



PRESIDENT'S MESSAGE

THE TIME FOR CHANGE IS NOW

Since the last issue of *InBalance*, our world has turned upside down. On top of the protracted COVID-19 pandemic—which has further uncovered major inequities in society and our entire health-care system—the nation is coming to terms with pervasive racism and police violence. Although pandemics have occurred throughout recorded history and although institutional discrimination has been part of our nation's history since its onset, the scale and scope of both issues provide major challenges for our current economic survival, physical and mental health, and collective morale—and our future as a humane, healthy, and thriving people.

From my perspective, there's never been a time in which our roles as clinicians, investigators, educators, policymakers, and advocates have been more important. As revealed by daily headlines, we are witnessing staggering levels of unemployment and literal hunger, a dearth of social contacts that we're so used to experiencing, families sheltered together in often-stressful circumstances, and an ultra-quick adaptation of existing services to those that are "tele" in nature. As anxiety, depression, and stress understandably rise across broad swaths of the population, those at high vulnerability because of family history, trauma, and/or previous clinical-level symptoms are at pronounced risk for experiencing exacerbations and relapse. The social disparities and racial discrimination that pervade society have been placed into sharp relief as well. Please remember that an express part of the SCCAP's mission is to encourage science and evidence-based practice while remaining "... fully committed to diversity, equity, and inclusion." We must address such commitment more than ever.

All-Too-Brief Summation of Recent SCCAP Activities Amidst Our Changed Terrain

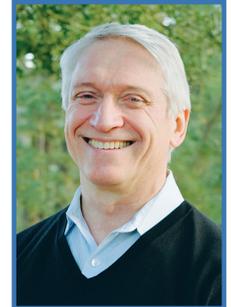
There are so many people to thank for the work noted below that I'd use all the words allotted to this column if I provided individual accolades. First, at its mid-winter meeting, the Board examined just how multi-faceted and complex SCCAP has become and took initial steps to streamline our vision and mission and better coordinate our operations. When sheltering became a reality in March, we quickly adapted to our changed world. We do not expect major changes—instead, greater consolidation of what we do best. Next, SCCAP quickly organized record-attendance webinars on adapting services for children, adolescents and families in the COVID era. The major progress made by Helping Give Away Psychological Science (HGAPS) and Effective Child Therapy (ECT) has become even more vital as virtual forms of intervention are destined to become permanent, rather than temporary, mainstays of service delivery. The Diversity Committee has been

extremely active in promoting APA's initiative, #EquityFlattenstheCurve, among other essential calls-to-arms to address systemic racism.

Next, as you now know, APA canceled its in-person convention for August. We have quickly shifted to providing a virtual program (see information in other parts of this issue). Intriguingly, the SCCAP Board was already considering plans for a new, annual SCCAP conference, probably to be held during winter months, particularly because—even pre-COVID—divisional programming at the APA convention is becoming further restricted each year. We'll have more to say on that front as momentum develops.

We continue to strengthen linkages with other organizations, such as the Coalition for the Application and Advancement of Psychological Science (CAAPS), which is increasingly advocating for diversity in psychological science and which has recently engaged in providing resources for trainees and early-career clinical scientists in the COVID era (at a time when in-person research and funding are greatly restricted). Other inter-divisional linkages pertain to gender-minority (including trans) communities, enhanced assessment services in our new era, and confrontation of institutional racism. Again, please see many of the columns and features throughout these pages for additional information.

Finally, amidst feelings of anger, helplessness, and sometimes despair here in the late spring of 2020, I continue to search for silver linings and paths forward. Imagine, in our new era, that empathy and compassion for those struggling with psychological and mental health issues might actually increase—serving to reduce stigma—as we recognize the ubiquity of emotional and behavioral challenges. Additionally, think of the benefits for well-being and empowerment if we helped to address the huge consequences of race-based brutality and discrimination. The time for change is now. So many of our communities are struggling with illness, loss, and a sense of powerlessness, especially those with fewer resources and/or who are part of historically marginalized groups. It's time to take a stand—in our clinical practices, in our research, in our teaching and mentoring, and in our policy-related work. But we also need to engage in self-compassion, as risk for burnout is extremely high. Please stay healthy and resilient; please be mindful of your own and your family's needs as well as those of the communities around you. SCCAP is here to support your efforts at many levels. To the greatest extent possible, let's rely on one another.



Stephen Hinshaw, Ph.D.
SCCAP President

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

IN THIS ISSUE

- SIG Update (p. 2)
- Journal Update (p. 3)
- InFocus (p. 4-5)
- Student View & Awards (p. 6-9)
- APA Convention (p. 10-11)
- Committee & MAL Updates (p. 12)
- Announcements (p. 13)
- APA Council Update (p. 14)
- Membership Update (p. 15)
- Executive Board (p. 16)

INBALANCE is published three times each year by the Society of Clinical Child and Adolescent Psychology, Division 53, American Psychological Association.

Editor
Jennifer Hughes, Ph.D., M.P.H.
UT Southwestern Center for Depression Research and Clinical Care
Jennifer.Hughes@UTSouthwestern.edu

Associate Editor
Anthony C. Puliafico, Ph.D.
Columbia University Clinic for Anxiety and Related Disorders—Westchester
acp2137@cumc.columbia.edu

Website Editor
Stephon Proctor, Ph.D., ABPP
The Children’s Hospital of Philadelphia
sccapwebeditor@gmail.com

Listserv Manager
Heather MacPherson, Ph.D.
Brown University
div53list@gmail.com

Director of Operations
Lynn Canty
sccapdiv53@gmail.com

Newsletter Design
Firefly Communications & Design, LLC
jill@fireflyllc.com

Newsletter Submissions
Articles for the next newsletter are due by September 1, 2020.
Please send your submission to newsletter editor Jennifer Hughes at *Jennifer.Hughes@UTSouthwestern.edu*.

SIG UPDATE

ANNOUNCING THE ACUTE, INTENSIVE, AND RESIDENTIAL SERVICE SIG

By Jarrod Leffler, Ph.D., ABPP, Aaron Vaughn, Ph.D., and Alysha Thompson, Ph.D.

The new Acute, Intensive, and Residential Service Special Interest Group (AIRS SIG) is dedicated to the promotion of policy, practice, research, training, consultation, and leadership directly relevant to the psychological assessment and treatment of individuals in acute, intensive, and residential behavioral health settings. The SIG’s primary goal is to provide a professional forum to support clinicians, researchers, educators, and administrators interested in the development of psychological science, practice, policy, and procedures relevant to higher-intensity levels of treatment such as inpatient settings, partial hospitalization programs (PHPs), intensive outpatient programs (IOPs) and residential treatment facilities (RTFs).

As a unified network of concerned scientists, practitioners, administrators, and educators, the AIRS SIG is interested in developing, organizing, implementing, measuring, and disseminating theory, treatments, and knowledge that will improve the delivery of psychological services to individuals receiving mental health care across these settings.

To this end, the AIRS SIG is interested in a) educating others about acute and intensive treatment settings, b) promoting awareness of the services offered in these settings and across levels of care, c) implementing evidence-based assessment and treatment in these settings, d) supporting research relevant to the psychological assessment and treatment of youth in these settings, e) developing models of service delivery in these settings, f) defining best practices for use, and g) disseminating information about the psychological assessment and treatment of youth in acute and intensive treatment settings. The AIRS SIG is also interested in pursuing these goals through collaboration with other professional organizations in a manner consistent with the goals of SCCAP and the APA.

