



INBALANCE

Spring 2023

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Associate Editor: Lindsay Holly, PhD

President's Message

By Yo Jackson, PhD, ABPP

Hi SCCAP members – It's Yo Jackson here – your 2023 President – so happy to reach out to you in this way. I will start by saying how proud I am to serve as the President of SCCAP. It is my honor to serve and I look forward to another fantastic year. The leadership that Dr. Anna Lau provided us in 2022 was outstanding and I hope to follow in her great example.

My focus for SCCAP in 2023 is impact and innovation. As you will soon see from the conference program for the APA convention, all of the presentations are aimed at what is new in clinical child and adolescent psychology, but what is also important – not just statistically significant. It is critical that we as psychologists think about how and in what ways the work we do has a positive impact either on the body of knowledge in the field or on direct recipients, systems of care and clients. It is not enough to think our work is important, but we must also articulate the ways in which our work is actually impactful.

For example, when treating a client, are we asking ourselves, “how is what I am doing serving the client?” – and not just “have the referral issues improved?” Ensuring that the clinical work we do is actually teaching or supporting our clients to make real change and live better lives is important. It should not be an ideal, but a goal that we actively work for in every contact. We should be in the business of providing a service so impactful that it lasts a lifetime.

As researchers, we should also hold ourselves to similarly high standards. We should be innovating our assessments and clearly demonstrating the impact of the science of clinical child and adolescent psychology. We should ask ourselves “Is this research question important with the potential to be impactful?” and not simply rely on the easily available data.

I understand that these clinical and research goals may sound naïve and there are real-world limits that make reaching these goals difficult. But, this is my challenge to you: Do not let what is easy be the goal. Do not let what is hard stop you as professionals from doing the best work for others that you can. Do not just do the work that is straightforward and familiar. Always strive to include innovation and impact into your decision-making either in the lab or with a client. Be the psychologists that change things for the better – work to make our science the best it can be for the larger community of youth and families that need and benefit from what we, and only we, can provide.

You can start today by simply reviewing your practices. Ask yourself if the tools you use, be those for clinic or research, are the very best they can be – not simply the best

available. Are you asking research questions that will really address a problem that needs solving and not simply a gap in the field? One of my least favorite reasons for a given research question is “because it has not been studied before” as this does not suggest we need to know the answer – instead it is important to ask “what difference will the answer to this research question make for the field or others?” If you can answer that question, the work is much more likely to have impact. I too am challenging myself to be more innovative and impactful in my work and I hope you will join me in this journey.

In Focus: Climate Change and Youth Mental Health

By Katherine Crowe, PhD
HARBOR

Climate Change and Mental Health: How Are They Related?

In our present-day world, news reports detail devastation wrought by hurricanes, wildfires, and heatwaves with increasing regularity. These disasters take their toll in countless ways, including on human mental health. Anxiety, grief, anger, and confusion are all already common emotional experiences following extreme weather events (Charlson et al., 2021). Now, we must contend with a future in which the frequency and intensity of such events increase, coupled with anticipation of longer-term changes to our environments that threaten our communities, livelihoods, and lives.

Researchers have begun to document that (1) climate change impacts mental health and (2) this is prevalent, particularly among youth. Young people's attitudes and emotions about climate change were examined in a recent global survey (Hickman et al., 2021). Results highlighted the anger and fear youth ages 16-25 experience about the planet's future, feelings of powerlessness in the face of climate inaction, and a disrupted sense of connectedness to people, places, and traditions. By way of illustration, three-quarters of respondents reported they think the future is frightening, over half believe their family's security will be threatened by climate change, and almost 40% are hesitant to have children.

Climate stressors—whether discrete events like flood, or long-term changes like rising sea levels—can impact mental health across multiple dimensions (Bourque & Willox, 2014; Cianconi, Betrò, & Janiri, 2020; Clayton, 2015). The degree to which a person directly experiences the stressor varies. The individual's own home may be flooded, for instance, but a stressor can still carry great weight if it is experienced vicariously or if one anticipates its future impact. Mental health outcomes can also be time-limited or chronic and range in level of clinical severity. Finally, the causal pathways from stressor to outcome can be direct or indirect. Post-traumatic stress due to the physical danger posed by a flash flood is possible, as are scenarios in which flooding forces a temporary relocation, and the associated loss of community support leads to depression.

Who Is Affected by Climate Threats?

Critically, while everyone will be affected by climate change, not all will be affected equally, with disproportionate vulnerability related to individual, geographic, and

socioeconomic factors. People already oppressed by systemic inequity—including those who are female, non-White, lower-income, unhoused, elderly, or who have pre-existing mental or physical health conditions—may have more limited physical and financial resources, health and community supports, and social capital. In the case of climate change, they are more likely to be in harm's way and more challenged to recover in its wake (Hrabok, Delorme, & Agyapong, 2020).

Children are another at-risk group. Their vulnerability to climate change is multidimensional (for review: Clayton, Manning, Speiser, & Hill, 2021). *Physically*, because of their biological immaturity, children are more susceptible to diseases, malnutrition, and physical stress, which are more prevalent in a climate-impacted world. *Socially*, youth are vulnerable given their dependence on systems of care, such as schools, which are often disrupted following climatic events. *Psychologically*, youth are dependent on consistent adult caregivers for their emotional wellbeing and struggle more with uncertainty that is inherent to climate disruption.

The Clinical Significance (or not) of Climate Distress

Climate distress is real and noteworthy, but is it a cause for clinical concern? There is no categorical answer to this. Distress should never be pathologized without taking into context a young person's idiosyncratic circumstances (Clayton, 2020). In evaluating climate distress, consider variables such as:

- The extent to which they or their loved ones are at unique risk for harm;
- The extent to which their attitudes, behaviors, and decisions differ greatly from similarly aligned peers; and
- The extent to which climate concerns interfere with valued or necessary activities

A more thorough clinical evaluation may be warranted if climate concerns are causing significant impairment in important areas of functioning, prompting behaviors that notably diverge from peers with whom the child shares similar attitudes, preventing joy in activities, or impeding work toward goals.

Clinicians may also find climate concerns present as part of another, established psychiatric presentation. Conditions such as generalized anxiety disorder, major depression, and obsessive-compulsive disorder often 'recruit in' climate concerns to their existing symptom universes. For instance, a teenager with depression may find that climate change is one more reason for him to feel angry and amotivated: "I'm not going to get into college or get a job. The world is ending anyway, so there's no point in trying." An elementary schooler with OCD may worry she's a bad person if she doesn't adhere to the sustainability practices she's learned, and thus she compulsively checks that there is nothing wasted in her family's household.

How to Support Youth in Coping with Climate Emotions

Adult caregivers, friends, teachers, and clinicians can play a central role in supporting youth with climate distress. It is important to make oneself a trusted, approachable source for youth who have questions. It may be helpful to start by examining and addressing one's own possible avoidance of climate change—for many of us, it is a frightening and uncomfortable subject that we might try to distract from because it feels intimidating. Nonetheless, we should familiarize ourselves with the facts of climate change to facilitate honest, accurate conversations.

