



INBALANCE

AMERICAN PSYCHOLOGICAL ASSOCIATION
SOCIETY OF CLINICAL CHILD & ADOLESCENT PSYCHOLOGY NEWSLETTER

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PRESIDENT'S MESSAGE



SCCAP ACHIEVEMENTS, ADDRESSING RACISM, & A SILVER LINING

Over the past half year the world has changed before our eyes. The combination of pandemic, renewed awareness of the pervasiveness of racism, evidence of the devastation wreaked by climate change, and literal hunger and despair make maintaining optimism a major challenge. It seems impossible to remain “in balance,” to use the name of the SCCAP newsletter.

But we have no choice. Seeds of change are in the air and hope for the future can and must sustain us.

Achievements

At the recent virtual business and membership meeting of SCCAP (September 11, 2020, marking the 19th anniversary of a national tragedy), I had the occasion to relish in what SCCAP has accomplished during this unprecedented era. Members at Large and our Past President described the incredible outreach of the organization—with respect to diversity, equity, and inclusion; membership benefits; our re-invigorated webinar series; the information and resources laden in our website, the Assessment Center, www.effectivechildtherapy.org, and Helping Give Away Psychological Science (HGAPS); our continued liaisons with other divisions and organizations devoted to improving the mental health, educational attainment, and thriving of youth and families; and our support and recognition of students and trainees as well as early-career and senior scientists and clinicians. Our journal editors revealed tangible evidence of commitment to diversity and equity via new associate editors and special issues. Our Council Representatives discussed the essential organizational change occurring in APA. Our newest SIG, Acute, Intensive, and Residential Services (AIRS), has quickly coalesced into an essential resource and action group.

The Child Mental Health in Action (CMHA) funding mechanism, which this year will give highest priority to proposals with specific plans to enhance diversity and equity, will embark on its second year by vetting and funding a wide array of innovative programs to promote the integration of science and practice in our field. It was more than inspiring to bestow the SCCAP science, practice, and student awards to our incredible list of accomplished and dedicated awardees.

Addressing Racism

Like the rest of the world, SCCAP has a long way to go with respect to the crucial matter of systemic racism—and efforts to enhance diversity and equity in society at large and our own society. A key priority is diversifying our personnel pipeline (from high school to college, college to graduate school, grad school to post-docs and careers in science and evidence-based practice). Along these lines, and beyond, I highlight a recent article that sobered and inspired me: Boykin et al. (2020). Anti-racist actions and accountability: Not more empty promises. *Equity, Diversity and Inclusion: An International Journal*, online.

Here, the authors make five essential points, which I adapt from their action-oriented prose: 1) black people are experiencing true exhaustion from racism, with tangible physiological effects; 2) racism extends far beyond police brutality into most societal structures; 3) black people are often blamed for their oppression and retaliated against for their response to it; 4) everyone must improve their awareness and knowledge through both formal education and individual motivation to fight racism; and 5) anti-racist policies and accountability are essential to enact structural reformation. What struck me most here was the pervasive exhaustion and burnout experienced by people of color with

respect to repeated acts of brutality and racism; the tendency to blame the victims, especially when protest and social action threatens the status quo; and the huge need for all members of society to educate themselves and realize how embedded discrimination and prejudice remain in our social systems. SCCAP cannot thrive unless awareness and action are instilled in everything we do.

Silver Lining

I continue to search for paths forward and even silver linings. I hope—and increasingly believe—that empathy and compassion for those struggling with psychological and mental-health issues might actually increase in these times, serving to reduce stigma, as we recognize the ubiquity of emotional and behavioral challenges brought on by our collective struggles. Even more, we must take a stand—in our clinical practices, in our research, in our teaching and mentoring, and in our policy-related work—to endure and surpass the COVID-19 pandemic and to increase our efforts on behalf of the vast numbers of young people and families needing services, changed policies, and compassion. Yet at the same time, don't forget self-compassion. If we don't stay healthy and resilient, through being mindful of our own needs as well as those of our families and the communities around us, we risk going down with the ship.

The Society of Clinical Child and Adolescent Psychology is dedicated to supporting our efforts at many levels. Let's continue to rely on one another.



Stephen Hinshaw, Ph.D.
SCCAP President

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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
WebEditor@SCCAP53.org

Listserv Manager

Heather MacPherson, Ph.D.
Brown University
Listserv@SCCAP53.org

Director of Operations

Lynn Canty
SCCAP@SCCAP53.org

Newsletter Design

Firefly Communications
& Design, LLC
jill@fireflyllc.com

Newsletter Submissions

Articles for the next newsletter are due by February 1, 2021.

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

SCCAP AWARD WINNERS



GREENBERG RECEIVES EVIDENCE-BASED MENTAL HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS AWARD

The Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53, has awarded **Lyn Greenberg, Ph.D., ABPP**, the Evidence-Based Mental Health Services for Children and Adolescents Award. Dr Greenberg is a private practitioner in the Los Angeles area.

This award is intended to recognize a clinical child and adolescent practitioner who has made a significant and enduring impact on promoting awareness, accessibility, and/or implementation of evidence-based mental health services for children and adolescents.

Dr. Greenberg is a leader in establishing and maintaining a research-informed foundation for stakeholders in the field of forensic family law psychology. Dr. Greenberg, along with her late colleague Lynda Doi Fick, developed the Child-Centered Conjoint Therapy Model, an evidence-based model for court-involved families. She later refined the model in collaboration with Judge Robert Schnider, former supervising judge of the Los Angeles Superior Court Family Law Section, as well as other attorneys and judicial officers.

Dr. Greenberg has developed training materials, publications and presentations to frame the model in terms that can be understood by non-mental-health-professionals, particularly the children's attorneys and judicial officers. The model emphasizes coping abilities and early intervention, and is adaptable to a wide range of court-involved families. Frank Davis, PhD, Association of Family Conciliation Courts, California (AFCC-CA) President-Elect said that "Her work has been and continues to be used to inform and direct much of the California legislation and policy making that govern the activity and work of family law attorneys, judges, and mental health professionals who serve court-



Lyn Greenberg, Ph.D., ABPP

involved children and families. Additionally, many family law attorneys, judges, and forensic family law mental health professionals use and refer to Dr.Greenberg's work to inform their practices so as to be better prepared to meet the needs of court-involved children and families." Many aspects of Dr. Greenberg's model were also incorporated into practice and reforms in the Family Court of

Western Australia, where legal aid and children's attorneys have used them to craft appropriate orders to ensure that mental health professionals are being appointed to provide evidence-informed services.

Dr. Greenberg was also an early advocate for

professional guidelines to assist court-involved therapists and served as a key contributor to the Association of Family and Conciliation Courts' Guidelines for Court-Involved Therapists. She also served on the American Psychological Association's (APA) Working Group to Review Scientific Literature for High Conflict Family Relationships with Child Involvement, was an invited contributor to the APA Handbook on Family Psychology, and recently published a co-edited book, Evidence-Informed Interventions for Court-Involved Families (2019).

"Dr Greenberg teaches those of us outside the field of psychology to be critical consumers of psychological research so that we can make better decisions for children."

