



## PRESIDENT'S MESSAGE

### THE TRANSITION IS ON THE HORIZON

I write to you at a time when our social media and photo feeds are reminding us that a year ago, we were in the early days of a pandemic that would last over a year, transitioning many of us to entirely new routines. Perhaps these reminders hearken us back to that time, a year ago, when there was a lot of uncertainty and unpredictability. I was interviewed by media outlets about the stress that comes from such uncertainty. Humans love predictability and controllability. We are built to seek and maintain homeostasis. In March of 2020, many of our routines were upended and many of us struggled to find our footing. It was the start of a difficult period in our lives.

A year has passed and it has been a harrowing year. So many lives have been lost. Many of these losses were grieved in unusual ways that felt incomplete. So many lives have been disrupted by illness, unemployment, and financial hardship. The collective pain in our communities is palpable. Many of our cultural and social touchstones have altered dramatically. Used to gathering together, we found ourselves isolated, aching for social contact. Many of us have struggled through this past year, not knowing exactly how long the tribulation would last. As I said, it has been a harrowing year.

#### Adjusting and Making New Patterns

As is common with humans, despite our hardships, we built a new homeostasis. We created patterns in our lives that helped anchor us in the new, if temporary, reality of COVID. We hunkered down in our makeshift home offices, managing child care and home schooling, while trying our best to work effectively from home during a crisis. We got used to working with masks on, interacting with 36-square-foot bubbles around us in the workplace. It was a lot of adjusting.

It was not easy but we found ways to socialize. We created pods with old or new friends, meeting together online or outside, even in frigid weather, to share time and stories. Major milestones were shared remotely. We created predictability in an unpredictable time to help ourselves cope.

It was not perfect and it was, for most of us, not preferred. However, we found ways to make it work. Not always. And not in ways that we may have wanted. But sometimes, when it worked, we found joy and connection. We, most of us begrudgingly, adjusted to the new context of COVID.

#### Transitioning to a New Context

Now, on the horizon, we see the promise of a transition to the after times. As vaccination rates climb and cases decrease, we can start to think about a new context. We understand that the transition

approaching will not be an abrupt resumption of the before times. The shift will be a gradual one. And that is true not just because of public health guidelines. Many of us will be tentative. We will experience discomfort with the emerging new context. As ready as we may feel to leave COVID times, our bodies are accustomed to the pattern. We may not like it, but we have adjusted. Likewise, we will need to prepare to adjust to the after times. It will be easier, as it will be much more rewarding. But it will have its uncomfortable moments.

Many of us are not used to being near other people. Our 36 square foot bubbles are going to be violated. It will be a relief for many of us. But also it will not feel natural at first. We may have forgotten how close we used to let people get to us.

We will have to dust off our rusty in-person social skills. Videoconferencing social skills are different. When talking with someone in person, I cannot turn off my camera or mute my microphone. We are more exposed and will need to remember some skills that have atrophied some over the past year.

We will have to face new and old fears. The pandemic may have sensitized some of us to concerns to which we paid no heed before. Many of us have titrated our time out of the house to a minimal dose. It may feel frightening to do things now to which we once gave no thought. For others, COVID times has reinforced our extant fears. We may have even more trouble returning to a pattern like the one we had in the before times. The list goes on. The transition ahead will bring a set of challenges we will face alone and together.

#### Guiding Others, Preparing Ourselves

Most of us welcome these challenges. Even so, let's be mindful of the stress that the transition will bring.

To those of us who work with clients, we can be attentive to the anxiety that the transition may bring for them. Same for those of us who work with students. As clinicians and educators, we can serve as guides through the transition, helping folks to cope with the changes that are coming.

Our mindful awareness will also need to center on ourselves. We will want to be gentle with ourselves. Many of us are thrilled to see the after times coming. However, we will have a variety of feelings about the new reality. And we will need time to adjust. Now is the time to prepare. We are not there yet, but the transition is on the horizon.



Michael Southam-Gerow, Ph.D.  
SCCAP President

#### IN THIS ISSUE

- Announcements (p.2)
- SCCAP Election (p. 3-6)
- Journal Updates (p. 7)
- In Focus (p. 8-9)
- Abidin Awards (p. 10-11)
- Student View (p. 12)
- Committee & Council Updates (p. 13)
- APA Annual Convention (p. 14)

**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  
*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 May 1, 2021.

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

## ANNOUNCEMENTS



### CONSIDER BECOMING A SCCAP/DIVISION 53 FELLOW

Sharon Berry, PhD, ABPP  
Fellows Committee Chair

#### The SCCAP Fellows Committee

invites nominations for Fellow Status in our upcoming 2021 cycle. Self-nominations are welcome. Becoming an SCCAP Fellow recognizes outstanding contributions to psychology and SCCAP and is an honor valued by many members. Election requires evidence of outstanding contributions or performance in the field of psychology, specifically in the area of clinical child and adolescent psychology. Fellow status requires that a person's work has had a national impact on the field.

The SCCAP Fellow application is less cumbersome than the Initial APA Fellow Application. Minimum qualifications include: 1) existing APA Fellow Status through another division, 2) APA and SCCAP membership for at least one year, 3) Ten years of post-doctoral professional experience, and 4) a self-statement and Curriculum Vita with highlighted contributions to clinical child and adolescent psychology.

Not yet an APA Fellow? SCCAP can sponsor your initial application so you can become an APA and SCCAP Fellow through one application process.

The deadline for submission is December 1, 2021, and a full list of divisional criteria as well as information on both application processes, can be found at: <https://sccap53.org/membership/division-fellows>

For more information, contact Fellows Chair: Sharon Berry, PhD, ABPP, at *Sharon.Berry@ChildrensMN.org*.

## APA APPORTIONMENT BALLOT

### CAST YOUR VOTES FOR THE SOCIETY OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY (DIVISION 53)

The Apportionment Ballot is conducted annually by APA to determine the composition of the following years' Council. Each voting member of APA receives a ballot with 10 votes to distribute among eligible constituencies (divisions and state/provincial associations) according to his/her interests.

As a member of the Society of Clinical Child and Adolescent Psychology (Division 53), you are a part of the largest organization of clinical child and adolescent psychologists in the nation. As you know, our purpose is to encourage the development and advancement of clinical child and adolescent psychology through integration of its scientific and professional aspects. The Society 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.

We urge our members to continue our strong voice for promoting evidence based practices for children's mental health by allocating your apportionment votes to the Society of Clinical Child and Adolescent Psychology (Division 53).



## CANDIDATES FOR PRESIDENT-ELECT (2022)

**Yo Jackson, Ph.D., ABPP**, is a board-certified clinical child psychologist, a professor in the Psychology Department in the Clinical Child Psychology Program, and the Associate Director of the Child Maltreatment Solutions Network at Penn State. Her federally funded research focuses on the development of models for the process of resilience for youth exposed to trauma, intergenerational transmission of trauma, the assessment of trauma, the role of emotion regulation and cognitive functioning for youth and families exposed to adversity, and multicultural issues for ethnic minority youth.