Adults should also take seriously the concerns voiced by youth about climate change. They should avoid dismissing or minimizing worries, and instead listen and provide validation. From there, one might consider whether and how to provide more information, guided by the child's developmental stage. While older children and adolescents might be able to take part in nuanced climate discussions, even young children can engage with climate concepts, for instance, through experiential activities that help them understand the ecosystems in their own neighborhoods and communities.

Adults can also point children toward actions big and small, reinforcing that they have the capacity to help the environment, and in doing so, also support their own sense of competence, autonomy, and connectedness with their changing world. While some children may innately be interested in taking action, others may cope differently. Though no one "right" way exists in coping with climate distress, one's coping *style* in the face of climate-triggered emotions is arguably more important than the emotions themselves in influencing how successfully one is ultimately able to move forward with their distress (Ojala, 2012). Coping that makes meaning from profound, existentially difficult problems tends to support better mental health outcomes than coping that relies purely on problem-solving or on distraction.

Finally, clinicians specifically can improve their own competence in this area by familiarizing themselves with how climate concerns may typically present in their populations, consulting with other colleagues, and engaging in ongoing training about the confluence of mental health and climate change.

Resources

Learning about climate change

- [ecoAmerica](#)
- [The Climate Reality Project](#)

Talking with young people

- [Talk Climate](#)
- [New York Times](#)

Climate change and clinical psychology

- Climate Psychology Alliance of North America
- Climate Psychiatry Alliance

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SCCAP Elections

SCCAP is pleased to present our slate of candidates—as well as their respective statements—for our upcoming 2023 Executive Committee election.

President-Elect Candidates

Regine Galanti, PhD

I am honored to be considered for the role of President of SCCAP. I currently serve as the Chair of the Communications Committee, which gives me a valuable perspective for the ongoing initiatives of the SCCAP board. My position has allowed me to consider new ideas for how my presidency can serve and benefit SCCAP members. Particularly, my role as a practitioner in private practice gives me a unique perspective on how we can better support our practitioner and early career members.

As SCCAP's Communications Chair, I launched our social media presence, as a way to highlight many of the fantastic research and clinical contributions of our members, as well as to help disseminate evidence-based resources to both the field's workforce and the public. I was also a member of our Clinical Practice Institute planning committee, in which we focused on providing long form training with practical takeaways on the topic of culturally sensitive evidence-based practices for children and adolescents.

As President, I would like to continue this dissemination and training work with an eye towards ensuring that the needs of all our members are being met, from students to seasoned professionals, as well as in all roles from clinician to academic. I would love to focus on increasing participation of our members outside research and academia, to consider their needs and increase their position as stakeholders in our society. I'd like to consider how to best support the "on the ground" clinical workforce in their training and learning, as well as how to best get practitioners up to date research and resources. If elected, I will partner with the executive board to consider how to support all our members, and best involve those who are underrepresented in our society's initiatives: from presentations to awards to projects supporting their needs.

Getting involved in SCCAP has been a wonderful experience, and I hope to continue to build on the meaningful contributions that others have made to child and adolescent evidence-based psychology.

Full Biography

Regine Galanti is a licensed psychologist, and the director and founder of Long Island Behavioral Psychology, a private practice in Nassau County, NY. She specializes in treating anxiety, OCD, and behavior problems in children and teens. She specializes in Cognitive Behavioral Therapy (CBT), and particularly Exposure Therapy, as well as Parent-Child

Interaction Therapy (PCIT). She has a particular interest in using the principles of behavior therapy to individualize treatment for her patients. Dr. Galanti works together with parents, schools, and teachers to optimize treatment for a child. She provides concrete, research-proven strategies to help individuals with generalized anxiety, panic disorder, OCD, social anxiety, school refusal, selective mutism, disruptive behaviors, and ADHD.

Dr. Galanti focuses on dissemination of evidence-based therapies through her service positions, media role, and through her writing. She is the author of *Anxiety Relief for Teens: Essential CBT Skills and Mindfulness Practices to Overcome Anxiety and Stress*, as well as *When Harley Has Anxiety: A Fun CBT Skills Activity Book for Overcoming Worries and Fears*. She has been quoted in The New York Times, The Washington Post, Self Magazine, and BuzzFeed, among others.

Dr. Galanti is an Educational Consultant in the Psychiatry Department of Mount Sinai Hospital. She is the former web editor for the Association for Behavioral and Cognitive Therapies (ABCT), Communications Chair for the Society of Clinical Child and Adolescent Psychology (SCCAP), member of SCCAP's Clinical Practice Institute's planning committee, and a member of the Society for the Science of Clinical Psychology (SSCP)'s Translating Science to Practice committee.

Representative to APA Council Candidates

Joaquín Borrego, Jr., PhD

I am excited about the possibility of serving as an APA Council Representative for the Society for Clinical Child and Adolescent Psychology (SCCAP). It would be an honor to serve as a Council Representative and engage in advocacy that is in line with the SCCAP's mission of enhancing the science of practice of clinical child and adolescent psychology. I am particularly interested in moving forward our continued work related to equity, diversity, inclusion (EDI). Although APA has made some recent strides, there is much work ahead as we strive to make our professional society more inclusive and socially responsive to its members and society.

I will work collaboratively with the Council of Representatives to ensure that APA develops and implements policies that are in line with their mission and new strategic plan, IMPACT. We need to continue our work and focus on diversifying the pipeline from undergraduate to graduate school so our communities may benefit greatly from a more diverse psychology workforce that provides high quality culturally informed, evidence-based assessment and intervention services for children, adolescents, and families. Related, we need to continue our work on being more socially responsive to the needs of our communities. Specifically, we need to be proactive in addressing social conditions (e.g., racism, poverty, transphobia) that contribute to the inequities faced by diverse children, youth, and families.

It would be a great privilege to represent SCCAP on the Council of Representatives as it is vital that the voices and interests of SCCAP members are represented in APA. Thank you for your consideration.

Full Biography

I am a Professor in the School of Graduate Psychology and Associate Dean for Faculty Development in the College of Health Professions at Pacific University. Previously, I served as the Dean for the School of Graduate Psychology. My clinical research interests are in the prevention and early intervention of child maltreatment, the influence of culture of parenting and discipline practices, and the development, implementation, and evaluation of culturally appropriate mental and behavioral health services for ethnic and racial minority children, youth, and families.

Some of my previous national-level professional activities include serving on the Executive Board for APA's Division 37: *Society for Child and Family Policy and Practice* and the Council of University Directors of Clinical Psychology (CUDCP), as well as the APA Fellows Committee. I currently serve on Division 53's Fellows Committee and am a member of the *Task Force for Training Guidelines in Clinical Child and Adolescent Psychology*. I am an APA Fellow in the *Society of Clinical Child and Adolescent Psychology* and the *Society for Child and Family Policy and Practice*.