**— Judge Dianna Gould-Saltman,
Los Angeles Superior Court**

SCCAP AWARD WINNERS



LORD RECEIVES THE SCCAP R. BOB SMITH, III, PH.D. EXCELLENCE IN PSYCHOLOGICAL ASSESSMENT AWARD

Congratulations to Catherine Lord, PhD, ABPP, for receiving the 2020 SCCAP R. Bob Smith, III, Ph.D., Excellence in Psychological Assessment Award. This award is presented to an individual, or organization that has made a major contribution the field of psychological assessment broadly defined. The individual or organization selected must be committed to an evidence-based approach to assessment.

Dr. Lord is the George Tarjan Distinguished professor of Psychiatry in the David Geffen School of Medicine at UCLA. She is a practicing clinical psychologist whose primary focus is autism and related disorders across the lifespan. Her research and clinical work focus on developing evidence-based assessments for autism spectrum disorder (ASD) and working with individuals diagnosed with ASD and their families to maximize independence and well-being.

Dr. Lord developed widely used diagnostic instruments such as the Autism Diagnostic Observation Schedule (ADOS), the Autism Diagnostic Interview-Revised (ADI-R), and the Social Communication Questionnaire (SCQ). She has carried out longitudinal studies of individuals from age 15 months to 30 years to better understand the development of ASD across the lifespan as well as associated risk and protective factors. Dr. Lord has also played a vital role in large scale multisite studies of ASD, including the Simons Simplex Collection

(a genetic consortium led by geneticists and researchers through the Simons Foundation), ABIDE (an imaging open science group originated out of NYU), and the Healthy Brain Network through the Child Mind Institute. She is actively involved in the training of graduate students and clinical researchers in ASD and related fields.



Catherine Lord, Ph.D., ABPP

She is a member of the National Academy of Medicine and a fellow of the American Association of Arts and Sciences, as well as a former chair of the National Academy of Sciences committee on the effectiveness of early intervention in ASD, a co-chair of the New York Board of Health Committee on ASD, and a member of the DSM-5 Psychiatry Association's neurodevelopmental disorders committee. Dr. Lord is the recipient of numerous awards including the Lifetime Achievement Award from the International Society of Autism Research. She has over 300 referred journal publications and has been funded by NIH, Autism Speaks, and the Simons Foundation for numerous research grants.

Dr. Lord gave a webinar with free CE credit for SCCAP Members.

To view the webinar, visit:

[*New Thoughts About Assessment and Diagnosis of Autism.*](#)

ASARNOW RECEIVES SCCAP DISTINGUISHED CAREER AWARD

Congratulations to SCCAP Distinguished Career Award winner **Joan Asarnow, Ph.D.** Dr. Asarnow is a Professor of Psychiatry and Biobehavioral Sciences at UCLA and Director of a SAMHSA-funded Center for Trauma-Informed Suicide, Self-Harm, and Substance Abuse Treatment and Prevention (ASAP Center, with Co-Director Dr. David-Goldston). She is an ABPP board-certified licensed clinical psychologist.

At UCLA, Dr. Asarnow directs the UCLA Youth Stress and Mood Program, a depression and suicide prevention program with clinical, educational, and research components. Dr. Asarnow has led efforts to develop and disseminate evidence-based youth suicide and suicide attempt prevention efforts and treatment for depression. Her suicide prevention programs focus on a family-centered approach to building and strengthening family and social supports with a cognitive-behavioral framework.

Two programs developed by Dr. Asarnow were listed in the National Registry for Evidence-Based Programs (SAMHSA): 1) the Family Intervention for Suicide Prevention, a crisis treatment for youths after a

suicidal/self-harm episode; and 2) Depression Treatment Quality Improvement, an evidence-based depression treatment program that has been integrated within primary care, mental health, and other settings.

Dr. Asarnow received the 2017 Research Award from the American Foundation for Suicide Prevention for her work developing and evaluating treatment and service delivery strategies for youths suffering with suicidal and self-harm behaviors. Dr. Asarnow has received grants from the National Institute of Mental Health, Centers for Disease Control, Agency for Healthcare Research and Quality, Substance Abuse and Mental Health Services Administration (SAMHSA), American Foundation for Suicide Prevention, and other organizations. She currently serves on the Scientific Council of the American Foundation for Suicide Prevention and the Scientific Advisory Board of the Klingenstein Third Generation Foundation.



Joan Asarnow, Ph.D., ABPP

IN FOCUS



ADDRESSING RACIST POLICIES IN CHILDREN'S MENTAL HEALTH: THE ROLE OF PSYCHOLOGICAL SCIENCE TO PROMOTE EQUITY IN MENTAL HEALTH CARE

By Erlanger A. Turner, Ph.D., Pepperdine University, Graduate School of Education and Psychology

Celeste Malone, Ph.D., Howard University

Kirby Wycoff, Psy.D., Thomas Jefferson University



Erlanger A. Turner, Ph.D.



Celeste Malone, Ph.D.



Kirby Wycoff, Psy.D.

Decades of research have documented disparities in mental health among diverse racial and ethnic groups (APA, 2019a; Fan et al., 2011; Raines, 2020; Turner et al., 2015). Furthermore, racism and discrimination in society call for attention to address mental health disparities given the negative impacts on youth from racial and ethnic minoritized (REM) groups (Ding & Hall, 2007; Mattison & Aber, 2007; Turner, 2019; Turner, Malone, & Douglas, 2019; Watkins & Aber, 2007). For example, a systematic review conducted by Priest and colleagues (2012) found that racial discrimination was associated with numerous outcomes including negative mental health (e.g., anxiety and depression), decreased self-esteem and self-worth, and psychological maladjustment among youth. Additionally, recent research has found an association between experiencing covert racism (i.e., microaggressions) and suicidal ideation in Black and Latinx youth (Madubata et al., 2019). Childhood and adolescence are critical periods for prevention, early detection, and intervention to promote child mental and behavioral health (APA, 2019a). Therefore, it is advantageous for psychology to take actions to address practices and policies that address psychological and emotional wellness among diverse youth.

Children and adolescents spend a significant amount of time in school settings and may have their mental health needs addressed in schools or other settings (e.g., hospital or therapy office). Furthermore, schools are settings in which minoritized youth may experience significant psychological distress. For example, one qualitative study of Latinx adolescents who were identified as at-risk for behavioral disorders found that most of the students reported being the target of both overt racism and microaggressions from peers and endorsed engaging in maladaptive behaviors (e.g., aggression, school avoidance) to help with the negative emotions evoked by these discriminatory experiences (Balgana et al., 2013). Given the frequent discrimination experienced by youth and its relationship to mental health, school-based mental health providers (SBMHPs), psychologists and psychology trainees must understand the underlying mechanisms that drive racial inequity and engage in culturally sensitive practices that promote optimal functioning (APA, 2017; APA, 2019b).