Yo Jackson, Ph.D., ABPP

Dr. Jackson is a Fellow of SCCAP and has served as a grant reviewer on several study sections for NIH. She is currently an associate editor for the *American Psychologist* and an associate editor for the *Journal of Consulting and Clinical Psychology*. She also serves as a consulting editor for several other journals including *Evidence-based Practice in Child and Adolescent Mental Health*.

### Candidate Statement

*I believe the focus of our work as clinical child psychologists should be on impact—work that makes an actual difference in the lives of youth. For me, expanding the knowledge base in the field must be directed to findings that allow youth and families to live better lives. Our accomplishments in the field should not be solely an effort to expand our own individual standing but should start with the question of what will be important or different based on my efforts to the youth and families that I serve.*

*I also believe that a professional membership organization like SCCAP should be devoted to facilitating impact in the work of its members. I served as an elected SCCAP Member-At-Large for Membership and Public Interest for six years, overseeing one of the largest periods of growth in SCCAP membership. I was always concerned with “what do members need?” to ensure that they can demonstrate the significance of their work and grow as professionals.*

*As President, my focus will be on increasing support to members by developing systemic and programmatic efforts to increase each member’s capacity to demonstrate the impact of their work on youth and family mental health.*

**Susan White, Ph.D., ABPP**, is Professor and Endowed Chair in Clinical Psychology at The University of Alabama, where she directs the Center for Youth Development and Intervention. Her research focuses on mechanism-driven intervention for co-occurring and core problems in autism.



Susan White, Ph.D., ABPP

In addition to prior work as a clinician in private practice and in residential settings and receiving public recognition for her dedication to mentoring and inclusive education, she is a Fellow of APA, SCCAP, and ABCT, and board-certified in Clinical Child and Adolescent Psychology. She is co-author of several treatment curricula, widely published in high-impact scientific journals, and has co-edited several books, including the *Oxford Handbook of Clinical Child and Adolescent Psychology*. She has been Associate Editor for *JCCAP* since 2016 and is on the editorial board of *EPCAMH*. Dr. White previously chaired ABCT’s Public Education/Media Dissemination Committee, founded and co-chaired ABCT’s Autism Spectrum and Developmental Disorders SIG, and was inaugural editor of the Oxford clinical practice series, *ABCT Series on Implementation of Clinical Approaches*.

### Candidate Statement

*It is an honor to be considered as candidate for President of SCCAP! As your president, my goal is to build upon several prior important initiatives (e.g., reducing stigma for people and families affected by psychological problems) and expand our reach and membership. The outstanding leadership, along with the strong administrative infrastructure and personnel, have established SCCAP as a critical bridge between clinical science and practice. These strengths are why so many of us consider SCCAP the first-line resource for information on evidence-based assessment and intervention and encourage our students to join. I believe we can improve service to members, our profession, and the public. In addition to existing initiatives, I will work to strengthen SCCAP’s diversity, equity, and inclusion (DEI) in our membership and in service, and enhance reach and impact.*

*I want to strengthen sponsored conferences, such as the Future Directions Forum and the MICAMH, leverage social media to draw positive attention to clinical science, enhance DEI content in our journals and conferences (e.g., increasing involvement of scholars from under-represented groups), and build career development opportunities for members. I sincerely hope to serve you and SCCAP in this important and exciting role!*

The President helps steer the division’s direction.

One year each is spent as President-Elect (2022), President (2023), and Past-President (2024).

## SCCAP ELECTION 2021



### CANDIDATES FOR SECRETARY (2022-2024)

**Ashley Anderson, Psy.D., CEDS**, is a Licensed Clinical Psychologist at a private practice called Shift Perspective, P.C., where she is owner/president. In her practice, she works primarily with children, adolescents, and young adults (up to age 40 years). She also conducts psychological assessments for those populations.



Ashley Anderson, Psy.D.

Anderson graduated from the Clinical Psy.D. program at the Illinois School of Professional Psychology, Argosy University, Chicago. Throughout graduate school, she had the opportunity to train at various facilities, including an outpatient center, foster care facility, and a therapeutic day school. While attending school, she also worked at a residential treatment facility and as a psychometrician.

#### Candidate Statement

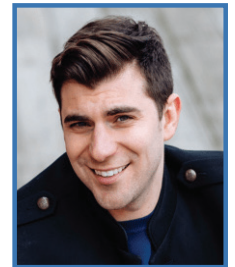
*I am interested in the Secretary position of SCCAP for the 2022-2024 term. I believe continuously learning and giving knowledge to the community are important parts of my job. I have furthered my knowledge through regular continuing education workshops, as well as becoming a Certified Eating Disorders Specialist (CEDS) through the International Association of Eating Disorders Professionals (IAEDP).*

*To spread knowledge to the community, I have written articles for the National Register website. With so much information online, I want to write articles that convey research results to those that do not have the exposure to them in journals or studies.*

*I am an active member of SCCAP, APA, and the Illinois Psychological Association. Also, I am a member of the National Register and IAEDP. I would like to further my involvement in psychological agencies. I believe this position requires organization, attention to detail, and knowledge of applied services to the child and adolescent population. I have past experience of being part of a small group who organized one of the state's yearly psychological conventions. For that experience, I diligently kept notes, reached out for presenters, and collaborated in creating parts of the convention.*

*I am confident that my experiences have provided me with the skills necessary for the Secretary position.*

**Michael Meinzer, Ph.D.**, is an Assistant Professor at the University of Illinois at Chicago (UIC) and Director of the Young Adult and Adolescent ADHD Services Lab as well as the Director and Co-Founder of the SUCCEEDS College ADHD Clinic at UIC.



Michael Meinzer, Ph.D.

Meinzer is a principal investigator on a school-based depression prevention trial for adolescents with ADHD in an urban school district (MH117086; MPI: Meinzer & Chronis-Tuscano). He received CHADD's 2016 Young Scientist Research Award and was a 2017-2018 NIMH CHIP's Fellow.

Additionally, he serves on the Editorial Board for the *Journal of Attention Disorders* and is a Consulting Editor at the *Journal of Consulting and Clinical Psychology*. He is also a Consulting Editor of APA's *Clinician's Research Digest* where monthly he provides "digestible" summaries of empirical articles that are disseminated to clinicians.

#### Candidate Statement

*I would be honored to serve as SCCAP Secretary where I could give back to an organization that has helped to shape my career in child and adolescent clinical science.*

*Particularly, I am excited about the Secretary's role as Co-Chair of the Child Action Committee. I believe my training and experience as a principal investigator on community-based research would prove beneficial in reviewing proposals for programs to advance the dissemination of evidence-based practices and increase community outreach. In addition to fulfilling the required duties of SCCAP Secretary,*

*I would also be interested in increasing efforts to improve the diversity (i.e., by race, ethnicity, sexual orientation, gender identity) of prospective clinicians and researchers entering our field. By raising awareness of training opportunities made available by members of this division of APA, I hope to increase the number underrepresented students pursuing careers in clinical psychology.*

*Thank you for your time and consideration of my nomination.*

**Vote for the following SCCAP Board Member positions between April 15 – June 1.**

**Watch your email for a voting link from APA!**



## CANDIDATES FOR MEMBER-AT-LARGE: MEMBERSHIP (2022-2024)

**Chrissy Cammarata, Ph.D.**, is a board-certified psychologist at Nemours/AI duPont Hospital for Children and Clinical Assistant Professor of pediatrics at the Sidney Kimmel Medical College, Thomas Jefferson University. Dr. Cammarata is the Clinical Director of the Clinical Child and Adolescent Program in the Division of Behavioral Health. She works with youth with eating disorders and is involved in training new therapists to use empirically supported treatments. She serves on the board of SCCAP and has authored several book chapters in the areas of eating disorders, and adjustment to hospitalization.