If you have questions or are interested in joining the AIRS SIG, please contact:

Jarrod Leffler, Ph.D., ABPP leffler.jarrod@mayo.edu
Aaron Vaughn, Ph.D. Aaron.Vaughn@cchmc.org
Alysha Thompson, Ph.D. alysha.thompson@seattlechildrens.org

ELECTION RESULTS

SCCAP ANNOUNCES 2021 NEW EXECUTIVE BOARD MEMBERS



Anna Lau, Ph.D.
2021 President Elect



Tara Peris, Ph.D.
MAL – Education & Standards



Omar Gudino, Ph.D.
MAL – Diversity

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.



EVIDENCE-BASED PRACTICE IN CHILD AND ADOLESCENT MENTAL HEALTH

By Mary A. Fristad, Ph.D., ABPP, EPCAMH Incoming Editor



Mary A. Fristad, Ph.D., ABPP

We are in the middle of the “changing of the guard” for *EPCAMH*, the SCCAP practice journal. Anne Marie Albano, Ph.D., ABPP, has valiantly gotten the journal off to a solid start. She has several special issues that will fill Volume 5, Issues 2 and 3. We have exciting plans for subsequent content, as well.

Covid-19 focused articles (lessons learned from pivoting to telehealth, related topics) will be rapidly reviewed to ensure timely sharing while we remain in this challenging time of dealing with the corona virus. Submissions are due by 9/1/2020.

Racism/Structural Stigma Andy de Los Reyes, Ph.D., and I are planning paired special issues, with JCCAP focusing on the research and *EPCAMH* focusing on the practice issues related to this incredibly timely topic.

Quality Improvement in Suicide Prevention Joan Asarnow, Ph.D., our 2020 SCCAP Distinguished Career Award winner, has organized a superb panel of papers on improving care for youth at risk for suicide. Keep your eyes out for these articles in 2021!

Maltreatment We are accepting papers for a special issue on evidence-based practice with maltreated youth (which may include, though is not limited to, sexual abuse, physical abuse, physical neglect, psychological neglect, and polyvictimization), guest edited by Brian Allen, Psy.D., and Yo Jackson, Ph.D. Submissions are due by 9/1/2020. *See details about this special issue below.*

Recent years have witnessed a significant increase in attention to issues of maltreatment by clinicians, researchers, and policymakers as a series of high-profile cases have captured the public’s attention. This special issue focuses on identifying practical ways that current and emerging research findings can be accessed and implemented by clinicians working directly with maltreated youth. Papers may focus on a wide range of clinical issues relevant to practice with youth previously identified as having experienced maltreatment. Topics may include, but are not limited to:

- Outcome monitoring of treatment response
- Novel implementation of evidence-based treatments
- System-wide implementation of evidence-based treatments
- Integration of caregivers and other forms of social support in service delivery
- Investigations of barriers to disseminate and implement evidence-based treatments, and strategies to overcome these barriers
- Unique mechanisms and forms of service delivery to improve accessibility
- Mediators and moderators of treatment response

Mental Health Interventions for ASD/IDD We are accepting papers for a special issue on evidence-based practice in mental health interventions for youth with autism spectrum disorder (ASD) and intellectual and developmental disabilities (IDD), guest edited by Meghan Miller, Ph.D., Lauren Brookman-Frazer, Ph.D., and Judy Reaven, Ph.D. Submissions are due January 1, 2021. *See details about this special issue below.*

Co-occurring mental health conditions—such as depression, anxiety, and ADHD—are common in individuals with ASD/IDD. Addressing these conditions requires effective interventions and community services as well as clinicians with capacity to serve youth with these dual diagnoses. A major challenge is that relatively few mental health professionals are cross-trained in both child mental health and ASD/IDD. This special issue focuses on research developing and testing mental health interventions for youth with ASD/IDD and building capacity within community services to care for this population. Papers may focus on a wide range of relevant clinical and research issues including, but not limited to:

- Adaptations of evidence-based mental health interventions for the ASD/IDD population
- Testing the efficacy, effectiveness, and implementation of adapted evidence-based mental health interventions for youth with ASD/IDD
- Developing and testing novel implementation strategies to increase access to evidence-based intervention in community services
- Strategies for building capacity of the mental health workforce to serve youth with ASD/IDD
- Strategies for building the capacity of ASD/IDD specialty providers to recognize and address mental health conditions

For All Submissions

We welcome papers utilizing diverse forms of methodology including, but not limited to, well-conducted case studies, clinical trials, qualitative and mixed method investigations, and systematic reviews and meta-analyses. Authors should remember that *EPCAMH* is a practice-oriented journal and submissions should be accessible and of clinical utility to practicing clinicians. Papers that examine a specified intervention should provide an appropriate review of the literature to demonstrate the intervention’s status as an “evidence-based treatment.” We recommend authors consult effectivechildtherapy.org.

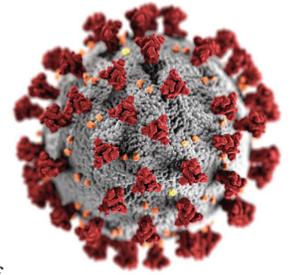
EPCAMH is a practice-oriented journal and submissions should be accessible and of clinical utility to practicing clinicians.

IN FOCUS



TRACKING AND TREATING YOUTH AND CAREGIVER MENTAL HEALTH DIFFICULTIES IN THE AGE OF COVID-19

By Jill Ehrenreich-May, Rinatte L. Gruen, Estefany Sáez-Clarke, & Ashley R. Karlovich
Department of Psychology, University of Miami



Since the beginning of the COVID-19 outbreak, rates of reported domestic violence have increased internationally. In contrast, reports of child abuse and neglect have decreased.

The COVID-19 pandemic has posed great challenges to daily life worldwide. In addition to the direct threats of physical illness associated with contracting the virus, stressors such as financial insecurity, social isolation, and increased caregiving responsibilities are uniquely impacting families. Reviews of the literature on the psychological effects of quarantine or isolation suggest increased rates of post-traumatic stress, depression, anxiety, anger, confusion, and other mental health challenges may be common (e.g. Brooks et al., 2020; Hossain, 2020). Such challenges may be particularly acute for caregivers. In fact, a study of parents and children quarantined due to pandemic disasters found that 30% of children and 25% of parents who were isolated or quarantined had a trauma-related disorder post-quarantine (Sprang & Silman, 2013). A recent study of the prevalence of anxiety and depression in southwestern China during the COVID-19 outbreak found that individuals quarantined or closely affiliated with someone who had been quarantined, showed higher rates of anxiety and depression than those not impacted in this way (Lei et al., 2020).

Research has shown that both familial factors and other environmental variables influence the development and maintenance of childhood anxiety (Bögels & Brechman-Toussaint, 2006), and this may be particularly true during disasters and stressful situations (Carpenter et al., 2017). Prior research on outbreaks such as the Influenza A (H1N1) virus also suggests that parental fear levels and threat information transmission may uniquely impact child anxiety and fear (Remmerswaal & Muris, 2011). However, little is known about how our current physical distancing measures, as well as changes in such measures are impacting family functioning and, in turn, child anxiety and depression.