The Social Determinants of Health (SDH) framework provides one approach to understand issues of equity and mental health (Alegria et al., 2018; Marmot et al., 2016). SDH include the social and environmental factors that influence and shape people's overall health and wellness. This framework suggests a continuum where higher social status leads to greater access to resources, improved health outcomes, and longer life-expectancy (Alegria et al., 2018; Marmot et al., 2016). Power imbalances are central in this continuum and help explain the disproportionately poor outcomes experienced by minoritized communities. When viewed through the lens of SDH, the field of child psychology can play an important role in improving equity and ensuring access and quality of mental health services for all children and youth.

To address equity in children's mental health, we must seek to address the contextual factors that impact the mental health of REM youth. In 2019, the American Psychological Association approved the Resolution on Child and Adolescent Mental and Behavioral Health which offered numerous considerations to promote equity in mental health. One of the ways that we can address inequity is to diversify of the field of child psychology. Data consistently show that the majority of providers are non-persons of color (APA, 2019a; Turner, 2019). By increasing diversity, more families may be more open to seeking mental health care. Additionally, we need to ensure that interventions are culturally relevant and practitioners are engaging in culturally competent practices (APA, 2017; Gubi et al., 2019; Turner et al., 2019). This will require some systematic changes in education and training as well as more research examining the relevance of noted evidence-based intervention (see APA, 2017; APA, 2019a; 2019b). Finally, we need to increase our advocacy efforts to ensure that communities have access to services and that funding needs increase to train more providers from diverse ethnic and racial backgrounds. *(continued on page 5...)*



Addressing Racist Policies References

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SIG UPDATE



ACUTE, INTENSIVE, AND RESIDENTIAL SERVICES SIG UPDATES

By Jarrod Leffler, Ph.D., ABPP, Co-Chair

The AIRS SIG held the inaugural election of its Executive Board, and we are excited to welcome our 2021 Board Members.

2021 AIRS SIG BOARD MEMBERS

Co-Chairs Jarrod Leffler, Ph.D., ABPP and Aaron Vaughn, Ph.D.

Chair-Elect Alysha Thompson, Ph.D.

Secretaries Stephanie Clarke, Ph.D. and Rachel Schein, Psy.D.

Treasurer Jennifer Wolff, Ph.D.

Education Committee Co-Chairs Kelly Walker Lowry, Ph.D. and Nathaniel Van Kirk, Ph.D.

Science Committee Co-Chairs Michelle Patriquin, Ph.D., ABPP and Elizabeth Reynolds, Ph.D.

Practice Committee Co-Chairs Ashley Warhol, Ph.D. and Elisabeth Frazier, Ph.D.

Communications Members at Large Cassandra Esposito, Ph.D. and Katelyn Affleck, Ph.D.

Membership and Marketing Members at Large

Kristin Scott, Ph.D. and Carl Waitz, Psy.D.

Trainee Members at Large Leyla Erguder, Ph.D. and Linda Oshin, Ph.D.

Early Career Members at Large Mackenzie Sommerhalder, Ph.D. and Meredith Reiman, Ph.D.

EPCAMH SPECIAL ISSUE ON AIRS

The AIRS SIG is looking forward to the upcoming special issue in *Evidence-based Practice in Child and Adolescent Mental Health (EPCAMH)* focused on acute, intensive, and residential mental health services for youth which is being guest edited by AIR SIGs co-chairs Jarrod Leffler, Ph.D., ABPP and Aaron Vaughn, Ph.D. **Submissions are due April 1, 2021.**

This special issue seeks to highlight research and interventions that promote the implementation of psychological interventions in inpatient psychiatric hospitalization, partial hospitalization, intensive outpatient, and resident treatment settings. In particular, we are interested in research that demonstrates effectiveness of psychological models of care and intervention, strategies for successful implementation (or adaptation) of evidence-based interventions in these settings, and/or development and integration of the role of psychology in quality improvement in these care settings. Manuscripts may focus on a range of interventions and concerns within these areas.



Jarrod Leffler Ph.D., ABPP



Aaron Vaughn, Ph.D.

We welcome papers utilizing diverse forms of methodology including, but not limited to, case studies, program evaluation, quality improvement projects, cohort studies, well-conducted randomized controlled 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 of clinical utility to practicing clinicians. Given the journal's focus, papers should address the evidence that supports clinical recommendations. Additionally, authors are encouraged to consider and identify how program models could be adapted and implemented in settings beyond those in which the study was conducted.

For questions about the special issue in *EPCAMH* or the SIG, please email Jarrod Leffler at leffler.jarrod@mayo.edu or Aaron Vaughn at aaron.vaughn@cchmc.org.

Announcing AIRS SIG Board Members and submission opportunity for *EPCAMH* special issue focused on acute, intensive, and residential mental health services for youth.



APPLY FOR SCCAP BOARD OF DIRECTORS

SCCAP seeks nominations for candidates for four positions on the SCCAP Board of Directors. Candidates must have a strong commitment to the SCCAP mission and have the available time to successfully accomplish the tasks defined for the specific position.

All positions assume responsibility on January 1, 2022. Each term runs for three years (2022-2024). In addition to the responsibilities listed below each board member is expected to participate in monthly conference calls and attend two Board of Directors meetings per year. Each board member should identify best practices for implementing evidence-based and culturally informed practices to support mental health professionals that work with children and adolescents as it relates to their board position.

All candidates must be a member of the Society of Clinical Child and Adolescent Psychology (Division 53). Some positions require membership in APA, see specific position descriptions. Self-nominations are accepted.

E-mail your vita, headshot, and personal statement of approximately 250 words about your background and interest in the position and SCCAP to SCCAP@SCCAP53.org. Personal statements and headshots of the official slate will be posted to the SCCAP53.org elections page. Direct questions to Lynn Canty at SCCAP@SCCAP53.org.

SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, color, creed, disability, gender, geography, nationality, race, religion, and sexual orientation.

1. President-Elect (2022)

The President-Elect has a term of three (3) years sequentially serving as President-Elect (2022), President (2023) and Past President (2024). The President-Elect must be a member of both SCCAP and APA.

The President-Elect shall be a member of the Board of Directors, shall appoint a Program Co-Chair and Student Representative, and performs duties traditionally assigned to a Vice-President to assist with steering the society. Unlike some of the other positions, the President-Elect must be a member of both SCCAP and APA.

2. Member-at-Large Membership and Public Interest (term 2022-2024)

The overarching responsibilities are increasing society membership and members' connectedness to the society; and communicating to the membership information related to social policy. The focus of this MAL is to create programs and incentives that retain members, recruit new members, and transition students to full members.

3. Secretary (term 2022-2024)

The Secretary has a term of three (3) years. During the term, the Secretary will attend, record, distribute and electronically store minutes for all SCCAP meetings; lead as Co-Chair of the Child Mental Health in Action Committee; serve as a Signatory on Checking Account; and serve on committees as appointed by the SCCAP president.

4. Representative to APA Council (term 2022-2024)

Representatives to APA Council must be a Member of SCCAP and members of APA. They are elected for three (3) year terms. The Representative to APA Council shall perform those duties required of Representatives to APA Council as specified in the Bylaws of APA. They shall be responsible for advising the Board of Directors about significant matters of business scheduled to come before APA Council. They shall also be responsible for informing the Board of Directors of significant actions taken by APA Council. APA Council Representatives will sit on committees as appointed by the SCCAP president.