Chrissy Cammarata, Ph.D.

### Candidate Statement

*It has been an honor to serve as SCCAP's Member at Large, Membership. I continue to be passionate about serving early-career members and facilitating changes in programming that would increase benefits for new professionals and trainees. I would be honored to continue to represent our membership base. My goal is for SCCAP to feel like a professional home to all of our members, and I would love to keep working to make this a reality.*

*I look forward to continuing to support our students. Working with our student representatives, we identified barriers to participation in surveys and membership renewal. As such, we saw an increase in our student membership by focusing on benefits that mean most to our trainees, such as the student listserv, virtual mentoring events, awards, and webinars. We are also working with training programs to promote membership, and create programming and a liaison leadership role for trainees.*

*I plan to continue to increase our membership committee involvement and we are working together to further initiatives including organizing local mentorship and networking events, developing conference and training events of interest to our new psychologist colleagues. I am also working to facilitate opportunities for ECP leadership in current and novel SIGs.*

*As a board member, I plan to continue being available for meetings and conferences, and to make communication and dependability a priority in representing my peers. I value volunteer service, and I take my commitments seriously. I would be delighted to attend local and national events in order to promote the interests of my peers and further develop my skills as a leader. Thank you for your consideration.*

**Rafaella Sale, Ph.D.**, is a recent Ph.D. graduate from the University of Texas at Austin. This year, she completed internship at the UCLA Semel Institute for Neuroscience and Human Behavior. Before beginning her doctorate, she was employed as a masters-level psychologist and federal grant research coordinator for school mental health programming. Sale's clinical training experiences have allowed her to specialize in both pediatric neuropsychology and behavioral therapies (e.g., PCIT).



Rafaella Sale, Ph.D.

Sale's research interests include methods for improving the acceptability of evidence-based practices when delivered by real-world clinicians. Recent research projects have included supervision practices and clinicians' use of measurement feedback systems to guide care. Currently, she is applying to postdoctoral positions for the 2021 cycle.

### Candidate Statement

*My long-term professional goals include continued investment in training initiatives for masters-level mental health clinicians. These individuals serve the greatest number of children with often the most complex symptom profiles. Because of their ubiquity and access point to families, masters-level clinicians deserve enhanced support and training in order to lessen the burden associated with workload. How to infuse psychological science into the solutions accessed by this workforce is what some implementation scientists are attempting to solve.*

*While continuing to contribute to this literature, I'd also like to be involved with dissemination efforts where SCCAP is currently leading the charge. I've participated in leadership positions for similar local organizations, and now I aim to broaden my involvement to the national level.*

**Vote for the following SCCAP Board Member positions between April 15 – June 1.**

**Watch your email for a voting link from APA!**

## SCCAP ELECTION 2021



### CANDIDATES FOR COUNCIL OF REPRESENTATIVES (2022-2024)

**Tim Cavell, Ph.D.**, is Professor in the Department of Psychological Science at the University of Arkansas. His work focuses on selective interventions involving parents, teachers, or mentors and designed for children who are highly aggressive or chronically bullied at school. He has published over 60 articles



Tim Cavell, Ph.D.

and chapters as well as two books, *Working with Parents of Aggressive Children: A Practitioner's Guide* (APA, 2000) and *Anger, Aggression, and Interventions for Interpersonal Violence* (Erlbaum, 2007).

Dr. Cavell's work has been funded by the Institute of Education Sciences (IES) and the National Institute on Drug Abuse (NIDA). He is Co-Investigator on HRSA-funded GPE grants used to train doctoral graduates to provide integrated behavioral health care (IBHC) to vulnerable and underserved populations.

Dr. Cavell was previously Chair of the Council of University Directors of Clinical Psychology Programs (CUDCP) and on APA's Board of Professional Affairs (BPA). He recently chaired APA's Task Force to Delineate Competencies for Students Completing Master's Level Programs in Health Service Psychology. He is currently on the Research Advisory Council for Big Brothers/Big Sisters of America and a member of the Research Board for the National Mentoring Resource Center.

#### Candidate Statement

*I am a clinical child and adolescent psychologist whose work involves the development and implementation of school-based prevention programs. I am a member of both APA and SCCAP. My professional activities have included clinical supervision, doctoral research training, undergraduate teaching, clinical practice, professional consultation, and advocacy for graduate education. I teach graduate courses in psychotherapy and psychosocial interventions for children, parents, and families.*

*For the past two years, I have represented SCCAP on APA's Council of Representatives (COR), and I look forward to the opportunity to serve once more as your Council representative from SCCAP. Thank you for your consideration.*

**Doug Tynan, Ph.D., ABPP**, is the Coordinator for Mental Health Education for the American Diabetes Association. As a health and child psychologist he has more than 30 years experience at AI duPont Hospital for Children and Children National Medical Center in both primary care and specialty clinics. His work has focused on implementation of evidence-based



Doug Tynan, Ph.D., ABPP

treatment in order to provide services that are acceptable, accessible and effective. In addition, he has served on State of Delaware and federal HHS advisory boards on health care reform, early childhood programs and Head Start. He is board certified both in Clinical Child & Adolescent Psychology and was the founding co-editor of Clinical Practice in Pediatric Psychology. An SCCAP fellow, his goals are to coordinate with other child focused divisions to encourage APA to support research, training, clinical services and prevention programs for children. Another long-term goal is focused on better coordination of health, mental health, education and social services for children.

#### Candidate Statement

*APA is a complex organization, with boards, committees, and council. Different groups are represented in practice, science, education and public interest. The one committee dedicated to Children and Youth sits in public interest, and I had served there in the past representing Division 54. As in health and mental health care, children and children's services are not always adequately represented. Children are generally healthy, have lower costs, and a small number of APA members work for children, who make up 20% of the population but 100% of the future. I know from my work in health care financing that outpatient treatment of mental health diagnoses is the second highest expense in children's health services, and we should be the leaders there. As health care funding moves toward payment for outcome, psychology should be uniquely positioned to benefit from that emphasis. Implementation of behavioral parenting programs as routine care, adapting brief behavioral therapies to general pediatric settings, and helping to establish psychology-based therapies as first line treatment have been the focus of my career. I have worked at two children's hospitals, for Head Start, and currently consult the American Diabetes Association. In Council I will represent the interests of SCCAP, work with other child focused divisions and our colleagues who provide evidence-based therapy for other age groups. As we move forward it is critical to advance our science and practice, and to make sure that the needs of children and parents are well represented.*

**Vote for the following SCCAP Board Member positions between April 15 – June 1.**

**Watch your email for a voting link from APA!**



## 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*, continues to do well! We have nearly doubled the number of downloads from 2019 to 2020. This tells me the journal is providing an important service for our members.