One particular area of concern regarding caregiver and family impact from a pandemic is an increased risk for family violence. Studies of natural disasters have shown increases in reports of domestic violence both during and in the aftermath of the event (Campbell, 2020). Children experiencing disrupted routines or worries related to the current pandemic may show increased problem behavior. Furthermore, parents' financial worries, increased childcare and homeschooling demands, and lack of access to external supports may exacerbate their mental health symptoms and also may increase the likelihood of engaging in harsh parenting behaviors (Humphreys, Myint & Zeanah, 2020). Since the beginning of the

COVID-19 outbreak, rates of reported domestic violence have increased internationally, with domestic violence rates tripling during the shelter-in-place mandate in China, and other countries also identifying spikes in domestic violence reports. In contrast, reports of child abuse and neglect have decreased, likely as a result of school and service closures limiting the ability to detect abuse rather than lower rates (Campbell, 2020). This highlights the importance of prevention work to promote healthy coping and positive parenting practices.

Several collaborative teams around the globe are endeavoring to better understand the impact of this pandemic on family functioning, caregiver and youth mental health. At the University of Miami, we are collaborating with colleagues in the United States (UCLA, Florida International University, and Boston University) and Canada (Ontario Tech University) to survey parents and caregivers of children ages 5 to 17 years. So far, over 1,700 parents have joined the study and will be asked to report over four time-points in the next six months. The study survey includes measures of family functioning, anxiety and depression, media exposure, social distancing habits, family discussions about COVID, exposure to mild and serious COVID-19 infection, as well as a novel measure of COVID-19 fears in children and parents developed for this investigation: the Fear of Illness and Virus Evaluation (FIVE) Parent and Adult Report Forms (Ehrenreich-May, 2020). The FIVE measure consists of 35 items and includes two fear subscales: (1) fears about contamination and illness (CI fears), and (2) fears about social distancing (SD fears). Additionally, the FIVE contains a subscale consisting of items measuring COVID-19-related behaviors (e.g., hygienic mitigation behaviors such as hand washing; avoidance behaviors such as staying away from others). The FIVE has already been translated into several languages and is available for free at <https://bit.ly/FIVEScales> along with an Excel scoring document.

Preliminary evaluations of the FIVE's measurement properties indicate strong internal consistency for the two fear subscales. In a preliminary sample of 125 parents at our site, Cronbach's alpha was 0.91 for CI fears and 0.89 for SD fears, in both the adult and parent-report versions. All corrected item-total correlations were above 0.40. Cronbach's alpha was adequate for the behaviors subscale (0.70 for adult-report; 0.75 for parent-report).

(continued on p.5...)



(...continued from p.4)

These results were also found through a preliminary factor analyses in a sample of over 1000 parents from Spain, which supported both fear subscales and indicated the behaviors subscale was not unidimensional (Flujas-Contreras et al., 2020). However, our work to understand the factor structure, reliability and validity of this measure is ongoing.

As noted, stressors associated with COVID-19, including prolonged periods of social isolation, may be resulting in elevated caregiver anxiety, depression, and traumatic stress symptoms. COVID-19: Parent Actions in Response to Emotions and Needs for Treatment (CO-PARENT) is a new randomized controlled trial, funded by a COVID-19 Rapid Response Grant from the University of Miami, that aims to examine the impact of brief preventative intervention to address elevated emotional disorder symptoms and parenting stress among caregivers of children between ages six and 13. The preventative intervention is based on abbreviated components of the *Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Children, Adolescents and Adults* (Ehrenreich-May et al., 2017; Barlow et al., 2017), with an enhanced focus on value-directed action and self-compassion during this pandemic. Two-thirds of eligible caregivers will be offered the intervention immediately, and one-third will receive a supportive handout with guidance on helping caregivers and children cope during COVID-19, and then offered the intervention after a six-week delay. Intervention sessions are administered via telehealth. Data collection will continue for this trial through Summer 2020.

Our current understanding of this pandemic's mental health impact on youth and caregivers is in its nascent stages. Along with our work, teams around the globe are responding with novel methodologies to prevent subsequent consequences of this shared traumatic event. Funding of such initiatives and scaling up of known effective approaches in response to youth and caregiver mental health needs are crucial to the success of this prevention effort.

References

Barlow, D. H., Farchione, T. J., Sauer-Zavala, S., Latin, H. M., Ellard, K. K., Bullis, J. R., Bentley, K. H., Boettcher, H. T., & Cassiello-Robbins, C. (2017). *Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide*. Oxford University Press.

Bögels, S. M., & Brechman-Toussaint, M. L. (2006). Family issues in child anxiety: Attachment, family functioning, parental rearing and beliefs. *Clinical Psychology Review*, 26(7), 834-856.

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *The Lancet*.

Campbell, A. M. (2020). An increasing risk of family violence during the Covid-19 pandemic: Strengthening community collaborations to save lives. *Forensic Science International: Reports*, 100089.

Carpenter, A. L., Elkins, R. M., Kerns, C., Chou, T., Greif Green, J., & Comer, J. S. (2017). Event-related household discussions following the Boston Marathon bombing and associated posttraumatic stress among area youth. *Journal of Clinical Child & Adolescent Psychology*, 46(3), 331-342.

Ehrenreich-May, J., Kennedy, S. M., Sherman, J. A., Bilek, E. L., Buzzella, B. A., Bennett, S. M., & Barlow, D. H. (2017). *Unified protocols for transdiagnostic treatment of emotional disorders in children and adolescents: therapist guide*. Oxford University Press.

Flujas-Contreras, J. M., Sánchez-López, P., Fernández-Torres, M., Andrés-Romero, M. P., Sáez-Clarke, E., Ehrenreich-May, J., & Gómez, I. (2020). Spanish validation of the Fear of Illness and Virus Evaluation (FIVE) Parent-Report Form. [Manuscript in preparation].

Hossain, M. M., Sultana, A., & Purohit, N. (2020). Mental health outcomes of quarantine and isolation for infection prevention: A systematic umbrella review of the global evidence. Available at *SSRN 3561265*.

Humphreys, K. L., Myint, M. T., & Zeanah, C. H. (2020). Increased risk for family violence during the COVID-19 pandemic. *Pediatrics*, 145(4), e20200982.

Lei, L., Huang, X., Zhang, S., Yang, J., Yang, L., & Xu, M. (2020). Comparison of Prevalence and Associated Factors of Anxiety and Depression Among People Affected by versus People Unaffected by Quarantine During the COVID-19 Epidemic in Southwestern China. *Medical Science Monitor: International Medical Journal of Experimental and Clinical Research*, 26, e924609-1.

Remmerswaal, D., & Muris, P. (2011). Children's fear reactions to the 2009 Swine Flu pandemic: The role of threat information as provided by parents. *Journal of Anxiety Disorders*, 25(3), 444-449.

Sprang, G., & Silman, M. (2013). Posttraumatic stress disorder in parents and youth after health-related disasters. *Disaster Medicine and Public Health Preparedness*, 7(1), 105-110.