Stephen Hupp, PhD

The SCCAP Council of Representatives board position calls to me for one simple reason – too few children and adolescents are receiving evidence-based treatments (EBTs). Facing this challenge has been the primary focus of my career, and I've happily observed how SCCAP has been at the forefront of identifying and disseminating EBTs. There are several ways that I regularly promote the science of psychology in my roles as a Professor of Clinical Child and School Psychology and a Licensed Clinical Psychologist. For example, I've conducted EBT-focused research, published EBT-focused books, and provided EBT-focused services as the Mental Health Consultant Coordinator for the East St. Louis Head Start Program. Additionally, as an Editor-in-Chief for *The Encyclopedia of Child and Adolescent Development*, I worked with a large team to disseminate information about the evidence base of several broad aspects of our field. I believe that being a part of something even bigger, like the work done by SCCAP, is the best way for me to help make the most significant long-lasting contributions to the improvement of mental health care provided to youth. Lastly, my experience as a Professor (and the Clinical Child Coordinator) for 20 years in our Master's program puts me in a good position to weigh in on upcoming issues such as the accreditation of Master's programs.

Full Biography

Stephen Hupp, PhD, is a Licensed Clinical Psychologist and Professor of Clinical Child and School Psychology at Southern Illinois University Edwardsville (SIUE). In addition to being Editor-in-Chief of *The Encyclopedia of Child and Adolescent Development* (2020), he has published several books including *Child and Adolescent Psychotherapy* (2018), *Investigating Pop Psychology* (2023), and *Pseudoscience in Therapy* (2023). In 2015 he won the SIUE Great Teacher Award, and in 2018 he won the SIUE Champion for Diversity Award for his applied work at the East St. Louis Head Start program.

Member-at-Large (Diversity) Candidates

Juventino Hernandez Rodriguez, PhD

It would be a great honor to serve as *SCCAP Member-at-Large for Diversity*. My professional career has centered around diversity science, training students of color, providing clinical services to minoritized children and families, and increasing representation within the psychology workforce. I strongly believe in SCCAP's mission to improve the mental health and development of children and families. Particularly, I believe we as an organization can make great strides to help children and families who often encounter barriers to securing affordable, equitable, evidence-based prevention and intervention services. Additionally, I believe we can help empower and train members at all levels on how to incorporate and consider diversity within our professional roles. I strongly believe that as a board member I can help support current SCCAP diversity initiatives (e.g., LEAD Fellows) and develop new mechanisms and opportunities that support diversity, equity, and inclusion. I believe that my experiences as an APA Minority Fellow, APA Advocacy Summit member, and ABCT SIG Leader have given me the necessary skills to help flourish in this role.

Full Biography

Juventino Hernandez Rodriguez, Ph.D., is a bilingual licensed psychologist and assistant professor in the Department of Psychological Science at the University of Texas Rio Grande Valley. His research and clinical interests focus on understanding how Latinx youth and families are impacted by stressful and traumatic events (e.g., peer victimization, trauma, discrimination). Additionally, he is interested in professional development and mentorship to increase Latinx representation in graduate psychology programs. He is actively involved with APA in advocacy efforts to help diversify the psychology workforce, fund minoritized graduate students, and increase access to equitable behavioral and mental health care. He is an APA Minority Fellow and recipient of the APA Cynthia D. Belar Education Advocacy Distinguished Service Award (2016). Currently, he serves as the Latinx Special Interest Group (SIG) Chair of the Association for Behavioral and Cognitive Therapies (ABCT). In the past, he served as a steering committee member for SCCAP's inaugural Clinical Practice Institute.

Nuri Reyes, PhD

In both my research and clinical work, I have made a priority to serve families from diverse backgrounds as these families often encounter numerous barriers when seeking services for their children, including language, stigma, discrimination, and understanding of the medical, and mental health system, and they typically have limited social and financial resources and support. *It would be an honor to be considered for the position of Member-at-Large for Diversity as I hope it will help me continue my commitment to support families and their children from diverse cultural and linguistic backgrounds.* My ultimate goals are (1) to increase knowledge and awareness of the needs and barriers experience by minority families, (2) to help decrease those barriers, and (3) to support and serve members, students and professionals, who serve these families. My previous efforts with the Diversity

Committee have included supporting students and early career professionals to advance their professional development and scientific endeavors when working with underserved families and children. My commitment to serve culturally and linguistically diverse families aligns with SCCAP's commitment to increase efforts around diversity, equity, and inclusion in order to decrease disparities in research and clinical services. My clinical, research, service, and teaching experiences have prepared me to serve as Member-at-Large for Diversity, and *it will be an honor to serve SCCAP members, and to work with SCCAP Board of Directors to support families and children.*

Full Biography

Nuri Reyes, PhD, is an assistant professor in the Department of Pediatrics School of Medicine, at Children's Hospital Colorado, University of Colorado, AMC. She is also a bilingual and bicultural child clinical psychologist, and part of the training faculty at the Department of Pediatrics. She also mentors bilingual psychology trainees to increase culturally informed training for the next generation of psychologists. Additionally, as a member of the SCCAP Diversity Committee, she serves as a Chair of the Diversity Professional Development Award, and she is a past contributor for the Internally Society for Autism Research (INSAR) Cultural Diversity Newsletter. In the last 10 years, both her clinical and research activities have focused on children and youth with neurodevelopmental disorders and their families, and she is interested in understanding Latino families' experiences having a child with autism spectrum disorder in order to increase services and access to evidence-based interventions.

Member-at-Large (Education & Standards) Candidates

Meghan Miller, PhD

I am pleased to be considered for the Member-at-Large, Education and Standards position. I am highly committed to training and education in clinical child and adolescent psychology, as demonstrated by a number of my ongoing professional activities.

My involvement with SCCAP began when I served as the APA Convention Program Co-Chair/Chair (2017-2019), which involved developing convention programming relevant to SCCAP and its diverse members. I subsequently joined the Education and Standards Committee (2020-present) and have served as the Chair of the Routh Dissertation Award and Grant review committee since 2019. Most recently, I took on the role as one of SCCAP's two liaisons to the ABCCAP Clinical Child and Pediatric Psychology Training Council's Training Guidelines Steering Committee and Task Force, contributing to the development of training guidelines in the field of clinical child and adolescent psychology. Thus, I have a track record of commitment both to SCCAP as an organization as well as to training and education within this organization.

I have also demonstrated my commitment to training and education outside of SCCAP. Within the MIND Institute, I serve as the Associate Training Director of the MIND Institute's Clinical Psychology Training Program (doctoral internship and fellowship) and on the Leadership Committee of the MIND Institute's NIMH-funded postdoctoral T32

training program. As the inaugural Chief of Psychology in the Department of Psychiatry & Behavioral Sciences at UC Davis, I have worked to better integrate psychologists, particularly child and adolescent psychologists, into the teaching and training of psychiatrists. These activities have afforded me the opportunity to develop and evaluate curricula across levels of training and to elevate the profession of clinical child and adolescent psychology within a department of psychiatry.