We will have four special issues/sections coming out over the next year:

- Quality Improvement for Acute Trauma-Informed Suicide Prevention Care
- Evidence-Based Practice in Mental Health Interventions for Youth with Autism Spectrum Disorder (ASD) and Intellectual and Developmental Disabilities (IDD)
- Advancing Equity in Child and Adolescent Mental Health Services
- Acute, Intensive, and Residential Mental Health Services for Youth

If there are particular topics you would like to see covered in the journal, please send me an email. As a reminder, I am particularly eager to receive QI manuscripts. QI is the “clinician’s research methodology.” Detailed guidelines on preparing a QI article can be found in our overview article, Volume 4, Issue 4 (<https://doi.org/10.1080/23794925.2019.1685417>).

During this very challenging year, I remain ever grateful for our really terrific managing editor, Ms. Barb Myers and associate editors, Drs. Jon Weinand and Jill Ehrenreich-May, and our amazing Editorial Board, who are providing timely, constructive reviews. I am pleased to say that the number of submissions continue to climb for EPCAMH, fulfilling our mission of *Meliora*, “*ever better!*”



Mary A. Fristad, Ph.D., ABPP

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

## DIVERSITY, EQUITY, AND INCLUSION IN ISSUE 1 OF JCCAP'S 50<sup>TH</sup> VOLUME

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

With publication of its 50<sup>th</sup> volume, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)* reaches an important milestone in 2021. The journal’s storied history of seminal, influential publications cements its standing in the larger discipline of youth mental health. Importantly, journals serve as archives of what we as scholars in a discipline currently know in the service of benchmarking our gains: what we all learn in the future. From time to time, these archives reveal gaping holes in our knowledge about key issues, and they remind us how much we have left to learn.

Two editorials in JCCAP’s first issue of 2021 illustrate this larger point:

- First, in my role as Editor, I have had the distinct pleasure of working with an emerging cadre of scholars whose areas of expertise focus on matters relevant to Diversity, Equity, and Inclusion (DEI) in mental health research. I am thrilled to see the first product of their efforts come out in JCCAP. This editorial outlines a vision for addressing issues surrounding antiracism in graduate programs in our discipline: [http://bit.ly/JCCAP\\_ANTIRACISM](http://bit.ly/JCCAP_ANTIRACISM)

- Second, a 2017 Future Directions piece by Shawn Jones and Enrique Neblett ([http://bit.ly/JCCAP\\_JonesNeblett](http://bit.ly/JCCAP_JonesNeblett)) recommended areas of growth in research on racism-related stress in youth mental health. This article had a profound effect on me as an Editor, in light of the roles that leadership at journals like JCCAP play in providing spaces for research on topics that have been historically under-represented in mainstream journals (see also [Roberts et al., 2020](#)). Thus, this issue also includes an editorial I wrote at the advent of my second term as JCCAP’s Editor, which outlines our plans for sharing the journal’s power with scholars whose areas of expertise focus on DEI and their links to youth mental health:

[http://bit.ly/JCCAP\\_TEAMSCIENCE](http://bit.ly/JCCAP_TEAMSCIENCE)



Andres De Los Reyes, Ph.D.

**JCCAP publishes articles on intervention techniques for use with clinical child and adolescent populations, training in clinical psychology and child advocacy.**

## IN FOCUS



### ADDRESSING YOUTH MENTAL HEALTH CONCERNS AND SUICIDE RISK DURING COVID-19

By John Ackerman, Ph.D. and Jennifer Reese, Psy.D.  
Nationwide Children's Hospital

The COVID-19 pandemic and associated mitigation efforts have affected millions of young people worldwide. How young people connect with family and friends, how they are educated, and how they engage within their communities have undergone considerable transformation. Furthermore, these abrupt and unexpected changes occurred against a backdrop of socio-political unrest and repeated episodes of racial injustice disproportionately impacting BIPOC and LGBTQ youth. Initial findings, though complex with respect to mental health outcomes, suggest an increase in youth anxiety and depression symptoms linked to underlying vulnerabilities and pandemic-related life changes (Hawes et al., 2021).

Additionally, there has been concern that suicidal thoughts and behaviors among youth which had already been steadily increasing for over a decade (Curtin, 2020) would worsen. Suicide-specific data examining changes during the pandemic are sparse. Hill and colleagues (2020) found that within a pediatric emergency room setting, youth suicidal ideation and attempts were significantly elevated across some but not all months during the COVID-19 pandemic, compared to 2019 rates. Most reports of suicide rate increases during the pandemic are anecdotal or reflect local data consisting of small samples. Unfortunately, national statistics from the CDC regarding youth suicide rates will be unavailable for over a year. In the absence of reliable data, there is still much we can do to support vulnerable youth and families.

#### Understanding Risk Factors

Understanding risk factors for youth suicide can help us to identify and support those most at risk if the pandemic exacerbates underlying vulnerabilities. A meta-analysis by Cha and colleagues (2018) identified key biopsychosocial domains associated with a young person's subsequent risk of dying by suicide. These include age, male gender, Indigenous status, distress related to sexual orientation or gender identity, victimization or bullying, a history of maltreatment/abuse, family conflict, diagnoses associated with negative affect, family history of suicidal behavior, substance use disorders, impulsive aggression, limited social communication, non-suicidal self-injury, exposure to suicidal behavior through peers or media, access to lethal means, perceptions of self as worthless or a burden, social isolation, and hopelessness. In one of the few studies to compare child versus adolescent risk factors, Sheftall and colleagues (2016) found that youth under the age of

12 who died by suicide were more likely to be Black, male, diagnosed with ADHD, use hanging/suffocation as a method, and experience family conflict than teens who were more likely to be White, to be diagnosed with depression/dysthymia, and to have experienced a breakup.

Many children and adolescents will navigate the pandemic with minimal distress or display transient symptoms. But others will experience acute symptoms that are impairing and pose substantial safety concerns. We highlight a few of the pathways that may lead to increased suicide risk. The pandemic poses great potential for discord within the home environment, financial stress and other vulnerabilities, and disruption of routines and supportive relationships. Minority youth are particularly vulnerable given that they and their families are at higher risk of exposure to the virus, highly visible incidents of racism and dehumanization, and disparities with access to quality health care (Gati et al., 2020). Furthermore, LGBTQ youth experience the added stress of spending increased time in a home environment that may be invalidating (Silliman Cohen & Bosk, 2020). Overall, it is important to understand community level risk factors and to be more proactive in identifying and treating those at heightened suicide risk.