Along with our work, teams around the globe are responding with novel methodologies to prevent subsequent consequences of this shared traumatic event.

THE STUDENT VIEW



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



Enitan Marcelle
SCCAP Student Rep 2020-2021
University of Calif., Berkeley

THE SCCAP STUDENT DEVELOPMENT COMMITTEE IS HERE TO SUPPORT STUDENT MEMBERS

By Yen-Ling Chen, SCCAP Student Representative

The SCCAP Student Development Committee (SDC) was formed in 2010 to provide students an opportunity to become involved in SCCAP's governing activities. The SDC is responsible for initiatives geared toward supporting student development for individuals at all stages in their career trajectories. Discover current SDC projects to help you take advantage of everything we offer!

Annual Internship Webinar The SDC organizes an annual webinar focused on applying to clinical internships every summer! This year, the internship webinar will be held on July 8 at 3 pm ET. We are extremely excited to announce our four expert panelists this year: Dr. Eugene D'Angelo (Boston Children's Hospital), Dr. Tina Goldstein (Western Psychiatric Institute and Clinic), Dr. Amy West (USC University Center for Excellence in Developmental Disabilities), and Anaid (Aniya) Atasuntseva (predoctoral intern at the Multicultural Training Program, UCSF). We would love to have your participation in the 2020 SCCAP Internship Webinar! You can learn more at <https://sccap53.org/applying-to-clinical-internships-insider-tips-for-maximizing-your-success-7-8-2020/>.

APA Student Programming The SDC holds professional development and networking events at the APA Annual Convention, including speed mentoring, interdivisional social hours, etc. Due to the COVID-19 pandemic, the APA Convention will be virtual this year. The SDC will work with the SCCAP Convention Chair to provide online student events for our members. We'll have some more exciting information to share soon, so stay tuned!

Social Media Management and Advertising SCCAP is on social media! The SDC assists in disseminating student relevant information and promoting evidence-based practice in clinical child and adolescent psychology. The SDC regularly posts blurbs about scholarly work that has been published in EPCAMH. Stay up to date with SCCAP social media! (Twitter handle: @SCCAP53)

Career Column Spotlight The SDC runs a bimonthly career column that highlights different career trajectories in clinical child and adolescent psychology. Each column features a different child/adolescent-focused clinical psychologist. To learn more about their experiences and recommendations for current students, please visit <https://sccap53.org/resources/student-resources/career-columns/>. (Members will need to log in to their SCCAP account to access the career column spotlight).

Mentorship Program The SDC Mentorship Program partners undergraduate and graduate students interested in clinical child and adolescent psychology careers with graduate students and early career professionals in the field. In the last two years, we have matched more than 100 mentees with mentors. More information about the SDC Mentorship Program is available at <https://sccap53.org/resources/student-resources/student-mentorship/>. (Members will need to log in to their SCCAP account to sign up for the mentorship program.)

Student Awards Five annual student achievement awards are given to undergraduate and graduate students in recognition of their contributions to the field (research and clinical work). Three student APA travel awards are given to student members who present through SCCAP programming at the APA Annual Convention. To learn more about student award opportunities, please visit <https://sccap53.org/resources/student-resources/student-award-opportunities/>.

In addition to the resources and programs, students can access the SCCAP professional and student listservs. They are both great places for members to share resources and support each other, including resources for the recent COVID-19 pandemic and to address racism and police violence. More than 85% of our student members found access to SCCAP listservs extremely valuable.

If you have feedback or questions for the SDC, please contact your student representatives Yen-Ling Chen and Enitan Marcelle at division53studentlistserv@gmail.com.

RECEIVED YOUR PH.D. OR PSY.D. IN 2019 OR 2020?

InBalance will publish the names of SCCAP student members receiving their doctoral degrees in 2019 and 2020 in the fall newsletter issue. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to newsletter editor, Jennifer Hughes, at Jennifer.Hughes@utsouthwestern.edu.

Submissions in advance of the **Sept. 1, 2020** deadline are encouraged.





2020 SCCAP STUDENT ACHIEVEMENT AWARDS

By Yen-Ling Chen and Enitan Marcelle
 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 2020 award applications.

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



Katherine Venturo-Conerly

Undergraduate Student Research Award

Katherine Venturo-Conerly received her undergraduate degree in psychology from Harvard University. Katherine is a rising scholar in youth mental health services research in low-resource settings. As an undergraduate, Katherine designed and led several randomized controlled trials testing brief interventions for Kenyan adolescents, and worked as an integral research assistant in Dr. John Weisz’s Lab for Youth Mental

Health, where she will begin her Ph.D. program in the fall. Katherine’s outstanding efforts have resulted in over 15 grants and nine published peer-reviewed publications. In addition to her impressive research performance, Katherine was involved in teaching and numerous campus leadership positions at Harvard.

Clinical Practice Award

Lea Taylor is a fifth-year doctoral student under the mentorship of Dr. Kevin Antshel at Syracuse University. Lea has extensive experience in assessment and delivering evidence-based treatment to children, adolescents, and adults in residential, outpatient, and integrated care settings. As an exemplary student, Lea provides peer supervision and has also first-authored numerous peer-reviewed publications and presentations. In addition to her exceptional

clinical work and commitment to evidence-based practice, Lea has been active within her program, from mentoring underrepresented students to spearheading a student committee on diversity and inclusion.



Lea Taylor

Late-Stage Graduate Student Research Award

Bridget Makol is a fourth-year doctoral student under the mentorship of Dr. Andres De Los Reyes at University of Maryland, College Park. Bridget’s doctoral work has focused on examining the clinical utility of multi-informant reports in settings such as schools, psychiatric inpatient units, and foster care. As a graduate student, Bridget has earned numerous accolades and has consistently published in high-impact journals. In addition to her own exceptionalism in research, Bridget has also demonstrated excellence in teaching and mentoring students from underrepresented backgrounds, earning the University of Maryland’s Outstanding Teaching Assistant Award.



Bridget Makol

Late-Stage Graduate Student Research Award

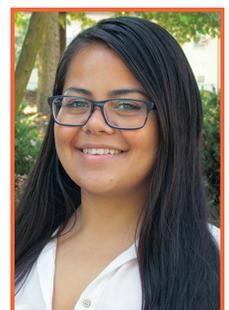
William Pelham is a sixth-year doctoral student who studied under Dr. Thomas Dishion at Arizona State University. Will has committed his graduate research to the field of clinical child and adolescent psychology, focusing on externalizing psychopathology among youth such as aggression, defiance, impulsivity, and substance use. As the recipient of a prestigious Ruth L. Kirschstein National Service Research Award from the National Institute on Alcohol Abuse and Alcoholism and numerous other accolades, as well as a prolific publication record in high-impact journals, Will demonstrates exceptionalism in clinical science.



William Pelham

Early-Stage Graduate Student Research Award

Violeta Rodriguez is a third-year doctoral student under the mentorship of Dr. Anne Shaffer at University of Georgia. Violeta’s work primarily focuses on improving the measurement and assessment of parent psychopathology in ethnically and racially diverse youth and families. As a recipient of the Ford Foundation Predoctoral Fellowship and numerous other accolading awards, she demonstrates a commitment to advancing clinical science, having over 60 peer-reviewed publications and dozens of presentations. In addition to her extensive research experience, Violeta has supplemented her training with teaching and clinical opportunities.