Through my prior involvement with SCCAP, I have gained insight into the structure and functioning of the Board and would be honored to join this exceptional organization as the Member-at-Large for Education and Standards. If elected, I would look forward to building upon the Professional Development webinar series and other CE programs, incorporating input from members on topics of interest; supporting SCCAP's student and early career award programs with a focus on diversity, equity, and inclusion; and continuing to represent SCCAP's interests and members in the development of training guidelines for clinical child and adolescent psychology as a specialty discipline.

Full Biography

Meghan Miller, Ph.D. is an Associate Professor and Chief of Psychology in the Department of Psychiatry & Behavioral Sciences at the University of California, Davis and a faculty member at the UC Davis MIND Institute where she directs a federally-funded clinical research program focused on the early detection and intersection of autism and ADHD. She has received early career awards from the Association for Psychological Science (Rising Star Award), CHADD (Young Scientist Research Award), and the International Society for Autism Research (Young Investigator Award), and serves on the Editorial Boards of several journals, including *Journal of Clinical Child & Adolescent Psychology*, *Evidence-Based Practice in Child & Adolescent Mental Health*, *Research in Child & Adolescent Psychopathology*, and *Clinical Psychological Science*.

Heather Ciesielski, PhD

I am grateful to be considered for the Member-at-Large, Education and Standards position. Education and training have been my great joys in my career. In my faculty position at MCW, I created an evaluation practicum for graduate students interested in psychological assessment in addition to providing training for medical residents in child/adolescent development and ethics. The opportunity to expand training opportunities for students, residents, and fellows was one of the motivators for me in accepting the position at Cincinnati Children's Hospital, and the primary reason I pursued my current position at Purdue University. Service to my institution, profession, and community has always been highly important to me. In my previous institutions I served on committees responsible for upholding educational standards for psychological, medical, and allied health providers, as well as serving as liaison for a collaboration between Cincinnati Children's Center for ADHD and a local school to provide seminars for parents and for continuing education seminars for professionals. This year, I was honored to achieve board certification in Clinical Child and Adolescent Psychology through the American Board of Professional Psychology, with a deep appreciation for the advocacy of SCCAP in their protection of our specialty. Over the years, SCCAP and APA have been a guiding force in setting educational, training, and

professional standards for psychologists and those in training. I believe my skills in this area match well for this Member-at-Large position and it would be my pleasure to be able to further these pursuits through this role.

Full Biography

I am a Clinical Associate Professor in the Department of Psychological Sciences at Purdue University and the Director of the Purdue Psychology Training and Research Clinics. In my current role I provide didactic teaching and direct clinical supervision to graduate students in clinical psychology in their initial practicum placements in child and family treatment and testing and assessment. I received my PhD from Southern Illinois University Carbondale, completed my internship at a community mental health center (now called Centerstone), and completed my postdoctoral fellowship at the Medical College of Wisconsin. Following my fellowship, I joined the clinical faculty in the Child Development Section of the Department of Pediatrics at MCW, with a focus on evaluations and treatment through the School Performance Program. For the past 10 years, I was on the clinical faculty in Behavioral Medicine and Clinical Psychology at Cincinnati Children's Hospital, where my primary role was to provide clinical care through the Center for ADHD. In addition, I engaged in clinical research, primarily examining clinical outcomes and evidence-based treatment for children with ADHD and related symptoms, and in teaching and supervision for graduate students, psychology interns, and medical residents and fellows. For the last six years of my career at Cincinnati Children's Hospital, I was also the co-director of the Summer Treatment Program. I am honored to currently serve as a co-chair of the Bioethics Special Interest Group in the Society for Pediatric Psychology and have a history of service to my professional institutions and organizations.

Top Downloaded SCCAP Journal Articles in 2022

In 2022, SCCAP's journals, *The Journal of Child Clinical and Adolescent Psychology* and *Evidence-based Practice in Child and Adolescent Mental Health*, included many articles offering important research findings and valuable clinical innovations and guidelines. Below are the top 10 downloaded articles for each journal in 2022.

The Journal of Child Clinical and Adolescent Psychology

- 1) Ansar, N., Nissen Lie, H. A., Zahl-Olsen, R., Bertelsen, T. B., Elliott, R., & Stiegler, J. R. (2022). Efficacy of emotion-focused parenting programs for children's internalizing and externalizing symptoms: A randomized clinical study. *Journal of Clinical Child & Adolescent Psychology*, 51(6), 923-939. <https://doi.org/10.1080/15374416.2022.2079130>
- 2) Datta, N., Matheson, B. E., Citron, K., Van Wye, E. M., & Lock, J. D. (2022). Evidence based update on psychosocial treatments for eating disorders in children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 52(2), 159-170. <https://doi.org/10.1080/15374416.2022.2109650>
- 3) Causadias, J. M., Alcalá, L., Morris, K. S., Yaylaci, F. T., & Zhang, N. (2022). Future directions on BIPOC youth mental health: The importance of cultural rituals in the COVID-19 pandemic. *Journal of Clinical Child & Adolescent Psychology*, 51(4), 577-592. <https://doi.org/10.1080/15374416.2022.2084744>
- 4) De Los Reyes, A., Wang, M., Lerner, M. D., Makol, B. A., Fitzpatrick, O. M., & Weisz, J. R. (2022). The operations triad model and youth mental health assessments: Catalyzing a paradigm shift in measurement validation. *Journal of Clinical Child & Adolescent Psychology*, 52(1), 19-54.. <https://doi.org/10.1080/15374416.2022.2111684>
- 5) Price, M. A., & Hollinsaid, N. L. (2022). Future directions in mental health treatment with stigmatized youth. *Journal of Clinical Child & Adolescent Psychology*, 51(5), 810-825. <https://doi.org/10.1080/15374416.2022.2109652>
- 6) Dedousis-Wallace, A., Drysdale, S. A., McAloon, J., Murrihy, R. C., Greene, R. W., & Ollendick, T. H. (2022). Predictors and moderators two treatments of oppositional defiant disorder in children. *Journal of Clinical Child & Adolescent Psychology*, 1-16. <https://doi.org/10.1080/15374416.2022.2127102>
- 7) Oppenheimer, C. W., Glenn, C. R., & Miller, A. B. (2022). Future directions in suicide and self-injury revisited: Integrating a developmental psychopathology

perspective. *Journal of Clinical Child & Adolescent Psychology*, 51(2), 242-260. <https://doi.org/10.1080/15374416.2022.2051526>

8) Richards, J. S., Hartman, C. A., Ormel, J., & Oldehinkel, A. J. (2022). Continuity of psychopathology throughout adolescence and young adulthood. *Journal of Clinical Child & Adolescent Psychology*, 1-14. <https://doi.org/10.1080/15374416.2022.2042695>