#### Strategies

A range of strategies can help mitigate youth suicide risk. Providers should consider using standardized screening tools, such as the Ask Suicide-Screening Questions (ASQ) and in the event of a positive screen employ risk assessment measures like the Columbia Suicide Severity Rating Scale (C-SSRS), with a broader range of young patients than they may have included in the past. Despite certain challenges, telehealth offers unique opportunities to help manage at-risk youth. Given that the practitioner and patient are in separate locations, it is important to obtain the address of where the patient is currently located in case of emergency. Additionally, the practitioner should take note of who is currently co-located with the patient and identify an emergency contact. Confirming the contact for each session is important because the availability of trusted adults may shift due to work arrangements, illness, or unforeseen circumstances. Lastly, proactively establishing a plan to reestablish contact if the telehealth session is disconnected will assist in navigating a crisis.

When suicidal thoughts or behaviors have been disclosed, collaborative safety planning is critical to reduce potential

*continued next page...*



John Ackerman, Ph.D.



Jennifer Reese, Psy.D.



## ...cont'd RISKS DURING COVID-19

self-harm and to inform subsequent intervention. Developing a safety plan via telehealth is much like in-person safety planning except with a host of [accommodations](#) that can improve effective implementation.

Of note, previously identified safe places or people, certain coping skills, or methods of distraction may not be accessible during the pandemic. If utilizing a telehealth platform that permits screen sharing or a white board, use these tools to engage the patient and document the safety plan together. Consider having the patient give you a tour of spaces they like to spend time in their home, which will familiarize you with their surroundings and offer insights into safety concerns (e.g., access to lethal means) as well as coping resources. Telehealth also affords us the opportunity to have patients practice skills and rehearse plans in the setting in which it will occur should a crisis arise. Lastly, ensure the youth has ready access to their safety plan. Mobile apps are often ideal for youth with cell phones (e.g., MoodTools, Stanley-Brown Safety Plan).

Finally, engaging youth in the reasons for living section of a safety plan can be highly interactive via telehealth. Options include having a patient devise a hope box (or other tangible item) that contains reminders of their reasons for living or content they find uplifting, such as pictures, poems, inspirational quotes, etc. Have your patient share these items with you, holding them up to the screen, and sharing what it is about that particular object that they find comforting or helpful.

In summary, we know young people and their families have been through a lot in the past year. Some will experience acute distress and suicidal thoughts and behaviors. We can be prepared to identify and support risk early by attending to risk factors, using effective assessments, and using evidence-based approaches to suicide care. By doing these things, we increase the chances that young people have the chance to create value-driven lives that may have paused but did not end.

For more information or resources regarding suicide prevention, visit [www.suicidology.org](http://www.suicidology.org), [www.afsp.org](http://www.afsp.org), or [www.sprc.org](http://www.sprc.org). If you or a young person are feeling suicidal, help is always available. Please consider reaching out to any of the following suicide prevention partners:

National Suicide Prevention Lifeline 1-800-273-8255  
Trevor Project at 1-866-488-7386  
Trans Lifeline at 1-877-565-8860  
Crisis Text Line by texting “START” to 741-741



## References

- Hawes, M. T., Szenczy, A. K., Olino, T. M., Nelson, B. D., & Klein, D. N. (2021). Trajectories of depression, anxiety and pandemic experiences; A longitudinal study of youth in New York during the Spring-Summer of 2020. *Psychiatry Research*, 298, 113778. Advance online publication.
- Curtin S. C. (2020). State Suicide Rates Among Adolescents and Young Adults Aged 10-24: United States, 2000-2018. *National vital statistics reports: from the Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System*, 69(11), 1–10.
- Hill, R. M., Rufino, K., Kurian, S., Saxena, J., Saxena, K., & Williams, L. (2020). Suicide Ideation and Attempts in a Pediatric Emergency Department Before and During COVID-19. *Pediatrics*, e2020029280. Advance online publication.
- Cha, C. B., Franz, P. J., M Guzmán, E., Glenn, C. R., Kleiman, E. M., & Nock, M. K. (2018). Annual Research Review: Suicide among youth - epidemiology, (potential) etiology, and treatment. *Journal of child psychology and psychiatry, and allied disciplines*, 59(4), 460–482.
- Sheftall, A. H., Asti, L., Horowitz, L. M., Felts, A., Fontanella, C. A., Campo, J. V., & Bridge, J. A. (2016). Suicide in Elementary School-Aged Children and Early Adolescents. *Pediatrics*, 138(4), e20160436.
- Silliman Cohen, R. I., & Bosk, E. A. (2020). Vulnerable Youth and the COVID-19 Pandemic. *Pediatrics*, 146(1), e20201306.
- Gati, S. B., Bloomhardt, H. M., & McArthur, E. A. (2020). COVID-19: Widening Health Disparities Among Pediatric Populations. *American journal of public health*, 110(9), 1358–1359.

Be prepared to identify and support risk early by attending to risk factors, using effective assessments, and using evidence-based approaches to suicide care.

## ABIDIN AWARDS



### DYLAN GEE RECEIVES SCCAP'S 2020 RICHARD ABIDIN EARLY CAREER AWARD AND GRANT

By Jennifer Hughes, Ph.D., MPH  
*InBalance* Newsletter Editor



Dylan Gee, Ph.D.

The Richard “Dick” Abidin Early Career Award and Grant recognizes and extends the work of an early-career psychologist in psychopathology, prevention, assessment, treatment, or public policy relative to child and adolescent development or mental health.

SCCAP awarded Dylan Gee, Ph.D., the 2020 Richard “Dick” Abidin Early Career Award and Grant in Clinical Child and Adolescent Psychology. The Abidin Award and Grant is intended to 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.

Dr. Gee is an Assistant Professor of Psychology at Yale University, with secondary appointments in the Department of Psychiatry and Child Study Center. She completed her graduate training at the University of California, Los Angeles, and her pre-doctoral internship at the New York Presbyterian Hospital/Weill Cornell Medical College. Her program of research examines neurodevelopmental changes related to emotional learning and regulation, influences of early-life stress, and risk for anxiety and stress-related disorders.

Dr. Gee has discovered fundamental changes in frontoamygdala connectivity that underlie the development of emotion regulation, and her work has identified influences of caregivers and early-life stress in shaping frontoamygdala development and mental health. Her NIH- and foundation-supported studies examine novel hippocampal-targeted interventions for fear reduction, and she is mapping hippocampal-frontoamygdala circuits across development with the long-term goal of optimizing treatment for anxiety and stress disorders as a function of age. This work has critical implications for informing the timing and type of early intervention and prevention strategies across the many disorders in which this circuitry is implicated during development.

Dr. Gee has provided scientific expertise to inform policy and practices related to child mental health, including a legal declaration that was cited prominently in the ruling that the U.S. government must provide mental health services to all migrant families separated at the U.S.-Mexico border. She wrote the guidelines included in the case for intervention and care for families and children who were separated, and her declaration played a central role in the ruling that the government must provide mental health services.

In addition to her formal policy work, Dr. Gee has engaged in advocacy to promote youth mental health, including developing materials for and coordinating a large-scale effort to disseminate research on child development for the 2018 Families Belong Together march in Washington, D.C. Her work has been featured widely in the press, including by PBS, NBC, *Newsweek*, and the *Washington Post*.

