can return to your work refreshed and motivated.

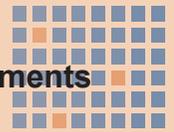
It has been my absolute pleasure to serve as the student representative for Division 53 for 2008. I am handing over the reigns to Elisabeth Frazier from Ohio State University. Her email address is [elisabeth.frazier@osumc.edu](mailto:elisabeth.frazier@osumc.edu) should you need to get in touch with her. Best of luck to you all!

### Doctoral Students: Receiving your PhD in 2009?

InBalance publishes the names of Division 53's student members who are receiving their doctoral degree in 2009. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to the newsletter editor, Michael A. Southam-Georow at [masouthamger@vcu.edu](mailto:masouthamger@vcu.edu).

The list will be published in the Fall issue. Submissions in advance of the deadline are encouraged.

**The deadline is August 1, 2009**



### Activating Your Online Access to the JCCAP

Did you know your membership includes online access to the *Journal of Clinical Child and Adolescent Psychology*?

Current and back issues of the journal are available online at [www.informaworld.com](http://www.informaworld.com), Taylor & Francis' new online journal platform connects Division 53 members who supply the Division with their e-mail address. Members who have not activated their online access to the journal should contact Division 53 Executive Secretary Karen Roberts at [APAdiv53@gmail.com](mailto:APAdiv53@gmail.com). If you have already registered, please log in to the informaworld site and follow the on-screen instructions.

We are confident that you will find the functionality of the online journal website helpful.

### Notice to Members—Missing your journal?

If you experience an interruption in your publication service, it may be because you haven't paid your dues. It is Division 53 policy that all members who have not paid their dues by 3/31/09 will be purged from the Division's membership rolls and the list of JCCAP recipients. This action follows the second notice of past-due dues mailed to members in late January. Members whose payments are received on or after 4/1/09, but before the final dues deadline on 6/30/09, will have their membership and publication service reinstated. If you have not yet paid dues, please do so today!



If you have questions regarding the status of your membership dues payment, or are having problems activating your subscription, please contact Division 53 Executive Secretary Karen Roberts at [APAdiv53@gmail.com](mailto:APAdiv53@gmail.com).



## Society of Clinical Child and Adolescent Psychology Division 53, American Psychological Association

# Membership Application Form

Name \_\_\_\_\_  
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Category (Check one box)	Rate
<input type="checkbox"/> Full member (not student or foreign affiliate) of APA (APA Membership No. _____)	\$40
<input type="checkbox"/> Associate Member of APA, confers same benefits of membership except voting privileges.	\$40
<input type="checkbox"/> Non-APA member or allied professional at or below the doctoral level	\$60
<input type="checkbox"/> Foreign affiliate member (except Canada)	\$50
<input type="checkbox"/> Student member of APA*	\$25/FREE
<input type="checkbox"/> Student but not a member of APA*	\$35/FREE

\*Membership is free for the first year for all students. Please have faculty advisor sign certifying enrollment in a psychology program (undergraduate, graduate, or post-doctoral).

Faculty signature \_\_\_\_\_

#### Listservs

- Add me to the General listserv (D53 discussion forum)
- Add me to the Announce-Only listserv (bulletins only, no reply feature)
- Add me to the Student listserv (student discussion forum)

#### Payment Method

- Check enclosed     Money Order
- Visa     Master Card     Discover     American Exp.

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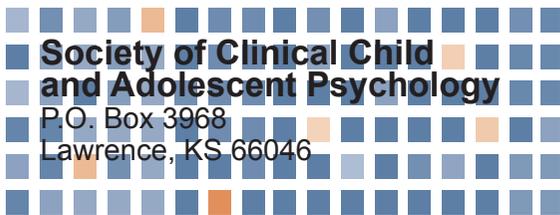
\$ \_\_\_\_\_ TOTAL U.S. FUNDS (Checks payable to SCCAP)



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 c/o Karen Roberts  
 P.O. Box 3968  
 Lawrence, KS 66046

**Encourage a colleague to join!**



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