9) Willis, H. A., Gonzalez, J. C., Call, C. C., Quezada, D., Scholars for Elevating Equity and Diversity (SEED), & Galán, C. A. (2022). Culturally responsive telepsychology & mHealth interventions for racial-ethnic minoritized youth: Research gaps and future directions. *Journal of Clinical Child & Adolescent Psychology*, 51(6), 1053-1069. <https://doi.org/10.1080/15374416.2022.2124516>

10) Mobach, L., Rinck, M., Becker, E. S., Carl, T., Klein, A. M., Rapee, R. M., & Hudson, J. L. (2022). Facing uncertainty: Interpretation of ambiguous emotional faces in childhood social anxiety disorder. *Journal of Clinical Child & Adolescent Psychology*, 51(6), 955-969. <https://doi.org/10.1080/15374416.2022.2070850>

Evidence-based Practice in Child and Adolescent Mental Health

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Expert Recommendations: Disruptive Behavior in Young Children

Five Helpful Resources from Cheryl McNeil, PhD, ABPP

Cheryl McNeil is a clinical psychologist and leading expert in treating disruptive behavior disorders. She is an internationally renowned expert in Parent-Child Interaction Therapy (PCIT) with an impressive research record evaluating the efficacy of PCIT and Teacher-Child Interaction Therapy (TCIT) across various settings and populations. We asked Dr. McNeil for helpful resources for clinicians and caregivers to use in treating disruptive behavior disorder. Here is her list:

1. [Supporting Caregivers of Children with ADHD: An Integrated Parenting Program, Therapist Guide](#) by Andrea Chronis-Tuscano, Kelly O'Brien and Christina M. Danko (Book)
2. [Pocket PCIT Online](#) by Jason Jent, Allison Weinstein, Nandita Srivatsa, Gregory Simpson, Patricia Gisbert, and Scott Simmons (Videos)
3. [Time-Out for Child Behavior Management](#) by Corey Lieneman and Cheryl B. McNeil (Book)
4. [Parent-Child Interaction Therapy: Second Edition](#) by Cheryl B. McNeil and Toni Hembree-Kigin (Book)
5. [The Cooperation Chart: Token economy for young children](#) by the West Virginia University PCIT Lab (Online resource)

The Future Directions Forum: Living a Balanced Academic Life

On Wascana Lake at Regina, Saskatchewan, Canada

In Partnership With: Society of Clinical Child and Adolescent Psychology &
Taylor and Francis

Overview of Our Programming

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. In keeping with our focus on the future of science, we also dedicate time to learning about innovative areas of mental health research, based on featured content from a leading mental health journal, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)*. In particular, thought leaders write articles for *JCCAP*'s *Future Directions* series, and these scholars devote their careers to topics as diverse as health disparities, implementation science, neuroscience, sleep, stigma, and suicide. As such, at the *Forum* we cover research relevant to anyone allied with disciplines for which its scholars share interests in mental health, including Counseling, Education, Human Development, Neuroscience, Nursing, Pediatrics, Psychology, Psychiatry, Public Health and Policy, Social Work, and Sociology.

Yet, learning new skills and learning about the future of science only gets you so far. Some of you need a space to showcase those skills and what you have to offer. Many of you are looking to apply these skills to your ongoing work. Thus, a key element of the *Forum* is that it raises the public awareness of its attendees and provides them with mentoring on taking their work to the next level. Our *Forum Science Social* features poster 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 also leverage this atmosphere for our *Talks-to-Tales Series*, wherein attendees deliver talks in an innovative setting. The talk serves as a vehicle for receiving mentoring on how to translate research findings into scholarly products, by leveraging the power of narrative structure and principles of science communication.

Overview of Our Theme for 2023: Living a Balanced Academic Life

An academic's toolbox of skills is not limited to those tools that facilitate producing impactful work. These tools must also help you address a perennial challenge with working in academic settings. In particular, to lead a healthy, balanced academic life, we at the *Forum* are mindful of the need to disengage from your work on a regular basis to reduce the effects of job-related stressors and the risk of burnout. However, how often do we have a platform for learning strategies to lead a balanced academic life? How do we stay productive in our work and at the same time, *stay human* and find time to unwind? In an effort to begin building these resources, our theme for this year—*Living a Balanced Academic Life*—inspired us to build programming that literally strikes a balance between academic skills and skills for balancing work and life. We intentionally recruited members of our **Professional Development Team** who not only can serve as effective mentors on a host of aspects of academic work, but also have the capacity to consult on making time for life outside of work. Our programming includes activities for both work and life, and we intentionally built a programming schedule that allocates “work programming” for later in the day, to give attendees the morning for time to themselves, as well as copious amounts of space on the schedule for “life programming.”

The result: An exciting suite of programming designed to flow at a pace that you find manageable, so that you leave the *Forum* inspired, invigorated, and inclined to apply what you learned!

Visit Our Website for an Extended Description of Our 2023 Programming and Stay Tuned for Information on Registration!

Abidin Early Career Award Update

By Dylan Gee, PhD
2020 Abidin Award Winner

Particularly given my great respect for the work of SCCAP, I was very honored to receive the Abidin Award and am excited to share an update on the research my lab has been conducting with support from this award.

Our research in the Clinical Affective Neuroscience & Development Lab (CANDLab) examines how early experiences shape youth mental health. More specifically, we aim to 1) characterize typical and atypical neurodevelopmental changes related to emotional learning and regulation; 2) elucidate how early-life stress impacts neurodevelopment and identify factors that promote risk versus resilience related to mental health; and 3) translate this knowledge to optimize interventions for youth with anxiety and stress-related disorders and those who are at risk due to early adversity.

With support from the Abidin Award, a line of recent work in the lab has focused on the substantial heterogeneity in stress exposure itself and in developmental trajectories among stress-exposed youth. Identifying specific factors that may moderate the association between stress exposure and subsequent vulnerability has the potential to enhance early identification of risk and provide unique insight into approaches to tailoring interventions based on key features of stress exposure, developmental stage, or a child's current environment. Given dynamic changes in corticolimbic circuitry that supports fear extinction and emotion regulation, my lab has been especially interested in the ways that experiential and temporal aspects of stress relate to the development of corticolimbic circuitry and affective behavior. Emily Cohodes, a Ph.D. candidate in clinical psychology, has played a leading role in this work and proposed a framework that generates testable hypotheses about how specific dimensions of stress exposure (e.g., caregiver involvement, controllability, predictability) interact with developmental stage to influence corticolimbic circuitry (Cohodes et al., 2021). As part of my proposal for the Abidin Award, we have been developing an interview-based measure to assess key dimensions of stress exposure based on this conceptual framework. With support from the award, we were able to administer this measure with over 150 participants. Emily has been leading the development and validation of this dimensional trauma assessment, which will be published shortly (Cohodes et al., in press). We hope that this ongoing work will facilitate investigations of the associations between factors including developmental timing, type, caregiver involvement, predictability, and controllability of stress exposure with outcomes across multiple levels including corticolimbic development, behavior related to emotional learning and regulation, and psychopathology.