Dr. Gee plans to use the \$20,000 grant from the Abidin Early Career Award to examine more precisely key features of early-life stress that may differentially relate to frontolimbic development and mental health outcomes. Support from the Abidin Award will allow her to incorporate a more nuanced assessment of early-life stress into one of her lab’s primary studies, allowing for a rich investigation of the associations between factors including developmental timing, type, caregiver involvement, predictability, and controllability of stress exposure with outcomes across multiple levels including frontolimbic development, behavior related to emotional learning and regulation, and internalizing and externalizing psychopathology.

Dr. Gee’s lab aims to recruit a racially, ethnically, and socioeconomically diverse sample, particularly given the disproportionate impact of childhood adversity on Black and Latinx youth and youth living in low-income households. With support from the Abidin Award, Dr. Gee and her lab will expand recruitment efforts, translate study materials into Spanish to increase access and inclusion for monolingual Spanish-speaking families, and continue to build equitable partnerships with youth and families in the New Haven community.



## ABIDIN EARLY CAREER RESEARCH AWARD UPDATE

By Anna Van Meter, Ph.D.  
2018 Abidin Award Winner

Being selected for the Richard “Dick” Abidin Early Career Award and Grant was a great honor. I strongly support the mission of SCCAP and it has been my professional home since graduate school – being recognized by this group meant a lot to me and has motivated me to make the most of this award.

The study I proposed as part of my award application aimed to use novel, technology-based methods to characterize mood symptoms in adolescents at risk for bipolar disorder (BD). Specifically, I was interested in using digital phenotyping – the “moment-by-moment quantification of the human phenotype in situ” using data collected through individuals’ smartphones (Torous et al., 2016) – to characterize the phenotype of BD in youth. Digital phenotyping has been used successfully to identify the onset of depression in young adults, and to classify adults with BD based on their activities, phone calls/texts, and sleep. Digital phenotyping has potential advantages over traditional methods of assessment like self-report and interview, including the fact that the data offer an objective, low burden way to monitor changes in mental health status continuously. Characterizing the digital phenotype of BD has the potential to significantly improve the accuracy and timeliness of diagnosis and relapse identification.

Receiving the Abidin Award has enabled me to pursue my interest in digital phenotyping in multiple ways. I have evaluated several smartphone apps that collect digital phenotype data and have learned about the data that are collected and how each relates to changes in mood and behavior. Furthermore, I have had the opportunity to collaborate on projects that include other forms of digital data – Google search archives, Facebook, and Instagram posts – that can be used to inform diagnosis and the identification of new onset symptoms.

Together, this work to understand how digital data relate to mental health status provided crucial support for my K23 application to NIMH to study the digital phenotype of BD in youth. The application was funded in summer 2019, giving me the opportunity to pursue this research in a larger cohort of youth, including a comparison group of adolescents. Additionally, the K23 award provides training opportunities for me to learn advanced statistical methods and UX design principles, which will

inform future work in the development of apps to make evidence-based assessment tools more widely available.

To date, I have recruited over 50 participants for the K23 study. Nearly half the participants have been enrolled since the pandemic began, which speaks to the accessibility advantages technology confers and the important role it should play in psychological services moving forward. Furthermore, the onset of the pandemic mid-study created an opportunity to study the impact of social distancing policies and resulting disruption to daily schedules and sleep on both youth with BD and their peers.

I am grateful to SCCAP and to Dick Abidin for the chance to pursue this exciting research and remain committed to the pursuit of work aligned with the mission to “serve children, adolescents and families with the best possible clinical care based on psychological science.”



Anna Van Meter, Ph.D.

Apply to receive  
the \$20,000  
award online at:  
<https://sccap53.org/abidin-early-career-award-and-grant/>  
Deadline is  
December 31.



### SHARE RESEARCH, LEARN, AND NETWORK

Plan to attend the **Future Directions Forum** in Washington, D.C., June 17 – 19, 2021 to help you build your scientific toolbox. At the Forum, a full day is dedicated to offering professional development workshops, as well as small group and one-on-one expert consultations on all aspects of academic work. Many of these events will be webcast online so that those who cannot attend in-person can have access to this content from wherever they are. Learn more at: <https://jccapfuturesdirectionsforum.weebly.com/>

### CALL FOR ABSTRACTS

Deadline April 15. For more information, visit: <https://jccapfuturesdirectionsforum.weebly.com/abstract.html>

## THE STUDENT VIEW



### INTRODUCING STUDENT REPRESENTATIVE NATALIE FINN AND A FOCUS ON STUDENT ENGAGEMENT

By Natalie Finn, SCCAP Student Representative

We encourage student members to contact their student representatives if they have suggestions or ideas for improving existing initiatives or new programming.

It is my pleasure to join (SCCAP leadership team, and to introduce myself as the new SCCAP Student Representative for the 2021-2023 term. I received my B.S. in Human Development from Cornell University, and currently, I am a Ph.D. student in Clinical Psychology at Virginia Commonwealth University, where I work under the mentorship of Dr. Michael Southam-Gerow.

A primary focus of my academic career has been the dissemination and implementation of evidence-based practices for youth. I first began to dive into this area of research at the Child and Adolescent Services Research Center (CASRC) in San Diego, California, where I worked as postbaccalaureate research assistant before graduate school. At CASRC, I was able to work on exciting implementation and program evaluation projects in mental health, child welfare, and substance use treatment settings. I developed a strong passion for increasing appropriate and accessible services for youth, which I carry with me in my graduate studies.

As a graduate student at Virginia Commonwealth University, I have been able to continue my focus on implementation and youth mental health services research, as well as learn first-hand about public policy in the state of Virginia. I have greatly enjoyed working with children, adolescents, and their families in a variety of clinical settings, including community clinics, integrated primary care, schools, and inpatient settings. I am thrilled to serve SCCAP and support a mission that deeply values the integration of science and clinical practice.

**Increasing Visibility.** This year, I look forward to working with my fellow Student Representative, Enitan Marcelle, on increasing SCCAP's visibility and making

SCCAP the go-to professional home for students in clinical child and adolescent psychology.

#### **Providing Mentorship.**

Mentorship and community have been key to my own growth in the field of psychology, and I hope to center these in my work with the Student Development Committee. We will work with our fantastic committee members to continue to advance mentorship opportunities between undergraduate, graduate, early-and late-stage professionals within SCCAP.

**Increasing Membership.** We are also excited to explore strategies related to increasing student membership, with a focus on active engagement. In particular, we would like to increase our reach to undergraduate members. This year, we plan to compile resources specifically for these members (e.g., resources guiding the graduate school application process).

**Organizing an Online Panel.** We will also be organizing online panels geared toward graduate student professional development and applying to internship. Lastly, there will be a continued focus on networking opportunities and use of our social media to keep student members connected during these virtual times!

As always, we encourage student members to contact their student representatives if they have suggestions or ideas for improving existing initiatives or new programming. We look forward to a productive and enriching year!



Natalie Finn  
SCCAP Student Rep 2021-2023  
Virginia Commonwealth University

### RECEIVED YOUR PH.D. OR PSY.D. IN 2020 OR 2021?

**InBalance** will publish the names of SCCAP student members receiving their doctoral degrees in 2020 or 2021 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](mailto:Jennifer.Hughes@utsouthwestern.edu).