Consider running for SCCAP office: President Elect, Secretary, Member-at-Large for Membership and Public Interest, and Representative to APA Council.

Nominations are due to SCCAP by December 15, 2020.

For a full description of responsibilities for each position, visit <https://sccap53.org/events-and-news/sccap-elections/>

JOURNAL UPDATES



SAVE THE DATE FOR THE VIRTUAL: JCCAP FUTURE DIRECTIONS FORUM JUNE 17-19, 2021

By Andres De Los Reyes, Ph.D., Editor, JCCAP

Submit your best work for publication in JCCAP and plan to virtually attend the Future Directions Forum June 17-19, 2021.

Learning how to do great science requires a toolbox of skills. Skills for effectively communicating science. To secure funding for scientific work. To identify where and when job opportunities arise. To get the offers to start your first job and build the record to keep that job. No one takes a class to acquire this toolbox, who has the time? Yet, we still need these tools, so where do we find them? We launched the Future Directions Forum to help you build your scientific toolbox. At the Forum, we dedicate a full day to offering professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work. Some examples of our 2020 workshops can be found at: [youtube.com/channel/UCPQjXFDDvcxuGFvPF_4ZfYA](https://www.youtube.com/channel/UCPQjXFDDvcxuGFvPF_4ZfYA)

Learning new skills only gets you so far. You need a space to showcase those skills and what you have to offer. Thus, a key element of the Forum is that it raises the public awareness of its attendees. Our Forum Science Social features presentations rendered in an all-digital environment, and we leverage the small, intimate atmosphere of the meeting for networking opportunities between presenters and the world-class speakers we invite to the Forum. We leverage widely used online platforms to enhance the visibility of all this work.

In keeping with our focus on the future of science, we dedicate a full day to learning about innovative areas of research, based on featured content from the *Journal of Clinical Child and Adolescent Psychology (JCCAP)*. In particular, articles from JCCAP's Future Directions series are written by thought leaders who come from research backgrounds as diverse as interventions, neuroscience, suicide, health disparities, sleep, and stigma. As such, at the Forum we cover research relevant to anyone allied with the diverse fields that focus on mental health, including Counseling, Education, Neuroscience, Nursing, Pediatrics, Psychology, Psychiatry, Public Health and Policy, Social Work, and Sociology. An extended description of the Forum can be found at: www.jccapfuturedirectionsforum.com.

- The next JCCAP Future Directions Forum will be held virtually on June 17-19, 2021!

- Attendees will have access to several professional development training opportunities, from large-group, structured workshops on all elements of publishing, grants, and academic jobs; to small-group and one-on-one consultations for advice on research projects, manuscripts, and grant applications.

- From among presenters at the Forum, we will identify recipients of the Future Directions Launch Award. This award recognizes promising early career researchers doing work in areas highlighted at the Forum. Information about previous winners of the Future Directions Launch Award can be found online at: <http://bit.ly/JCCAPForumAwardWinners2020>

- We will release the Call for Abstracts and Call for the Future Directions Launch Award in December!

Stay tuned to our homepage at:

www.jccapfuturedirectionsforum.com and Twitter feed at:

https://twitter.com/JCCAP_Editor for more information!



Andres De Los Reyes, Ph.D.

FDF JOURNAL OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY
Future Directions Forum
WASHINGTON DC | JUNE 17 - 19, 2021

EVIDENCE-BASED PRACTICE IN CHILD AND ADOLESCENT MENTAL HEALTH

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

Our journal, Evidence-based Practice in Child and Adolescent Mental Health, is flourishing!

More details appear in my inaugural editorial (*EPCAMH* Vol 5, #4), but to hit some highlights, our growth trajectory from Jan-Jun 2019 to Jan-Jun 2020 includes: a 57% increase in article downloads; a 28% decrease in time from submission to Central Article Tracking System to online publication; an 80% increase in submitted manuscripts; and a more than doubling of our printed page count from last year.

A big thanks to the “launch team,” Dr. Albano and the original Editorial Board, and a second round of thanks to our 25 new and diverse Editorial Board members, our outstanding Managing Editor, Ms. Barb Myers, and our two tremendous Associate Editors, Drs. Jill Ehrenreich-May and Jonathan Weinand. Our new board membership expands our expertise in autism, externalizing disorders, mood disorders/ suicide prevention, diversity/equity/ inclusion, mental health literacy, school-based services, trauma/abuse, forensics, and quality improvement (QI) and enhances prior strengths in anxiety disorders, amongst other conditions.

I have slightly revised the Aims and Scope of *EPCAMH* to meet current trends in our field. However, the primary mission of *EPCAMH* remains the same: dissemination,

with the aim of increasing evidence-based practice in child and adolescent mental health. In particular, I am eager to receive QI manuscripts. I consider QI to be the “clinician’s research methodology.” If you aren’t familiar with QI, or the writing style for QI manuscripts, please refer to our published overview in Volume 4, Issue 4 at:

<https://doi.org/10.1080/23794925.2019.1685417>.

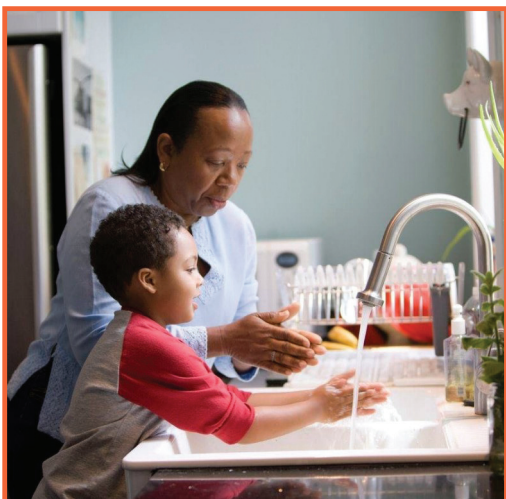
In addition to an upcoming special section on maltreatment and a special issue on quality improvement in suicide prevention in 2021, we are still accepting manuscripts for Mental Health Interventions for ASD/IDD (contact Dr. Meghan Miller at mrhmiller@ucdavis.edu) and have two additional special issues currently accepting manuscripts, one on Advancing Equity in Youth Mental Health Services (contact Dr. Omar Gudino at omar.gudino@ku.edu) and the other on Acute, Intensive, and Residential Services (contact Dr. Jarrod Leffler at jarrod@mayo.edu). If you have a particular interest in a topic being covered in a future issue of *EPCAMH*, please contact me at mary.fristad@nationwidechildrens.org—my aim is to meet the professional needs of our readership.



Mary A. Fristad, Ph.D., ABPP

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

APA COVID-19 SUPPORT FOR CHILDREN AND FAMILIES WORKGROUP



The APA COVID-19 Support for Children and Families workgroup’s overarching mission is to help support children, caregivers, and families who have been impacted by the COVID-19 pandemic. The group also aims to provide COVID-19-related resources to support professionals who are working with children, caregivers, and families affected by the pandemic. The group co-chairs are Rachel Ann Wamser and Sandra Rafman. The group welcomes new members.