In our next steps, we are taking complementary approaches to empirically testing key predictions about specific facets of stress exposure and development. In one line of

work, we are applying data-driven approaches with the goal to more precisely parse heterogeneity in associations between stress exposure, brain development, and mental health. As one example, using data from the Adolescent Brain Cognitive Development (ABCD) Study, work led by Lucinda Sisk, a neuroscience Ph.D. candidate in the CANDLab, and Seok-Jun Hong showed that effectively parsing heterogeneity in between brain structure and environmental factors via a data-driven approach enhanced the prediction of later mental health symptoms in youth (Hong & Sisk et al., 2021). In a second line of work, we are using laboratory-based experimental paradigms to better isolate the effects associated with specific dimensions of stress exposure. As one example, we are examining age-related changes in the effects of stressor controllability on corticolimbic circuitry and coping behavior, with the hypothesis that control may be especially beneficial for promoting resilience during adolescence.

It is my hope that further delineating the developmental neurobiology of emotional learning and regulation and how they are modulated by environmental factors can help us to better understand risk for psychopathology and inform interventions for youth. In the longer term, our research will aim to translate the knowledge gained from these studies to tailor the type and timing of interventions to reflect the biological state of the developing brain, with a primary goal to promote resilience among children exposed to adversity. I am very grateful to SCCAP and Dick Abidin for the pivotal support of this work!

SCCAP AT APA 2023

August 3-5 | Washington, D.C.

APA 2023 is just months away! Join us for learning and networking in Washington, D.C.!

Our excitement for the upcoming APA 2023 Convention this August in Washington, D.C. is growing as we have recently finished review of an incredible set of thought-provoking and stimulating proposals from our members! Similar to the 2022 Convention, programming this year will be a combination of in-person and virtual presentations. We hope to extend our remote opportunities this year through novel means for our members to connect online; additional information on how we plan to facilitate this will be forthcoming.

To include you in the excitement of our upcoming convention program, we hope to offer an insider's glance at some of the topics you will learn about through SCCAP at the Convention. Our symposia and skill building sessions this year will include topics related to our conference theme of "Innovation and Impact". We wanted to highlight the high-level impact of your work in domains of translational science, innovative methods/tools/approaches, or innovative work with underserved and/or underrepresented populations. We also hoped our conference call for proposals would draw out information on how impacts from recent events (e.g., the global pandemic) has led to innovations in practice and research settings.

In response, we have had a tremendous number of poster, panel, and skill-building submissions this year. A few examples of interesting topics that were submitted include research on stigma related to behavioral health services in immigrant families, predictive models related to suicide in adolescents, family conflict and impact on youth cortisol levels, and the impact of telehealth on mental health treatment engagement. We can also expect to learn more about the integration of digital technologies for prevention and intervention with youth and families as well as advancements in improving assessment and clinical practice. We expect continuing education credits will be offered by APA for several of our division programming features.

At APA 2023, we will hear more from our SCCAP president, Yo Jackson, Ph.D., ABPP, on her vision of "Innovation and Impact" for our field of clinical child and adolescent psychology as well as how SCCAP can contribute through advancement of science and practice. We will also have the good fortune to learn about the illustrious career of our Distinguished Career Award winner, Stephen P. Hinshaw, Ph.D. Dr. Hinshaw will be presenting a talk entitled, "Clinical Science and Humanization: The Needed Synthesis to Promote Thriving in Youth and Families".

Whereas we wish we could share more about the upcoming SCCAP presentations for APA 2023, we are still in the process of reviewing submissions and finalizing SCCAP's programming. It is clear from the quality, depth, and breadth of submissions we have received that members of our division have engaged in highly relevant and impactful research and clinical work. Decisions on submissions were sent out by APA in March and our program schedule should be finalized by mid-April. Please check in at either the APA website or the SCCAP website (www.sccap53.org) or follow our SCCAP twitter handle (@SCCAP53) for additional updates!

Lastly, we would like to express our gratitude for the service of the reviewers who contributed their time and expertise to reviewing all proposals for inclusion in SCCAP's APA 2023 programming: Spencer Evans, Ph.D., Nicole Caporino, Ph.D., Austen McGuire, M.S., and Erin Corcoran, M.S. Your careful and thorough reviews have enabled us to highlight the tremendous work of our colleagues, which will provide an interesting and inspiring program of presentations for this 2023 convention.

Question, comments or hopes about APA 2023?

Email us at apaconvention@sccap53.org!

Journal Update:

Evidence-Based Practice in Child and Adolescent Mental Health

By Mary Fristad, PhD
Editor, *EPCAMH*

It has been an exciting year for EPCAMH! In addition to our Top 10 Downloaded articles for 2022, we have lots of other kudos to share.

- We had a 27% increase in the number of downloads in 2022, compared to 2021
- Our top two high volume Editorial Board reviewers are Drs. Ben Fields and Jennifer Hughes
- Our top three high volume ad hoc reviewers are Drs. John Ackerman, Miya Barnett, and Adrienne Inscoe

Some other fun facts—in 2022, we had a 48% rejection rate, our time from article acceptance to on-line publication was under 2 months, and the median time between submission and editorial decision was under 4 weeks.

Also, our publisher, Taylor & Francis, has a new [Manuscript Submission Portal](#). All new submissions should go through this new portal. However, if you are revising a manuscript, please continue to use the original portal at [ScholarOne Manuscripts \(manuscriptcentral.com\)](#).

If you are interested in becoming a reviewer for EPCAMH, please back-channel me. If you are new to reviewing or want to brush up on your skills, Taylor & Francis provides trainings- see [5 tips on how to become a peer reviewer](#).

As always, I encourage our members to **read, cite, and submit** EPCAMH articles, as we strive to become the #1 clinical resource for our practitioner members.

JCCAP Update: Special Issue on Informant Discrepancies in Youth Mental Health Assessments

By **Andres De Los Reyes, PhD**
Editor-in-Chief, JCCAP

Validly characterizing youth mental health phenomena requires evidence-based approaches to assessment. An evidence-based assessment cannot rely on a “gold standard” instrument but rather, batteries of instruments. These batteries include multiple modalities of instrumentation (e.g., surveys, interviews, performance-based tasks, physiological readings, structured clinical observations). Among these instruments are those that require soliciting reports from multiple *informants*: People who provide psychometrically sound data about youth mental health (e.g., parents, teachers, youth themselves). The January 2011 issue of the *Journal of Clinical Child and Adolescent Psychology (JCCAP)* included a Special Section devoted to the most common outcome of multi-informant assessments of youth mental health, namely discrepancies across informants’ reports (i.e., *informant discrepancies*). This special section revolved around a critical question: Might informant discrepancies contain data relevant to understanding youth mental health (i.e., *domain-relevant information*)?