Submissions in advance of the Aug. 1, 2021, deadline are encouraged.



## COMMITTEE & COUNCIL UPDATES



### DIVERSITY COMMITTEE UPDATE

By Omar Gudiño, Ph.D., ABPP, Member at Large for Diversity

It's an honor to begin my term as your SCCAP Member-at-Large (MAL) for Diversity. First, I want to thank Erlanger Turner, Ph.D., for his leadership and vision as the previous MAL for Diversity. We are fortunate to have Dr. Turner continuing as Program Chair for the Leadership Education to Advance Diversity (LEAD) Institute. Recently, the LEAD Planning Committee selected 45 impressive 2021 LEAD Fellows and they are currently planning a transformative event that will take place in June.

We also want to thank Nuri Reyes, Ph.D., who led the Awards Subcommittee that recently granted 15 SCCAP Diversity Travel Awards to graduate students and early career psychologists. We had an impressive pool of applicants and are thrilled to be able to support these rising stars! The Diversity Committee is finalizing plans for new awards, educational opportunities, and APA Convention programming focused on diversity, equity, and inclusion.

**What's New for 2021?** The Diversity Committee is excited to begin 2021 with a focus on strategic planning. We are committed to 1) enhancing diversity

and equity across SCCAP's efforts, 2) supporting and engaging members from diverse backgrounds (broadly defined), and 3) creating opportunities for all members to foster cultural humility.

We are fortunate to have Diversity Committee members continuing their service and will be welcoming new members to support our efforts. We recently put out a call for new members and were heartened to receive more than 40 self-nominations! We look forward to capitalizing on this enthusiasm as we work with the SCCAP Board of Directors to develop a roadmap for SCCAP's diversity efforts over the long-term. We will share details of our plans and efforts via the listerv and on [www.SCCAP53.org](http://www.SCCAP53.org) throughout the year.

In the meantime, I welcome your suggestions and comments about ways to improve diversity, equity, and inclusion ([omar.gudino@ku.edu](mailto:omar.gudino@ku.edu)). Here's to partnering with all of you to enhance diversity, equity, and inclusion in clinical child and adolescent psychology!



Omar Gudiño, Ph.D., ABPP

The Diversity Committee is excited to begin 2021 with a focus on strategic planning.

### COUNCIL OF REPRESENTATIVES REPORT

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

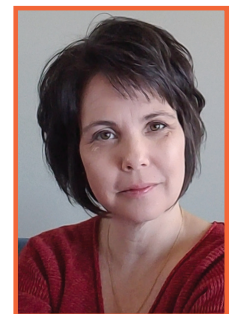
APA's Council of Representatives met Feb. 25 – 27, 2021. We heard Dr. Jennifer Kelly's Presidential Address as well as updates from APA's CEO, Dr. Arthur Evans. APA has been actively engaged with Congress and federal agencies to address the COVID-19 pandemic and efforts to reduce racial and ethnic disparities in vaccine dissemination and treatment. In keeping with this priority, Council passed a resolution on Anti-Racism, entitled, *Harnessing Psychology to Combat Racism: Adopting a Uniform Definition and Understanding*. Council also voted to adopt as policy resolutions that oppose mental health interventions focused on forced sexual identity and gender identity change efforts. Results for all three of these resolutions were nearly unanimous.

After considerable discussion, Council approved proposed APA Standards on Accreditation for master's programs in health service psychology (clinical, counseling, school). Implementing regulations for master's programs are currently under development and will be released for public comment later this year.

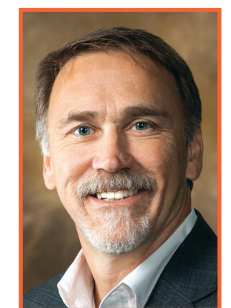
Prior to concluding its meeting, Council also voted to adopt as policy Professional Practice Guidelines for Evidence-Based Psychological Practice in Health Care Settings. These guidelines were designed to improve population health, increase access to services, and reduce health disparities, especially among underrepresented groups.

Importantly, this past Fall, full APA members voted to approve special membership status and voting privileges for graduate students. Members also approved Council voting privileges for the representative from each of the three Ethnic Minority Psychological Associations (EMPAs). This February, EMPA representatives participated in the Council voting process for the first time.

Looking forward, APA is evaluating how it will run future Annual Conventions and other meetings. Notably, significant cost savings were reported from holding the convention virtually last August, and currently all meetings scheduled for 2021 are likely to be held virtually.



Mary Louise Cashel, Ph.D., ABPP



Timothy A. Cavell, Ph.D.

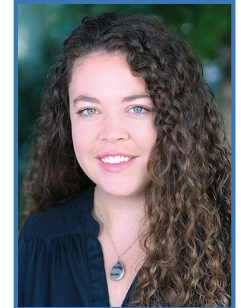
## ANNUAL APA CONVENTION



### THE COUNTDOWN IS ON! “SEE” YOU AT APA 2021

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.

**APA 2021  
programming  
will be 100%  
virtual.**

**Questions,  
comments, or  
hopes about APA  
2021?**

**Email us at:  
[apaconvention@  
sccap53.org](mailto:apaconvention@sccap53.org).**

We are so excited for the APA 2021 Convention this upcoming August, especially after reviewing the high-quality, thought-provoking proposals our members submitted. Like last year, SCCAP and all of the APA Divisions will be presenting 100% virtual programming, and we will hear more in May from APA about the exact structure and platform of our 2021 Convention. We are aiming to capitalize on the strengths of remote, on-demand connection and education, and build on our experiences last year to create even more compelling content for our members.

As you begin planning your conference “going” for the rest of 2021, we would love to share a sneak peek at some of the programming you can expect from SCCAP. This year, we plan to share symposia and skill-building sessions focused on a number of topics on many of our minds these days, including tele-assessment, digital mental health interventions, and treatment delivery in the context of COVID-19 precautions. Furthermore, we are looking forward to sharing presentations regarding effective and novel approaches to clinical practice with children and adolescents with ADHD, pediatric mood disorders, or in the context of custody disputes. We expect continuing education credit to be offered by APA for several of these presentations.

We’d like to highlight three events we think will spark meaningful conversations among SCCAP members.

- 1) We are pleased to announce that Riana E. Anderson, PhD, has accepted our invitation to give an address. Dr. Anderson is an Assistant Professor in the Department of Health Behavior and Health Education at the University of Michigan’s School of Public Health. She uses mixed methods in clinical interventions to study racial discrimination and socialization in Black families to reduce racial stress and trauma and improve psychological well-being and family functioning.
- 2) We will also be presenting an invited address from Farzana T. Saleem, Ph.D. Dr. Saleem is an Assistant Professor in the Graduate School of Education at

Stanford University. Dr. Saleem uses a strengths-focused and community-based lens in her research to study contextual nuance in the process and benefits of ethnic-racial socialization. She also explores factors in the family, school, and community contexts that can help youth manage the consequences of racial stress and trauma.