Violeta Rodriguez

GRANTS & AWARDS



2020 SCCAP ROUTH RESEARCH AND DISSERTATION GRANTS

The Routh Research and Dissertation Grant provides support for student research that shows promise to add significantly to the research literature in the area of clinical child and adolescent psychology. Up to four \$2,500 grants will be awarded annually.



Kelli Sargent
Southern Methodist Univ.

Under Pressure: Examining Adolescent Resistance to Antisocial Peer Pressure Using Virtual Reality

Adolescence is marked by heightened salience of peer relationships and increases in risky behaviors. As such, adolescence may be a sensitive period during which effective, socially competent resistance strategies can

confer protective effects against antisocial peer pressure. Interventions designed to strengthen peer pressure resistance often teach tactics (i.e., what you say) and assertiveness (i.e., how you say it). However, the extent to which tactics and assertiveness may interact with one another in predicting or preventing risk behavior is unknown. The current study aims to integrate research on resistance tactics and assertiveness by: 1) presenting their concurrent relation, 2) examining the comparative utility of observed measures of assertiveness and tactics as they relate to risk behaviors, 3) and investigating how these components may interact in associations with risk behaviors. Approximately 160 teens will be recruited for a lab visit involving an innovative virtual reality observational paradigm. Virtual reality simulations standardize the social stimuli teens experience in peer pressure situations, such as coercion tactics, social status of the pressuring peer, and the persistence of pressuring statements. Responses in these virtual reality simulations will be coded on for tactics (i.e., number of divergent responses per simulation) and assertiveness (i.e., content, frequency, and confidence of participants' statements). Participants will complete self-reports on delinquency, substance use, and risky sexual behavior, cognitive appraisals of risk, and sensation-seeking. I hypothesize that tactics and assertiveness are unlikely to operate in isolation, and indeed interact to mitigate susceptibility to antisocial peer pressure among adolescents. Ultimately, this research aims to inform clinical prevention high-risk behaviors among adolescents.



Meredith Gruhn
Vanderbilt University

Child Maltreatment and the Stress Response System: Integrating Dimensions of Biological and Psychological Responses to Stress in Adolescence

Exposure to childhood maltreatment is one of the most powerful predictors of poor mental health outcomes in adolescence and adulthood, increasing risk for nearly

all commonly occurring forms of psychopathology. Additionally, children who experience abuse and/or neglect may be removed from their families of origin and placed in foster or kinship care, which exacerbates experiences of stress and instability. Given that stress exposure compounds pre-existing risk for psychopathology, and that rates of internalizing and externalizing disorders significantly increase during adolescence, understanding how victims of early-life maltreatment respond to psychosocial stress during adolescence is vital to enhance early intervention and prevention efforts. This study aims to identify and integrate findings on the biological and psychological responses to stress that are unique to adolescents with a history of maltreatment. Mechanisms of interest are physiological reactivity, including arousal of the sympathetic and parasympathetic nervous systems, and coping, which refers to conscious efforts to respond to stress and includes emotion regulation (ER). Previous studies have established broad deficits in these processes associated with maltreatment; however, findings on physiological reactivity patterns have been mixed, the specific coping/ER strategies employed by maltreated youth are under-investigated, and examination of the interplay between these constructs remains open for investigation. The proposed research will investigate the relation between early trauma and specific deficits in the stress response system in young adolescents, ages 10-15, who have experienced early-life maltreatment. Findings will provide prescriptive targets for innovative psychosocial interventions, bolstering efforts to prevent psychopathology and other negative outcomes in this important population.



Kristin Perry
University of Buffalo

The Role of Autonomic System Coordination in Relations Between Peer Factors and Aggressive Behavior in Early Childhood

My dissertation examines the

role Autonomic Nervous System (ANS) reactivity (i.e., interactions between the sympathetic and parasympathetic nervous systems) in relations between peer risk and protective factors and subsequent aggressive behavior in early childhood. There is mixed evidence and different conceptualizations of the role of ANS reactivity in relations between environmental factors and the development of behavior problems. Researchers have conceptualized ANS reactivity as a mediator, using theories such as the dimensions of adversity model, or as a moderator, using sensitivity to context theories. The current work proposes to examine the following five aims in a secondary analysis of an early childhood (N = 300; 44.0% girls; M age = 44.86 months, SD = 5.55 months) longitudinal study spanning three time points (T1 in the spring, T2 in the fall, T3 in the spring). Physiological data was collected for a subset of the participants (N = 83) in the summer between T1 and T2. The proposed aims are as follows: (1) evaluate trajectories of physical and relational aggression across early childhood, (2) examine the role of peer risk (i.e., peer rejection, relational victimization, and physical victimization) in predicting these trajectories, (3) test whether ANS reactivity mediates relations between peer risk and aggression, (4) examine whether ANS reactivity systems moderates relations between peer risk and aggression, and (5) determine whether received prosocial behavior, a peer protective factor, interacts with ANS reactivity to predict change in aggression.



Emily Cohodes
Yale University

Parsing Heterogeneity in the Effects of Stress on Frontolimbic Circuitry across Development

Recent forays into understanding the psychobiological effects of stress have

highlighted the need for a dimensional approach focused on elucidating experiential, environmental, and temporal factors that may differentially influence the association between exposure to stress and subsequent alterations in brain development. In an effort to explain heterogeneity in frontolimbic development following stress exposure, my dissertation employs a data-driven approach to examine how specific features of early-life stress exposure are associated with patterns of frontolimbic connectivity. In line with recent high-dimensional phenotypic approaches, phenotypic profiles based on key dimensions of early-life stress (e.g., timing of stress exposure, whether or not a caregiver was involved in stress exposure) will be submitted to clustering and random forest analyses in order to determine whether certain features are differentially associated with frontolimbic outcomes. Findings have the potential to highlight particular aspects of stress exposure that have unique impacts on the developing brain. Delineating the multilevel dimensions that shape brain development may inform critical advances in the field's conceptualization of the etiological processes underlying the development of post-traumatic stress disorder (PTSD), as well as the identification of sensitive periods related to particular types of stress exposure across the lifespan.

ROUTH HONORABLE MENTION



Ashley Castro
DePaul University

Parenting and the Stress Response System: Integrating Dimensions of Physiological Responses to Stress in Adolescence



Caitlin Rancher
Southern Methodist University

Caregiver-child communication following child sexual abuse: A randomized controlled trial of a Project Support module



Allison Vreeland
Vanderbilt University

Multilevel Stakeholder Perspectives on the Implementation of Evidence-Based Interventions in a Large, Urban School District



AUGUST 6-9

APA 2020 is going virtual



Andrew Freeman, Ph.D.

SCCAP 2020 APA CONVENTION PROGRAMMING ONLINE

By Andrew J. Freeman, Ph.D. Caitlin Sayegh, Ph.D.
 APA Convention SCCAP Program Chair APA Convention SCCAP Program Co-chair



Caitlin Sayegh, Ph.D.