In the first issue of the 2023 volume of *JCCAP*, Dr. Catherine Epkins and I served as Editors of a Special Issue on informant discrepancies in youth mental health assessments. This Special Issue is a “sequel” to the 2011 Special Section. Since 2011, an accumulating body of work indicates that informant discrepancies often contain domain-relevant information. Ultimately, we designed this Special Issue to lay the conceptual, methodological, and empirical foundations of guidelines for integrating multi-informant data when informant discrepancies contain domain-relevant information.

JCCAP’s publisher, Taylor & Francis, agreed to make all 9 articles in the Special Issue free to access until the end of 2023! [Find all 9 articles here.](#)

The Special Issue includes:

- A new measurement validation paradigm designed to address problems with using the multitrait-multimethod matrix when assessing youth
- Two authoritative reviews on multi-informant approaches to assessing therapeutic processes, namely the therapeutic alliance and treatment fidelity

- Papers that represent the latest work on informant discrepancies when planning treatment, assessing autism spectrum concerns, and assessing limited prosocial emotions
- A Future Directions piece focused on “next steps” in research on discrepant reports when assessing suicide risk
- An editorial statement co-authored by 70 scholars in youth mental health that discusses the special issue in the context of the 60-year history of research and theory on informant discrepancies in youth mental health assessments

I hope you find the work exciting and inspiring. Please feel free to forward this to anyone in your respective networks who you think might be interested in this work!

Update from Division 53 Representatives to APA Council

By Mary Louise Cashel, PhD & Timothy Cavell, PhD
SCCAP Representatives to APA Council

Thanks to all those SCCAP members who dedicated their APA apportionment ballots to Division 53. In doing so, you have supported the voice of Division 53 within APA.

Also, please join us in congratulating Dr. Mary Ann McCabe, an SCCAP member and former Chair of the Child, Adolescent and Family Caucus, who was elected to APA's Board of Directors. Dr. McCabe will maintain her strong commitment to serving children, youth, and families by representing their interests in Board deliberations and in her APA leadership role.

Division 53 Representatives Mary Louise Cashel and Tim Cavell attended the APA Council meeting on February 23-25th. Dr. Cashel is now serving as Chair of the Child, Adolescent and Family (CAF) Caucus and Dr. Cavell is completing his last year as treasurer for the CAF Caucus and as Chair of the Education and Training Caucus. **At this February's meeting, we supported, and COR approved the following items:**

- A Resolution Affirming Patient Confidentiality in Reproductive Health Decisions
- Revised Principals for Quality Undergraduate Education in Psychology
- Educational Guidelines for the Equitable and Respectful Treatment of Students in Graduate Psychology Training Programs
- A Resolution on Equity, Diversity, Inclusion and Accessibility in Quality Continuing Education and Professional Development
- Acceptance of a Report of an Offer of Apology, on behalf of the American Psychological Association, to First Peoples in the United States

The report on the Offer of Apology extends Council's previous work related to APA's Apology to People of Color for APA's role in Promoting, Perpetuating and Failing to Challenge Racism, Racial Discrimination and Human Hierarchy in the U.S.

APA Council also began the process of reviewing and updating APA's Strategic Plan.

Finally, your Council reps (Mary Louise Cashel & Tim Cavell) are chairing a committee tasked with delineating plans for a SCCAP-specific conference (akin to what used to be known as the Kansas Conference). We welcome input from all members and especially invite interested students, early career professionals, and practitioners to participate in the work of this committee. If interested, please contact either Tim Cavell (tcavell@uark.edu) or Mary Louise Cashel (mcashel@siu.edu).

The Student View: Introducing Amanda Bennett and a Focus on Student Engagement

By Amanda Bennett
SCCAP Student Representative

I am honored to join the Society of Clinical Child and Adolescent Psychology (SCCAP) leadership team and introduce myself as the new SCCAP Student Representative for the 2023-2025 term. I received my B.A. in Psychology and Spanish from the University of Missouri. Currently, I am pursuing my Ph.D. in Clinical Psychology at the University of Florida, under the mentorship of Dr. Joy Gabrielli, as well as my Master's in Public Health.

Throughout my academic career, I have always been interested in research on childhood adversity and its impact on youth wellbeing. Growing up, I found that working with children was something I greatly valued and, as I have advanced through my academic research career, I have continued to explore these areas. As an undergraduate research assistant, I worked in two psychology labs that allowed me to gain experience in both developmental and clinical psychology. I was involved in research examining parent-child relationships and their impact on child socioemotional development, as well as research aiming to improve youth mental health services in community-based settings. As an undergraduate researcher, I was also involved in the McNair Scholars program which allowed me to complete my own research study to further explore how childhood adversity and social support impacts adult mental health and substance use. My experience with the McNair Scholars program was incredibly rewarding, as I not only learned valuable research skills but also confirmed my desire to continue work on childhood adversity. At the University of Florida, I have been able to further explore my research interests in child maltreatment and intervention efforts which have driven me to pursue a degree in public health in addition to clinical psychology. Currently, in graduate school, my research primarily examines youth reported perpetrators of child maltreatment among youth in foster care, as well as intervention efforts utilized by child welfare services for youth in foster care.

SCCAP's emphasis on dissemination of evidence-based practices are well aligned with my own personal research mission. I am thrilled to join such an organization, and contribute to its initiatives. This year I look forward to working with my fellow Student Representative, Ayotola Onipede, on increasing the visibility of SCCAP and making SCCAP the go-to professional home for students in clinical child and adolescent psychology! We will work with our fantastic committee members to continue to

advance mentorship opportunities between undergraduate, graduate, early-and late-stage professionals within SCCAP.

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 and this year we plan to compile resources specifically for these members (e.g., resources guiding the graduate school application process). 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!

Graduating Students – Get Your SCCAP Graduation Cord!

SCCAP is proud when our members reach a graduation milestone whether it is an undergraduate, master's, doctoral, or professional degree. As a gift to honor your achievement, the SCCAP Board of Directors is offering special SCCAP Graduation Cords to serve as a reminder that we value your membership and hope that you will continue on as a member to further your professional identity.

We hope that you will think of SCCAP as your professional home and help us with our mission as we strive to enhance the science and practice of clinical child and adolescent psychology by supporting its membership, and the field's workforce, in the domains of (a) research; (b) evidence-based practice; (c) training and career development; (d) diversity, equity, and inclusion; and (e) dissemination.

Bilingual Psychologists SIG Update

By **Hannah Jones, PhD**
Bilingual Psychologists SIG Co-Chair

At the end of 2022, the Bilingual Psychologists Special Interest Group membership was up to 149 members! In the fall of 2022, we hosted three virtual networking events on a variety of topics including:

- ***Bilingual Professional Development and Advocacy:*** focusing on how to advocate and develop bilingual services and support in home organizations as well as how to create and develop bilingual training and supervision opportunities.
- ***Bilingual Assessment:*** focusing on those completing or interested in assessment for bilingual youth.
- ***Student Networking Group:*** bilingual students interested in development, training, and advocacy.