If interested, contact Rachel Wamser at: wamserr@umsl.edu

Follow us on Twitter at: https://twitter.com/APACovid_Child

Follow us on Facebook at: facebook.com/APA-Covid-19-Children-and-Families-Task-force-103135211546978

COMMITTEE & COUNCIL UPDATES



DIVERSITY COMMITTEE UPDATE

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

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

As I conclude my term as MAL Diversity and Chair of the Diversity Committee, I am pleased with the progress that we have made as an organization. The last three years have been an amazing opportunity for me to serve SCCAP members and to advance concerns related to equity, diversity, and inclusion. In addition to awards and webinar topics, significant efforts have been made as a Board to revise the bylaws and integrate diversity within the forthcoming strategic plan. I want to extend a huge "thank you" to all of the past and current Diversity Committee members that have been instrumental in helping advance SCCAP's mission. I am hopeful for the future as the new MAL – Dr. Omar Gudino – transitions into this role. Please visit the website for updates on diversity related activities.

Call for Applications – SCCAP's LEAD Institute
Applications are now being accepted for the **2021 Leadership Education to Advance Diversity (LEAD) Institute**. The goal of the SCCAP LEAD Institute is to provide professional development, networking, and leadership skills for graduate students and early

career professionals (ECP's). Participation in LEAD also allows for eligible participants to earn Continuing Education Credits. The Institute is open to graduate students from APA or CPA accredited program and members within 10 years of earning their doctoral degree. Please refer to the SCCAP website for complete details. For the 2021 cycle, we are planning a virtual conference. **The deadline for applications is November 30 by 11:59 pm EST.** Details will be available soon.

SCCAP's 2021 Diversity Travel Awards (now open)
The Diversity Committee is pleased to announce the call for applications for the **2021 Diversity Travel Awards**. The awardees will be funded \$750 to attend either in person or virtually a child-focused or SCCAP co-sponsored conference (up to four students or ECP's will be selected). **The deadline for submission is December 20, 2020, before 5:00 pm EST.** Please look for more details on the website under Award Opportunities.



Erlanger A. Turner, Ph.D.



2019 LEAD Fellows



SCIENCE & PRACTICE UPDATE

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

In my first column as Member-at-Large (MAL) for Science and Practice, I stated that my first priority as MAL was the following: “What can we do as an organization to be more useful to the large number of child clinical practitioners that make up the SCCAP membership?” To that end, a new Practice Sub-Committee has been forged and this group is working diligently to ask and answer this question more directly as it prepares initiatives to support evidence-based practice goals for our discipline. Details on some of these initiatives are emergent, and although I’ll preview them below, more concrete steps regarding Practice Sub-Committee initiatives will be communicated soon.

Practice Sub-Committee

The new Practice Sub-Committee includes the following persons: returning Sub-Committee members Kelly Champion, Ph.D., Jon Weinand, Ph.D, and Bradley White, Ph.D.; new Sub-Committee members Regine Galanti, Ph.D., Elizabeth Penela, Ph.D, and Ashley Shaw, Ph.D., and graduate student member, Dominique Phillips from the University of Miami. This group is diverse in practice focus (e.g. training clinics, private practice, specialty area), cultural identity, and seniority in the field. It has forged a revised Practice Sub-Committee mission statement that reads: *The mission of the SCCAP Practice Committee is to help build a bridge between clinical science and child and adolescent practice. We aim to increase access to timely developments in evidence-based practice, encourage the ethical practice of clinical child psychology, increase equity in opportunities*

for engaging in evidence-based practice, and support the inclusion and effective service delivery with diverse children and families.

With this mission in mind, the Practice Sub-Committee has already taken on some new roles and activities. Dr. Ashley Shaw will join the Promoting Evidence-Based Mental Health Services for Children and Adolescents Award committee, chaired by former MAL for Science and Practice, Amanda Jensen-Doss, Ph.D. A sub-group of our Committee is currently working to make updates relevant to practitioner members to *EffectiveChildTherapy.org*.

With the addition of Dr. Regine Galanti, we are considering ways to innovate and connect regarding practice innovations presented in our SCCAP journals via new video content and social media. Drs. Jon Weinand and Bradley White are also spearheading a new needs assessment survey for our practitioner members to help ensure that content generated in SCCAP training opportunities, new media and webinars meet the current needs of our practitioner members.

Finally, as MAL, I am working closely with the SCCAP Board to create an exciting, new clinical training series. While details cannot yet be shared regarding the latter, we are hopeful that announcements can be made early in 2021 and that this clinical training series will be highly responsive to current needs of our practitioner members.



Jill Ehrenreich-May, Ph.D.

SCCAP REPRESENTATIVES UPDATE TO APA COUNCIL

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

The APA Council of Representatives met prior to the APA Annual Convention on August 5-6, 2020. Remarks by APA President Dr. Sandra Shulman focused on efforts to address the COVID-19 pandemic, both within the United States and through international collaboration. Council voted to approve an official policy statement entitled, *Psychology’s Understanding of the Challenges Related to the COVID-19 Global Pandemic*. Imbued within this document is recognition that the pandemic has affected racial and ethnic minority groups disproportionately and that efforts must be made to address these disparities.

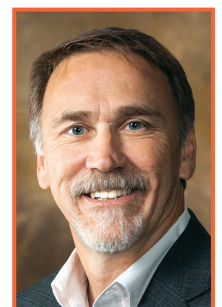
Council also voted to pass two important items: 1) Seating as full COR members delegates from the five Ethnic Minority Psychological Associations (EMPAs), and 2) Granting voting privileges to graduate students. The latter item would create a new membership category for master’s and doctoral students, and in so doing, provide to those who have been “Graduate Student” members for one year full voting rights for APA President-Elect and Board of Directors (Member-at-Large positions) and for Bylaws Amendments and Apportionment Ballots. These items will promote greater diversity and inclusion within APA and should be viewed as a means of adding important and diverse voices to the table.

Consider, for example, that graduate students in psychology represent greater diversity than currently exists with full APA members. Now, these items go to APA members for their approval. We strongly encourage you to support these efforts to promote diversity and inclusion in our Association.

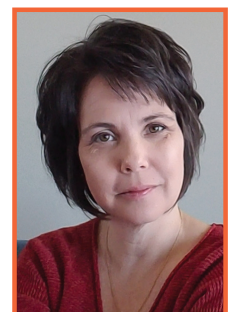
Apportionment Ballot

Each fall, APA members participate in an “apportionment ballot.” This is the mechanism APA uses to determine the number of Council Representatives from each Division or state association. Each member has 10 votes they can apportion to any given Division or state association. **We urge you to assign all 10 of your apportionment votes to Division 53**, so we can grow our representation on the Council!!

APA is in the process of revising its Ethics Code and its bylaws. Stay tuned for updates.



Timothy A. Cavell, Ph.D.



Mary Louise Cashel, Ph.D., ABPP

THE STUDENT VIEW



MOVING APA ONLINE: AN OPPORTUNITY TO ADAPT STUDENT PROGRAMMING

By Alison Chavez, M.A. & Yen-Ling Chen, M.A.
Student Development Committee

Send student-oriented virtual program and event ideas to students@sccap53.org.