The SCCAP Program for the Annual APA Convention is here! In the last newsletter, we were hoping to see you in Washington, D.C., for the annual convention. However, a lot has changed between then and now. We are living through a global pandemic and many of us likely live in states that have seeing increasing case counts. The APA Convention is going virtual this year. There is no need to travel any farther than your couch or your office to login and participate.

Registration and Main Stage Events

The virtual event will occur August 6-8, 2020, and access will continue for 12 months. To register for the convention, please go to: <https://convention.apa.org/>. Registration for the conference is dramatically lower than prior years. The registration fee is \$50 for APA members, \$15 for APA/APAGS student members, \$75 for APA non-members, and \$30 for nonmember students. Between August 6-8, APA will host a series of live “main stage” events with a strong focus on diversity in practice and society. Main stage topics include: practical diversity with Dr. Dawn Bennett-Alexander, responding to racial stress/trauma with Dr. Thema Bryant-Davis and Dr. Howard Stevenson, and advocating gender diversity with Dr. Mira Krishnan. Additional main stage events of interest to SCCAP members are focused on: raising happy children with Dr. Jonathan Haidt, technology and psychotherapy for anxiety disorders with Dr. Stephane Bouchard, cannabis and the developing brain with Dr. Yasmin Hurd, and maternal addiction treatment and recovery with Dr. Hendree E. Jones.

Distinguished Career Award

SCCAP is proud to announce that Dr. Joan Asarnow, Professor of Psychiatry and Biobehavioral Sciences in the David Geffen School of Medicine at the University of California, Los Angeles, is our distinguished career award winner. Dr. Asarnow has worked diligently to develop and disseminate treatments for depression, nonsuicidal self-injury, and suicide prevention for children and adolescents in novel contexts such as primary care and emergency departments. Dr. Asarnow’s work has improved the lives of countless children and adolescents. We are grateful that Dr. Asarnow has agreed to provide SCCAP with a webinar about her work and future directions at a later date.



Joan Asarnow, Ph.D.

SCCAP Programming

SCCAP will be presenting a shorter program this year than typical. We have asked our presenters to shorten their presentations dramatically so that we can watch them and stay attentive for their entire talks. As a result, our symposia are likely to be about 30-45 minutes instead of the typical 120 minutes. SCCAP programming will be pre-recorded and viewable at any time. Unfortunately, we are not able to offer continuing education for our programming due to the virtual format.

(continued on p.11...)



(...continued from p.10)

TUNE IN TO SCCAP 2020 APA CONVENTION PROGRAMMING ONLINE

SESSION	PRESENTERS	TITLE	OVERVIEW
Symposia	Dr. Gregory Fabiano and Dr. Jacquelyn Buckley, chair	Comprehensive Meta-Analysis of ADHD Treatment	A one-stop shop for understanding what the scientific literature as a whole tells us about ADHD treatment.
Symposia	Dr. Amy Roy and Emily Hirsch, chair	Disruptive Behaviors and Disrupted Relationships: Externalizing Problems in Family and Peer Contexts	This symposia presents evidence of the etiology and treatment of disruptive behavior in the family context.
Symposia	Dr. Michelle Roley-Roberts, chair	Role of Psychologists in Ameliorating the Adverse Effects of the Opioid Epidemic on Young Children	This symposia will walk us through the effects of opioids on young children as well as treatment recommendations.
Symposia	Dr. Eric Youngstrom, chair	Making it easier to do good work: Free online resources for assessment, teaching, and primary care	This symposia provides a great primer on how to access free and recommended resources for practice and teaching.
Symposia	Dr. Karen Appleyard Carmody, chair Co-sponsored with D37	Promoting Resilience in Families Experiencing Homelessness Through Evidence-based Practice	This symposia reviews how to most effectively help under-resourced families.
Virtual Posters	Poster Award Winners and Others	Moods and Minds: Understanding and Treating Children and Adolescents	Poster sessions will consist of the poster and most will also have an audio or video component presenting the work.
Virtual Posters	Poster Award Winners and Others	Building Resilience in the Context of Families, Communities, and Diversity	Poster sessions will consist of the poster and most will also have an audio or video component presenting the work.

ANNOUNCING FIVE POSTER AWARD WINNERS

Innovative Research – Alicia Chunta, “Immersive Virtual Reality and Optimistic Parenting to Enhance Behavioral Parent Training for ADHD”

Diversity in Research – Christopher Gomez, “Characterizing Mental Health Provider Training to Treat Latin(x) Youth: A Mixed Methods Approach”

Translational Research – Mollie Rishard Kimrey, “Effectiveness of Delivering a Child Post-Traumatic Nightmare Treatment via Teleconferencing”

Best Overall Undergraduate/Post-bac Poster – Carly Pappas, “Family Violence and Preschooler’s Behavior Problems”

Best Overall Graduate Student Poster – Qi Zhang, “Parental Behaviors and Child ADHD: Mediation via Child Inhibitory Control and Working Memory”

Check out these and other posters at our two virtual poster sessions!



UPCOMING WEBINARS

DATE	PRESENTERS	TITLE
September 11, 12 pm EST	Justin Parent, Ph.D.	Technology Use and Children
September 29, 12 pm EST	Mary Fristad, Ph.D.	Cannabis Use in Adolescents
November 4, 11 am EST	Cathy Lord, Ph.D., R. Bob Smith Excellence in Assessment Award Winner	New Thoughts About Assessment and Diagnosis of Autism **Free CE for Members

COMMITTEE & MAL UPDATES



DIVERSITY COMMITTEE UPDATE: MOVING BEYOND MULTICULTURAL COMPETENCE

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

Recently, SCCAP held a webinar on applying the multicultural guidelines when working with children and families. In order to practice with clients from diverse backgrounds, we must understand our own biases and engage in a manner that is culturally sensitive. However, to enhance your work with children and families from different communities you must move beyond just a sense of awareness.

In 2019, Derald Wing Sue co-authored an article in a special issue of the *American Psychologist* discussing how covert racism can impact communities and be relevant to the work that we do through research and practice. "In many cases, bias and discrimination go unchallenged because the behaviors and words are disguised in ways that provide cover for their expression and/or the belief that they are harmless and insignificant" (Sue et al., 2019; p. 128). Decades of research have shown how racism, discrimination, and microaggressive behaviors have a negative impact on the lives of people from diverse communities (e.g., racial and ethnic groups, LGBTQ+ populations, etc.). These experiences not only impact clinical practice but also can create hostile and invalidating work environments for trainees, colleagues,

and leaders. Although we have made improvements within SCCAP to address diversity concerns, more growth is needed to fully create a space that is inclusive for all of our members and prepares members to think critically about our work in multiple environments.

The current Diversity Committee has pledged to strengthen our efforts. We want to engage members in critical dialogue around anti-racism, move beyond "diversity" as a term, and be more inclusive in how we address education and training needs, as well as, foster an environment to address inequity within clinical child and adolescent psychology. In the words of Dr. Martin Luther King Jr, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." I personally call on you as a member of the field of psychology to act to confront oppression and injustice starting within SCCAP.

If interested in offering support or suggestions, please email us at SCCAPDiv53@gmail.com.



Erlanger A. Turner, Ph.D.

I personally call on you as a member of the field of psychology to act to confront oppression and injustice starting within SCCAP.