- 3) Our SCCAP president, Michael Southam-Gerow, Ph.D., will hold a panel with three SCCAP award winners selected from 2020 and 2021 (panel participants TBA). Each award recipient will present key takeaways from their area of expertise and discuss future directions for child and adolescent clinical psychology.

We could not fit everything we’d love to tell you about APA 2021 in this article. Our programming decisions will be finalized at the end of March, so please do check the official APA and [www.sccap53.org](http://www.sccap53.org) for all of the details. Also, all of the APA 2020 programming is still available through August 1 at: <https://convention.apa.org/>.

Finally, we would like to thank the reviewers who contributed their time and expertise to evaluating all proposals for inclusion in SCCAP’s APA 2021 programming: Marie L. Gillespie, Ph.D., JC Gonzalez, BS, Yessica Green-Rosas, BA, Sabrina Liu, Ph.D., and Ilana K. Moss, Ph.D.. Your thoughtful reviews helped us put together a high-quality, interesting slate of presentations for this year’s convention

**Questions, comments or hopes about APA 2021?**  
Email us at [apaconvention@sccap53.org](mailto:apaconvention@sccap53.org).



**SAN DIEGO AUGUST 12-15**

## HGAPS BRIDGES THE GAP

Helping Give Away Psychological Science (HGAPS) is a student-based non-profit (501c3) national service organization dedicated to helping the best information about psychological science reach the people who would benefit. By creating and spreading accessible and free resources, HGAPS bridges the gap between students, clinicians, researchers, and the public and improve

the next generation of training with tools that help practitioners and researchers.

Dr. Mian-Li Ong and Dr. Eric Youngstrom at the University of North Carolina at Chapel Hill founded HGAPS in 2016. Since then, many chapters of HGAPS have started across the country, collaborating with organizations and people across the globe.



HGAPS is a student-based non-profit dedicated to helping the best information about psychological science reach the people who would benefit.

SCCAP Intern Lang Duong, from the University of North Carolina Chapel Hill, provides Wikipedia training for new members of the HGAPS group. Learn more at: [www.HGAPS.org](http://www.HGAPS.org)



## JOIN SCCAP TODAY AND GAIN ACCESS TO:

- **WEBSITES** including *SCCAP53.org* and *effectivechildtherapy.com*
- **JOURNALS** *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health*
- **INBALANCE NEWSLETTER**
- **FUNDING OPPORTUNITIES** including the Abidin Early Career Grant and Routh Dissertation Grant
- **CONTINUING EDUCATION CREDITS** sponsored by SCCAP
- **USEFUL LISTSERVS** includes a members-only and a student-only listserv
- **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  
2021 BOARD OF DIRECTORS**

**President**

Michael Southam-Gerow, Ph.D.  
Virginia Commonwealth University  
[masouthamger@vcu.edu](mailto:masouthamger@vcu.edu)

**Past President**

Stephen Hinshaw, Ph.D.  
University of California, Berkeley  
[hinshaw@berkeley.edu](mailto:hinshaw@berkeley.edu)

**President Elect**

Anna Lau, Ph.D.  
University of California, Los Angeles  
[alau@psych.ucla.edu](mailto:alau@psych.ucla.edu)

**Secretary (2019-2021)**

Anna Van Meter, Ph.D.  
Zucker Hillside Hospital  
[avanmeter@northwell.edu](mailto:avanmeter@northwell.edu)

**Treasurer (2017-2022)**

David A. Langer, Ph.D., ABPP  
Boston University  
[dalanger@bu.edu](mailto:dalanger@bu.edu)

**APA Council Rep. (2018-2021)**

Timothy A. Cavell, Ph.D.  
University of Arkansas  
[tcavell@uark.edu](mailto:tcavell@uark.edu)

**APA Council Rep. (2020-2022)**

Mary Louise Cashel, Ph.D., ABPP  
Southern Illinois University  
[mcashel@siu.edu](mailto:mcashel@siu.edu)

**Member at Large (2021-2023)**

**Diversity**  
Omar Gudiño, Ph.D., ABPP  
University of Kansas  
[gudino.omar@gmail.com](mailto:gudino.omar@gmail.com)

**Member at Large (2018-2023)**

**Education & Standards**  
Tara Peris Ph.D.  
University of California, Los Angeles  
[tperis@mednet.ucla.edu](mailto: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](mailto:cc0077@nemours.org)

**Member at Large (2020-2022)**

**Science and Practice**  
Jill Ehrenreich-May, Ph.D.  
University of Miami  
[j.ehrenreich@miami.edu](mailto:j.ehrenreich@miami.edu)

**JCCAP Journal Editor (2017-2026)**

Andres De Los Reyes, Ph.D.  
Univ. of Maryland at College Park  
[adlr@umd.edu](mailto:adlr@umd.edu)

**EPCAMH Journal Editor (2020-2025)**

Mary A. Fristad, Ph.D., ABPP  
Nationwide Children's Hospital  
[Mary.fristad@nationwidechildrens.org](mailto:Mary.fristad@nationwidechildrens.org)

**APA Convention Program Chair  
(2020-2021)**

Caitlin Sayegh, Ph.D.  
University of Southern California  
[caitlias@usc.edu](mailto:caitlias@usc.edu)

**APA Convention Program Co-Chair  
(2021-2022)**

Miya Barnett, Ph.D.  
University of California Santa Barbara  
[mbarnett@education.ucsb.edu](mailto:mbarnett@education.ucsb.edu)

**Web Editor (2017-2022)**

Stephon N. Proctor, Ph.D., ABPP  
Children's Hospital of Philadelphia  
[WebEditor@SCCAP53.org](mailto:WebEditor@SCCAP53.org)

**InBalance Newsletter Editor (2017-2021)**

Jennifer L. Hughes, Ph.D., M.P.H.  
UT Southwestern Center for  
Depression Research & Clinical Care  
[Jennifer.Hughes@utsouthwestern.edu](mailto:Jennifer.Hughes@utsouthwestern.edu)

**Student Representative (2021-2022)**

Natalie Finn  
Virginia Commonwealth University  
[finnnk@mymail.vcu.edu](mailto:finnnk@mymail.vcu.edu)

**Student Representative (2020-2021)**

Enitan Marcelle  
University of California, Berkeley  
[emarcelle@berkeley.edu](mailto:emarcelle@berkeley.edu)

**Listserv Manager (2018-2023)**

Heather MacPherson Ph.D.  
Brown University  
[listserv@SCCAP53.org](mailto:listserv@SCCAP53.org)

**EffectiveChildTherapy.org Editor (2020-2022)**

John Guerry, Ph.D.  
Home for Anxiety, Repetitive Behaviors,  
OCD, and Related Disorders  
[sccap@sccap53.org](mailto:sccap@sccap53.org)

**Communications Chair**

Regine Galanti, Ph.D.  
Long Island Behavioral  
[rgalanti@longislandbehavioral.com](mailto:rgalanti@longislandbehavioral.com)

**Fellows Chair**

Sharon Berry, Ph.D.  
Children's Minnesota  
Psychological Services  
[Sharon.Berry@childrensmn.org](mailto:Sharon.Berry@childrensmn.org)

**WWW.SCCAP53.ORG**