The SCCAP Student Development Committee (SDC) is a student-led group responsible for initiatives geared toward supporting student professional development for members at all stages in their career trajectories, including undergraduate students, graduate students, and post-doctoral fellows. With the APA annual convention moving online this year, the SDC followed suit and held its first ever virtual event to continue to engage student members.

Typically, the SDC hosts a speed mentoring event at the convention, designed to allow students to ask rapid fire questions to the SCCAP Board Members. This past August, the SDC hosted, “Ask Us Anything with the SCCAP Board: Your Mentoring Questions Answered,” a virtual adaptation of the annual mentoring event. Panelists answered an array of questions submitted from students and trainees ranging from undergraduates to postdoctoral fellows. Participants were encouraged to submit questions ahead of time and during the panel. Over the course of an hour, the panelists covered topics such as how to make use of mentoring, tips for applying to graduate school, building a program of research, and engaging in self-care.

Panelists included six SCCAP Board members from various areas of expertise in the field of clinical child and adolescent psychology: Drs. Chrissy Cammarata, Andres De Los Reyes, Stephen Hinshaw, Anna Lau, Caitlin Sayegh, and Eric Youngstrom. The event was moderated by Alison Chavez, a member of the SDC and chair of the APA Programming Subcommittee. Attendance was high with 71 students tuning in live and 51 students downloading the recorded event.

The recorded event is available on the SCCAP website: <https://sccap53.org/ask-us-anything-sccap-mentoring-panel-8-4-2020/>. This event was a unique opportunity for students to learn directly from a team of expert leaders in the field of clinical child and adolescent psychology.

This virtual mentoring event was also the first successful student program organized and held by the SDC. The SDC is committed to continuing supporting our student members during this time of uncertainty. If you have any ideas for student-oriented virtual programs and events, please let us know by sending your thoughts to Students@sccap53.org.



Yen-Ling Chen, M.A.
SCCAP Student Rep 2019-2020



Alison Chavez, M.A.
SCCAP Student Development Committee

THE STUDENT VIEW



SCCAP STUDENT AWARDS

By Yen-Ling Chen, M.A.
SCCAP Student Representative

Student Achievement Awards

The SCCAP Student Development Committee is pleased to invite applications for our annual Student Achievement Awards in Research and the Graduate Student Achievement Award in Clinical Practice. Submission deadline: April 1. Awardees will receive \$1,000 each.

- **Student Achievement Award in Research:** The research awards will recognize one undergraduate student, one early-stage graduate student (for students in the first three years of doctoral training or in master's programs), and one or two late-stage graduate students. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through work on a recent research project but also through teaching, mentoring, clinical work, and other forms of community engagement. Undergraduates will also be evaluated based on their academic achievement.
- **Graduate Student Achievement Award in Clinical Practice:** The clinical practice award will recognize one graduate student of any stage who demonstrates innovative clinical service, clinical skill, and commitment to evidence-based practice. We seek to recognize students who have made a significant contribution to the field of clinical child and adolescent psychology, primarily through pioneering clinical work but also through research, teaching, mentoring, and other forms of community engagement. In addition, we seek to recognize students who have demonstrated exceptional clinical skill in evidence-based practice. Students are asked to submit a case conceptualization as an example of this skill set, with an emphasis on course of treatment.

For more information, visit:

<https://sccap53.org/student-achievement-awards/>



Student Travel Awards

The SCCAP Student Development Committee (SDC) is pleased to invite applications for Student Travel Awards to attend the annual APA conference each year. Up to three \$750 travel awards are available to support student travel to attend the 2021 APA conference. This award is open to all undergraduate students and to graduate students in APA or CPA-accredited master- and doctoral-level programs who are presenting through SCCAP programming at APA.

Applications will be evaluated based on the merit of projects that students are presenting, and priority will be given to applicants who are not receiving other funding to attend the conference. Students interested in applying for the annual APA Student Travel Awards should submit their applications by March 15.

For more information, visit:

<https://sccap53.org/student-travel-award/>

Join the SCCAP Student Development Committee

Each year, the SCCAP Student Representatives accept applications for the Student Development Committee. The deadline each year is September 30. The SDC is the student representative group of SCCAP. The SDC is responsible for initiatives geared toward supporting student development for individuals at all stages in their career trajectories, including undergraduate and graduate students, and postdoctoral scholars. Members take initiative in leading a subcommittee and participate in bi-monthly conference calls. SDC positions are two-year terms and run from January through December.

For more information, visit:

<https://sccap53.org/resources/student-resources/student-development-committee/>

Apply for
SCCAP student
travel and
achievement
awards.

GRANTS & AWARDS



SCCAP offers many awards opportunities to its members.

Please visit the Awards tab on [SCCAP53.org](https://sccap53.org) for a full listing of opportunities.

SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, color, creed, disability, gender, geography, nationality, race, religion, and sexual orientation.

Don't miss your opportunity to receive funding for your work. Apply for SCCAP Grants & Awards today!

2021 ROUTH RESEARCH AND DISSERTATION GRANT

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.

Eligibility

The student must have a dissertation project that has been approved by their advisor and their program faculty at the time of submission of the application.

The applicant must be a student member of SCCAP and enrolled in an APA- or CPA-approved doctoral program at the time of application.

Application Requirements

1. A completed online application at:
<https://sccap53.org/routh-dissertation-grant-january-15-deadline/>.
2. A brief proposal describing the project's purpose, procedures, and proposed data analytics strategy.
3. A copy of the student's CV.
4. A budget describing how the funds will be used. The funds are unrestricted provided that they support the execution of the dissertation project.
5. One recommendation letter from a supervising faculty member/mentor documenting his/her support for the student's research, the student's potential, and any existing resources available for the student's research.

Submissions are due January 15, 2021 (by 11:59pm EST).

Successful applicants are strongly encouraged to submit a poster based on their completed dissertation to a SCCAP-sponsored conference or the APA Convention.



2021 ABIDIN EARLY CAREER AWARD AND GRANT – \$20,000

The Richard “Dick” Abidin Early Career Award and Grant recognize an early career psychologist who has established a program of empirical research that has had a major impact on the field’s understanding of psychopathology, prevention, assessment, treatment, or public policy relative to child and adolescent development or mental health. The grant is provided to enhance the awardee’s research program and/or to enable the awardee to initiate a new effort that extends his or her work.

Eligibility

- The awardee shall be no more than 10 years post-doctoral degree at the time of nomination.
- Self-nominations will be accepted.
- Elected Board Members of SCCAP Div 53 are not eligible
- The nominee must be a member of the Society of Clinical Child and Adolescent Psychology (SCCAP) at the time of application.