SCIENCE & PRACTICE UPDATE

By Jill Ehrenreich-May, Ph.D.
Member at Large for Science & Practice

During the last quarter of the year, much has changed in our world. Our widening recognition of systemic racism and commitment to take action as a field of child clinical scientists, along with the ongoing impact of COVID-19 on the science and practice of our work are clearly and rightly shifting both the perspective and landscape of the field. Our science and practice members have stepped up during this time to share their wisdom. For example, earlier in the COVID-19 pandemic, members Mary Alvord, Ph.D., Anne Marie Albano, Ph.D., ABPP, Lisa Coyne, Ph.D., and Cheryl McNeil, Ph.D. pitched in to provide not one, but two panel discussions on how to adjust evidence-based child practice in light of COVID-19. These were among the best attended webinars ever offered by SCCAP and reflected the hunger and desire in our field for a better understanding of how to offer high-quality work during tumultuous times.

Through our Science and Practice sub-committees and interactions with SCCAP's Board, we continue to think about how to support both clinical scientists and scientist-practitioners through the many transitions that will eventually bring us to a "new normal." As we do so, we are particularly interested in increasing the membership of our Science and Practice sub-committees. We are welcoming of new, diverse voices, early career professionals and those interested in both advancing our existent efforts and extending them regarding the movement toward provision of care through digital means, and work with understudied and underserved children in our communities. If you are interested in joining these sub-committees to aid in these efforts, please contact me directly at j.ehrenreich@miami.edu.



Jill Ehrenreich-May, Ph.D.



CALL FOR 2021 FUNDING APPLICATIONS THROUGH THE SCCAP CHILD MENTAL HEALTH IN ACTION PROGRAM

2021 Application Portal opens Sept 1, 2020.
Deadline is November 1, 2020, 11:59 PM
Eastern Time.

SCCAP invites applications that are well-aligned with its mission to support the development and advancement of clinical child and adolescent psychology through integration of its scientific and professional aspects. SCCAP promotes scientific inquiry, training, professional practice, and public policy in clinical child and adolescent

psychology as a means of improving the welfare and mental health of children, youth, and families in the context of a diverse society. In the service of these goals, SCCAP promotes the general objectives of the American Psychological Association.

The target funding allotment for each program is between \$1,000-\$5,000 with requests larger than \$5,000 requiring strong additional justification.



Learn more about the Child Mental Health in Action Program on the SCCAP53.org website under the Member Portal, Awards tab.

<https://sccap53.org/call-for-funding-applications-through-the-sccap-child-mental-health-in-action-program/>

Congratulate
SCCAP's 32
members who
recently earned
Board Certification
in Clinical Child
and Adolescent
Psychology.

ABCCAP UPDATE

By Greta Francis, Ph.D., ABPP, President, ABCCAP

We'd like to start by congratulating the 32 clinical child and pediatric psychologists who attained board certification in clinical child and adolescent psychology in 2019 as well as those who have attained board certification to date in 2020. They are:

Monica Agoston, PhD, ABPP
Chelsea Ale, PhD, ABPP
Nneka Alexander, PhD, ABPP
Anthony Alioto, PhD, ABPP
Jamie Becker, PhD, ABPP
Jason Boye, PhD, ABPP
Thomaseo Burton, PhD, ABPP
Rachel Busman, PsyD, ABPP
Jason Christopherson, PsyD, ABPP
Megan Cohen, PhD, ABPP
Bridgid Conn, PhD, ABPP
Bud Dale, PhD, ABPP
Rebecca Denning, PsyD, ABPP
Huong Diep, PsyD, ABPP
Angelica Eddington, PhD, ABPP
Kat Green, PhD, ABPP

Lidan Gu, PhD, ABPP
Silvia Gutierrez, PhD, ABPP
David Heckler, PhD, ABPP
Lily Iteld, PhD, ABPP
Marni Jacob, PhD, ABPP
Harpreet Kaur, PhD, ABPP
Ryan Landoll, PhD, ABPP
Samantha Miller, PhD, ABPP
Michelle Patriquin, PhD, ABPP
Katherine Rosenblum, PhD, ABPP
Laura Shaffer, PhD, ABPP
Allesandra Shapiro, PsyD, ABPP
Jason Steadman, PsyD, ABPP
Sarah Trane, PhD, ABPP
Nicholas Westers, PsyD, ABPP
Irina Zamora, PsyD, ABPP



Greta Francis, Ph.D., ABPP

If you are interested in pursuing Board Certification in Clinical Child and Adolescent Psychology and have any questions, please feel free to contact any of our 2020 board members. We'd love to hear from you!

APA COUNCIL UPDATE



APA COUNCIL OF REPRESENTATIVES FEBRUARY MEETING HIGHLIGHTS

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

APA CEO Arthur Evans encourages all psychologists (members and non-members of APA) to provide input via surveys and interviews for the strategic plan initiative.

At the February APA Council of Representatives Meeting (COR), a number of organizational issues within APA were addressed. These included: Association rules of governance, especially as related to the Council Leadership Team and Commissions; roles and function of the Election Committee; balloting procedures; and delegation of specific duties to the Board of Directors, most notably budgetary. Several important resolutions were passed opposing discrimination aimed at LGBTQ+ persons and in support of sexual/gender diverse children and adolescents in the schools, and families more broadly.

With respect to clinical practice, two sets of guidelines were adopted by APA as policy, both of which are set to expire on 12/31/29: *Education and Training Guidelines for Psychological Assessment in Health Service Psychology*, and the *Guidelines for Psychological Assessment and Evaluation*. These guidelines establish parameters for best practice and will be important for clinical psychologists who conduct and supervise evaluations and for educators in graduate, internship and postdoctoral training programs.

APA also introduced and Council approved a formal response to the Global Climate Change Crisis. APA is sponsoring and disseminating research on the mental health impacts of climate change and is involved in advocacy and public policy work.

APA and SCCAP

Many who belong to SCCAP are also members of APA. We encourage you to consider joining our parent organization and supporting our profession more broadly. APA has gone through significant change in the past five years, and much of this change was led by its new CEO, Arthur Evans, Ph.D. Perhaps the most important change was APA's new strategic plan, which has these four goals: a) utilize psychology to make a positive impact on critical societal issues; b) elevate the public's understanding of, regard for, and use of psychology; c) prepare the discipline and profession of psychology for the future; and d) strengthen APA's standing as an authoritative voice for psychology.

APA plays an increasingly important role nationally for both psychologists and for the broader public. The visibility and contribution of APA and its leadership has increased significantly in the past three to four months in response to the global COVID-19 pandemic and institutional racism and police brutality.

APA's Response to COVID-19

APA immediately mobilized a variety of resources and materials to support clinicians, educators and students in graduate training programs, and the public during the COVID-19 pandemic. A website was created ([apa.org/topics/covid-19](https://www.apa.org/topics/covid-19)) with links to information on stress and coping, social distancing, parenting issues, and a compendium of webinars and other training materials for the practice of telepsychology. The Practice Directorate at APA was also pivotal in communicating with insurance companies and state psychological associations about waivers to bill for telehealth and to practice virtually across state lines.



Timothy A. Cavell, Ph.D.



Mary Louise Cashel, Ph.D., ABPP

APA's Response to Police Brutality & Institutional Racism

On May 29, 2020, APA issued a statement against racism, defining it as a pandemic and underscoring the negative health consequences suffered by African-American citizens. APA subsequently sponsored two open Town Hall Meetings on the Racism Pandemic, held on June 4, 2020, and June 9, 2020. Many initiatives, including collaborative efforts with ethnic minority and international psychological associations, to address racism and support diversity were discussed. We will hopefully see some of the results of these collaborations very soon.

Growing SCCAP's Representation within APA

Each fall, APA members vote to determine how many members of its Council of Representatives are allotted to each division or state association. This is called the "apportionment ballot." With your vote, you can help increase the number of COR members who represent SCCAP. Currently, SCCAP has two COR members (Mary Louise Cashel and Tim Cavell). With just a few more votes on this ballot, we can increase that number to three! Voting is usually in November, it's really quick and easy, and it's a great way to expand the voice of clinical child and adolescent psychology. We ask that you assign most or all of your 10 votes to SCCAP!



MEMBERSHIP & PUBLIC INTEREST COMMITTEE UPDATE

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

I hope that you are managing these new and uncertain times by taking care of yourselves and loved ones. We are all finding ourselves in positions where we need to pivot, adjust to new normal, and navigate working and socializing with the help of technology. I have been so impressed with how our membership has stepped up to share resources, connect and support each other on the listserv, and work together to discuss best practices for serving families and children. In the midst of all of this, please know that SCCAP is hearing your concerns and interests in doing more to make things better for the children in our society.

Announcing a New SIG

On another note, I am excited to bring some good news. We are officially announcing a brand new Special Interest Group. Please take a minute to check out the new Acute, Intensive, and Residential Service Special Interest Group (AIRS SIG). The goal of this new SIG is to connect professionals interested in higher intensity settings. You can find more information or join by visiting <https://sccap53.org/special-interest-groups/current-special-interest-groups/acute-intensive-and-residential-service-special-interest-group/>. To continue growing our opportunities for professional connection, we want to support the development of our SIGs. Please consider starting your own SIG to connect with other professionals.

Services for Early Career Psychologists

Our organization is committed to strengthening our services for Early Career Psychologists (ECPs). While we will have to wait on our live regional networking events, be on the lookout for more interactive webinars and journal clubs as ways to stay connected. We also have a thriving mentorship program matching our students and ECPs with more senior members. Let us know if there are other ways we can support you!



Christina Cammarata, Ph.D., ABPP

Renew Your Membership

Finally, I want to take a moment to remind you that it's almost time to renew your membership. Your continued support allows us to continue to advocate for policies that can promote change for children and adolescents. Remember, you can renew easily at www.SCCAP53.org. It only takes a minute to make sure you continue your access to our listserv, webinars, TRIP Pro, and electronic journal access to *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health* (we are officially going green so look out for electronic access), opportunities for awards, and more.

I will miss seeing you all at APA this year, but will be on the lookout for virtual programming.



JOIN SCCAP TODAY!

www.SCCAP53.org

Follow Us on Twitter @SCCAP53

AWARD BENEFITS INCLUDING ACCESS TO:

- **SCCAP WEBSITES** including *SCCAP53.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 Grant and Routh Dissertation Grant
- **INBALANCE NEWSLETTER** published three times a year
- **USEFUL LISTSERVS** including a members-only listserv and a student-only listserv
- **CONVENTION ACTIVITIES** including internships-on-parade, hospitality suite, and social hour
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **TASK FORCES** investigating pertinent clinical child issues
- **MORE STUDENT BENEFITS** such as board representation and free membership
- **ADVOCACY** for children's mental health at local and national levels

**Society of Clinical Child
and Adolescent Psychology**

P.O. Box 3372
Alpharetta, GA 30023-3372

NON-PROFIT ORG
US POSTAGE PAID
CEDAR RAPIDS, IA
PERMIT NO. 1500



**SOCIETY OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY
2020 BOARD OF DIRECTORS**

President

Stephen Hinshaw, Ph.D.
University of California, Berkeley
hinshaw@berkeley.edu

Past President

Eric Youngstrom, Ph.D.
University of North Carolina
at Chapel Hill
eay@unc.edu

President Elect

Michael Southam-Gerow, Ph.D.
Virginia Commonwealth University
masouthamger@vcu.edu

Secretary (2019-2021)

Anna Van Meter, Ph.D.
Zucker Hillside Hospital
avanmeter@northwell.edu

Treasurer (2017-2022)

David A. Langer, Ph.D., ABPP
Boston University
dalanger@bu.edu

APA Council Rep. (2018-2021)

Timothy A. Cavell, Ph.D.
University of Arkansas
tcavell@uark.edu

APA Council Rep. (2020-2022)

Mary Louise Cashel, Ph.D., ABPP
Southern Illinois University
mcashel@siu.edu

**Member at Large (2019-2020)
Diversity**

Erlanger "Earl" Turner, Ph.D.
Pepperdine University
drerlangerturner@gmail.com

**Member at Large (2018-2020)
Education & Standards**

Tara Peris Ph.D.
University of California, Los Angeles
tperis@mednet.ucla.edu

**Member at Large (2019-2021)
Membership and Public Interest**

Christina Cammarata, Ph.D., ABPP
Nemours/AI duPont Hospital
for Children
cc0077@nemours.org

**Member at Large (2020-2022)
Science and Practice**

Jill Ehrenreich-May, Ph.D.
University of Miami
j.ehrenreich@miami.edu

JCCAP Journal Editor (2017-2026)

Andres De Los Reyes, Ph.D.
Univ. of Maryland at College Park
adlr@umd.edu

EPCAMH Journal Editor (2020-2025)

Mary A. Fristad, Ph.D., ABPP
Nationwide Children's Hospital
Mary.fristad@nationwidechildrens.org

APA Convention Program Chair

Andrew Freeman, Ph.D.
University of Nevada, Las Vegas
andrew.freeman@unlv.edu

APA Convention Program Co-Chair

Caitlin Sayegh, Ph.D.
University of Southern California
caitlias@usc.edu

Web Editor (2017-2019)

Stephon N. Proctor, Ph.D., ABPP
Children's Hospital of Philadelphia
sccapwebeditor@gmail.com

InBalance Newsletter Editor (2017-2020)

Jennifer L. Hughes, Ph.D., M.P.H.
UT Southwestern Center for
Depression Research & Clinical Care
Jennifer.Hughes@utsouthwestern.edu

Student Representative (2019-2020)

Yen-Ling Chen
University of Nevada, Las Vegas
ylchen@unlv.nevada.edu

Student Representative (2020-2021)

Enitan Marcelle
University of California, Berkeley
emarcelle@berkeley.edu

Listserv Manager (2018-2020)

Heather MacPherson Ph.D.
Brown University
div53list@gmail.com

EffectiveChildTherapy.org Editor

John Guerry, Ph.D.
Children's Hospital of Philadelphia
sccapdiv53@gmail.com

Communications Chair

Regine Galanti, Ph.D.
Long Island Behavioral
rgalanti@longislandbehavioral.com

Fellows Chair

Sharon Berry, Ph.D.
Children's Minnesota Psychological
Services
Sharon.Berry@childrensmn.org