Application Requirements

1. A 3-5 page, double-spaced research statement highlighting the contribution and impact of the applicant’s work in the field to date and the potential of the applicant’s ongoing research. Impact of work must be evidenced by documentable significant changes to practice or policy or conceptualization of youth mental health/illness. Numbers of publications, grants and other awards given to the applicant will not be considered evidence of impact. The successful awardee should address the question “what about the field of clinical child and adolescent mental health is improved as a result of my research to date?” and “If awarded, how will the awardee extend his or her work in a new or expanded research project?”
2. Two letters of recommendation, one from a research colleague familiar with the applicant’s work and the other from an independent senior researcher in the applicant’s area of work. Letters of recommendation may be no longer than 2 single-spaced pages.
3. A recent copy of the applicant’s CV.
4. A one-page budget statement of how the applicant would use the grant funds.
5. The applicant must be a member of SCCAP at the time of application.
6. Documentation should be emailed as one PDF document to sccap@sccap53.org using the applicant’s name and the award name in the file name (e.g., First name Last name Abidin Early Career Award). Failure to conform to any of the application requirements (over page limit, not double-spaced, not submitted as a single PDF) will result in automatic disqualification of the application.

Submission Deadline

Applications are due Dec. 31, 2020 (by 11:59 p.m. EST). The award announcement will be made in Spring 2021. No late applications will be accepted.

The awardee will receive a \$20,000 grant to continue his or her research efforts. The award will be announced in the SCCAP newsletter, listserv and website, the APA Monitor, and an announcement will be sent to the awardee’s university or affiliated workplace. The awardee will also be expected to provide a brief summary of the work from the grant for the SCCAP newsletter a year after the award is received and to present a talk on his or her work at the APA annual convention in the year of the award. Travel expenses to attend the APA Convention will be provided by SCCAP. Abidin Award winners will be expected to contribute to the review of future Abidin Award applications.

2020 Abidin
Early Career
Award Winner
Dr. Dylan
Gee will be
highlighted
in the spring
2021 issue.

GRANTS & AWARDS



Don't miss your opportunity to receive funding for your work. Apply for SCCAP Grants & Awards today!

SCCAP AWARD FOR PROMOTING EVIDENCE-BASED MENTAL HEALTH SERVICES FOR CHILDREN AND ADOLESCENTS

Due Date: March 1

This Award is designed to recognize a clinical child and adolescent practitioner who has made a significant and enduring impact to promoting awareness, accessibility, and/or implementation of evidence-based mental health services for children and adolescents. This recognition is designed to highlight the outstanding work of currently practicing clinicians who take scientifically-derived clinical knowledge and promote, provide, or share it on a broader scale (i.e. state, national, or international), in particular with members of diverse, vulnerable, or underserved groups. Note that the focus here is not on scientific productivity (e.g., publications, grants received) but on efforts that facilitate and improve the quality of evidence-based services for children and adolescents more broadly and to the general public's access to those services. SCCAP has other awards designed to honor achievements in the area of scientific productivity.

Examples of appropriate activities for nominations may include, but are not limited to:

- Development and implementation of service delivery strategies that significantly increase accessibility to evidence-based treatment and/or assessment.
- Innovative approaches to training clinicians in the use of evidence-based practices.
- Advocating for and working with policy makers on increasing access to evidence-based practices for diverse, vulnerable, or underserved groups.
- Broadly promoting evidence-based practices in ways that educate potential users and enhance the visibility of evidence-based practices.

Awardees will receive up to \$1,500 toward travel to the American Psychological Association Convention and a \$250 honorarium. They will be recognized at the SCCAP business meeting at the convention.

Eligibility

- The nominee must be a member of SCCAP at the time of application.
- As this award is designed to recognize the practitioner members of SCCAP; individuals who work primarily as researchers are not eligible.
- Elected board members of SCCAP are not eligible
- Self-nominations will be accepted.

SCCAP encourages and welcomes applicants with diverse backgrounds with respect to age, color, creed, disability, gender, geography, nationality, race, religion, and sexual orientation.

Please submit the following materials in the online application:

<https://sccap53.org/sccap-award-for-promoting-evidence-based-mental-health-services-for-children-and-adolescents/>

- A 2-3 page, double-spaced statement highlighting the history, nature, and focus of the nominee's work, as well as any information that speaks to the impact of the work. Specific information should be provided regarding how the work addresses the needs of diverse groups and carries the potential for sustainability. Publications and grants will not be considered as evidence of the nominee's impact, although they may co-occur with the activities for which the nominee is nominated.
- Two (2) documents that attest to the impact of the work. This might include letters of recommendation from others familiar with the work, or demonstration of changes in policy or community practice, among other methods.
- A recent copy of the nominee's CV.

**EFFECTIVECHILD THERAPY.ORG UPDATE**

By John Guerry, Ph.D.
Editor, *effectivechildtherapy.org*

It's hard to believe that it has been a little over 10 years since the launch of www.effectivechildtherapy.org (*ECT.org*). As many SCCAP members may remember, this website was originally developed as a joint collaboration between SCCAP and ABCT. At the time of its inception, both organizations recognized that our field need to strengthen an essential component of the "three-legged stool," or movement towards evidence-based practice. All too often, children and families struggling with mental health problems (and the providers who aim to serve them) are woefully unaware of the research which has established that "not all treatments are created equal."

ECT.org, which is now maintained exclusively by SCCAP, continues to serve as a publicly accessible bridge spanning this (hopefully) narrowing gap between science and practice. The primary mission of *ECT.org* is the same today as it was then: to educate consumers, practitioners, educators, and policymakers about current evidence-based treatment options for various child and adolescent mental health problems. In other words, *ECT.org* strives to be at once an authoritative, web-based "desk reference" for mental health professionals and a "Consumer Reports" of sorts for families in need of the up-to-date information about current best practice recommendations.

As the centerpiece of this effort, visitors to *ECT.org* can find tables that categorize existing psychosocial treatments according to their respective level of research support (see Southam-Gerow & Prinstein, 2014). Treatment recommendations provided on *ECT.org* are drawn directly from the *Journal of Clinical Child and Adolescent Psychology's* evidence-based updates and are regularly revised on the website as new data are published in the journal.

Additionally, visitors to *ECT.org* can find a growing collection of supportive resources, including lay-friendly descriptions of common concerns, symptoms, and diagnoses, links to relevant external websites and videos, and informative articles related to such topics as "Therapy or medication," "Advice for selecting a psychologist," and "How to know if therapy is working."

Recent Changes

There have been exciting changes to *ECT.org* over the past year. In addition to serving as a more static electronic reference library, *ECT.org* has begun to provide free clinical assessment resources, which are designed to be dynamic and accessible by consumers and practitioners in real-time.

ECT.org has teamed up with our sister organization, Helping Give Away Psychological Science (HGAPS), to launch the new Assessment Center at: www.hgaps.org/assessment-center.html. Children, adolescents, adults, and caregivers who are either already engaged in mental health treatment or are considering whether to initiate such care can now take free, confidential, evidenced-based online assessments. Thanks to the tireless work of the HGAPS team, individuals can complete online versions of many publicly available self-report measures for common psychological disorders (i.e., depression, anxiety, ADHD, bipolar disorder, oppositional defiant disorder/conduct disorder, PTSD, and substance use). Users will subsequently receive immediate, confidential results and recommendations that can inform care decisions. In this way, the assessment center can provide a simple and anonymous way for individuals and families to safely explore personal mental health issues and receive guidance on possible next steps.

The Assessment Center is an invaluable resource for practitioners as well. Clinicians can immediately access the library of evidence-based assessment measures themselves, individually tailor an online assessment battery for new or existing patients and families, or direct patients and caregivers to complete specific assessments to measure treatment progress over time. As many practitioners continue to offer remote services via telehealth during the global pandemic, the advantages of evidence-based, online assessment tools through the Assessment Center are obvious. If you have not already done so, please explore this new resource and help us spread the word!



John Guerry, Ph.D.

ECT.org educates consumers, practitioners, educators, and policymakers about evidence-based treatment options for child and adolescent mental health issues.

ANNUAL APA CONVENTION



REIMAGINING CONVENTIONS: SURFING THE WAVES OF UNCERTAINTY TOGETHER

By Caitlin Sayegh, Ph.D.
APA Convention SCCAP Program Chair

Miya Barnett, Ph.D.
APA Convention SCCAP Program Co-Chair



Caitlin Sayegh, Ph.D.



Miya Barnett, Ph.D.

Thank you to our members for supporting SCCAP programming focused on the science and practice of clinical child and adolescent psychology.

We appreciate all of the APA Convention 2020 presenters and attendees! All of you rolled with shifts in our daily lives and numerous stressors facing our world this year. Despite losing out on the opportunity to come together in-person, a wealth of content remains available at <https://convention.apa.org/> on demand through August 1, 2021. This year, we can defeat the laws of physics and attend as many sessions as pique your interest. One body, two places? Solved. We hope you dip into the website frequently to continue learning and thinking about clinical child and adolescent psychology.

Creatively Planning for the 2021 Convention

APA 2021 is currently scheduled for August 12-15 next year in the beautiful beachside city of San Diego, California and depending on the state of the pandemic, there may be some in-person components. However, SCCAP programming will be 100% virtual, building on lessons learned from 2020. We're glad to welcome next year's co-chair, Miya Barnett Ph.D., to the convention programming team. We are fortunate that she brings extensive conference planning experience and expertise in implementation science, mental health disparities, and evidence-based treatments for ethnically diverse youth which will greatly benefit upcoming APA conventions.

Just as the global pandemic has challenged us to reimagine how we conference, the Movement for Black Lives has highlighted the ongoing need for our profession to do better in our promotion of mental health and psychological wellbeing of marginalized youth and actively commit to antiracism. We invite you to submit proposals for individual presentations, symposia, discussion panels, and skill-building sessions that infuse this reality into the science and practice of clinical child and adolescent psychology. See our full call for proposals at bit.ly/SCCAPCall.

Collaborative Proposals: Deadline Dec. 7, 2020

APA places a high priority on collaborative programs that pull together multiple perspectives on issues significant to psychology and, where relevant, to society at large. Collaborative sessions are encouraged to reflect interdisciplinarity and relevant aspects of diversity. SCCAP enthusiastically welcomes collaborative proposals that are relevant to the psychosocial health and development of children and adolescents and address the systems and structures in which they live.

Posters, Symposia, Discussions, and Skill-Building Sessions: Deadline Jan. 12, 2021

The sky is the limit! We look forward to receiving proposals in a range of formats from a range of presenters. Students, early career professionals, practicing psychologists, researchers, and academics-- we value your contributions and want to hear from you! BIPOC and members of underrepresented groups are warmly invited to submit.

Check out the Call for Proposals portal at: <https://convention.apa.org/proposals> for deadlines and details as they are finalized.

Please reach out to us at our new email address: APAConvention@sccap53.org. We are happy to give feedback and provide more information as you prepare your proposals.





MEMBERSHIP & PUBLIC INTEREST COMMITTEE UPDATE

By Christina Cammarata, Ph.D., ABPP

Member at Large for Membership & Public Interest

Remember to renew these your SCCAP membership by December 31, 2020, so you can stay connected and continue to receive all the benefits that are free to you as an SCCAP member! Renewing is easy and takes only a few minutes. You can renew/join in two ways:

1. You can log in to our website SCCAP53.org and renew your membership. If you have any membership questions, please send an email to Lynn Canty, sccap@sccap53.org.
2. You can also renew when you renew your APA membership.
**APA membership is not necessary to join SCCAP.

Student and Post-Bac Student Memberships are **free**, but you do need to renew each year. Don't miss out on the student listserv and mentorship opportunities free to students/trainees.

A Few Member Benefits You Don't Want to Lose

Our Websites: *SCCAP53.org* is a great place for members to keep up-to-date with activities in SCCAP and the field. *EffectiveChildTherapy.org* is a service to families and mental health professionals to help ensure that children and adolescents benefit from the most up-to-date information about mental health treatment. Be on the lookout for the new, free Assessment Center located on *EffectiveChildTherapy.org*.

Our Journals: The *Journal of Clinical Child and Adolescent Psychology* is a leading journal on youth psychopathology that publishes original contributions on all aspects of the field. *Evidence-Based Practice in Child and Adolescent Mental Health* is our journal devoted to evidenced-based clinical practice with youth and families. Free electronic access to both journals is provided through the Members Only portal on the SCCAP website.

Our Newsletter: *InBalance*, our tri-annual newsletter, offers topical features, news of interest, and important policy-related information.



Christina Cammarata, Ph.D., ABPP

Our Listservs: A members-only listserv provides a discussion forum for scientific and professional topics. In addition, the Student Only listserv provides information specific to student issues and needs. The AIRS SIG also has a dedicated listserv.

Our Convention Activities: We sponsor several APA Convention activities, including symposia, workshops, poster sessions, and a social hour, that allow you to network, learn, exchange information, and stay abreast of current clinical and research topics in our field.

Our Continuing Education: In addition to CE credits that can be obtained through SCCAP sponsored webinars and the APA annual convention, SCCAP co-sponsors several conferences designed to advance evidence-based assessment and treatment of children and adolescents.

Our Awards: SCCAP sponsors the Abidin Early Career Award for early career psychologists, the Routh Dissertation Grants, many student awards, Diversity Travel Awards, poster awards, and practice focused awards.

Turning Research Into Practice (TRIP): Members of SCCAP have access to TRIP Pro – a fantastic search engine for finding the latest evidence for any topic and practice in clinical child and adolescent psychology.

Our Student Focused Benefits: SCCAP is dedicated to encouraging student participation and strives to maintain sensitivity to the needs of people pursuing training in the field. Students are represented on the SCCAP Board of Directors. The Student Development Committee sponsors awards, a mentoring program, and educational programs.

And don't forget.....Advocacy for Children's Mental Health!



JOIN SCCAP TODAY AND GAIN ACCESS TO:

- **WEBSITES** including *SCCAP53.org* and *effectivechildtherapy.com*
- **FUNDING OPPORTUNITIES** including the Abidin Early Career Grant and Routh Dissertation Grant
- **TASK FORCES** investigating pertinent clinical child issues
- **JOURNALS** *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **MORE STUDENT BENEFITS** such as board representation and free membership
- **INBALANCE NEWSLETTER**
- **USEFUL LISTSERVS** includes a members-only and a student-only listserv
- **ADVOCACY** for children's mental health at local and national levels

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