Look for more information about these events coming soon. The most up-to-date information will be available on our listserv. We continue to invite all interested psychologists and trainees who are bilingual to join the Bilingual Psychologists Special Interest Group.

To be added to the Bilingual Psychologists Listserv contact **Kelly Banneyer** (you must be a SCCAP member to join the listserv). For more information, [please see our website](#).

Acute, Intensive, & Residential Services Special Interest Group Update

By **Alysha Thompson, PhD**
SIG Chair

The AIRS SIG completed elections at the end of 2022 and are pleased to welcome our new Executive Board members for the 2023-2024 board cycle. Election results are as follows:

Chair: Alysha Thompson, PhD

Chair-Elect: Elisabeth Frazier, PhD

Secretaries: Ana Ugueto, PhD and Stephanie Clarke, PhD

Treasurer: Jennifer Wolff, PhD

Communications Members at Large: Katelyn Affleck, PhD and Cassandra Esposito, PhD

Membership and Marketing Members at Large: Jaclyn Aldrich, PhD and Carl Waitz, PsyD

Education Committee Co-Chairs: Rachel Schein, PsyD and Nathaniel Van Kirk, PhD

Science Committee Chair: Elizabeth Reynolds, PhD

Practice Committee Co-Chairs: Jennifer Hellmuth, PhD and Caroline Hodgson, PhD
Diversity Committee Chair: Leyla Erguder, PhD

Early Career Members at Large: Meredith Reiman, PhD and Mackenzie Sommerhalder, PhD

Trainee Member at Large: Patricia Garibaldi, BA

Past Chairs: Jarrod Leffler, PhD, ABPP and Aaron Vaughn, PhD

We are excited to continue to have an engaged community in the AIRS SIG and excited to welcome our newest board members. The AIRS SIG continues to hold regular coffee hours on topics specific to acute, intensive, and residential settings. Our most recent coffee hours focused on post-doctoral fellowships and discussed training standards in AIRS settings. An upcoming coffee hour will highlight a new program focused on rapid stabilization in inpatient psychiatry. Our Executive Board continues to meet monthly to focus on ongoing work, including dissemination of science. We also have an active list serv where AIRS SIG members share recent publications and get community input about issues arising in their settings. We are looking forward to another great year!

American Board of Clinical Child & Adolescent Psychology Update

By Adam B. Lewin, PhD, ABPP
President, ABCCAP

If you're reading this deep into the InBalance Newsletter, then I am speaking to my base – you care deeply about our field. Beyond our colleagues, how do we know who is a Clinical Child/Pediatric Specialist? We require distinct training. We possess highly specialized competencies. Nevertheless, the public – including our medical colleagues – struggle to differentiate between behavioral health professionals (e.g., LMHCs, psychiatrists, social workers) let alone within-psychology specialization. Any licensed psychologist can claim the title “Child and Adolescent/Pediatric Psychologist.” Board certification is the mechanism for clearly distinguishing who, individually, has obtained specialty training and whose competencies have been reviewed by panel of peers. However, Board Certification also allows us to claim ownership of our profession – Clinical Child/Pediatric Psychology. This only works if we're all-in: ownership of our field must come from us.

What is board certification? Board certification is a *peer review* of our training and our specialty-specific competencies. The review standard is competency – not exceptionality (the bar is not expert-recognition but rather proficiency 3-5 years past training). Examiners are our peers: clinicians, hospital and community psychologists, educators, researchers, advocates – volunteers who are dedicating many hours of their time to protect our specialty.

Clinical neuropsychology is a good example of specialists claiming and enforcing “ownership” of their field. Three days into my job at University of South Florida in 2009, I got a letter from a community neuropsychologist in response to a research ad placed by my research assistant incorrectly (naïvely) claiming we were providing a “neuropsychological assessment”. In Clinical Neuropsychology, board certification is the norm, not the exception. Near-universal boarding makes it transparent as to who is specialized. We need to do the same in clinical child/pediatric psychology.

In the past decade, we have made significant efforts to define our specialty. We formed our own training council, developed Child/Pediatric Postdoctoral Competencies, and are currently revising our specialty training guidelines. The impact of these efforts is diminished if the public and our peers cannot distinguish who has fulfilled specialty training and all required competencies.

I could think of many reasons why you may have deferred seeking board certification. Now is the time to change. Even if boarding isn't highly relevant to your individual growth, we need to make this move collectively. Instead of focusing on “why not”, I

encourage you to think about why we all should. Throughout my presidential term year, we plan to offer programming aimed at helping you with the process (or to shift those who are still on the fence). Everyone reading this newsletter cares deeply about our specialty – let's work together to recognize and enhance our unique profession.

Please visit our site at <https://www.clinicalchildpsychology.com/> for more information.

Please join me in congratulating specialists boarded in 2022 (see below).

Emily Mudd
Jasmine Ghannadpour
Sarah McCarthy
Jocelyn Stokes
Amy West
Sheila Modir
Katherine Gallagher
Sarah Connolly
Bianca Brooks
Audrey Thurm
Geoffrey Putt
Melisa Finley
Lillian Haves
Christina Hubbert
Joseph Gumina
Lisa Roberts
Rebecca Aldea
Cortney Zimmerman
Nancy Bandstra
Brittany Barber Garcia
Heather Ciesielski
Jessica Valenzuela
David Coe
Gail Robertson

Diversity Committee Update

By Omar G. Gudiño, PhD, ABPP
Member-at-Large: Diversity

SCCAP just concluded its midwinter meeting, which provided a wonderful opportunity to reflect on the work we do and to plan for the future of SCCAP. It was heartening to discuss Diversity, Equity, and Inclusion (DEI) efforts with my SCCAP colleagues and to see the many opportunities for championing DEI within the organization. Below are some updates on the work of the SCCAP Diversity Committee.

We are thrilled to be holding the third, biennial SCCAP Leadership Education to Advance Diversity (LEAD) Institute on June 3, 2023. LEAD is a key initiative of the organization that focuses on promoting leadership development for graduate students and early career professionals who are members of SCCAP. We acknowledge that the success of SCCAP and the field is dependent on welcoming leaders from diverse backgrounds. LEAD represents one of our efforts to promote leadership development and opportunities for SCCAP members who contribute to the diversity (broadly defined) of the organization. An impressive group of 45 LEAD Institute Fellows will be participating in this year's LEAD Institute, which will provide training, workshops, and panels to support professional development, leadership skills, and networking. Following the LEAD Institute, Fellows will be invited to become involved in leadership opportunities within SCCAP to support ongoing development and support of our current and future leaders. We appreciate the work of Earl Turner, PhD, who is again serving as the LEAD Chair, and to the Diversity Committee members working with Dr. Turner to put on this wonderful program.

The SCCAP Diversity Committee recently awarded ten \$500 Diversity Professional Development Awards to SCCAP student and early career psychologist members. These awards are intended to support opportunities to travel to conferences to present research or other professional development opportunities for SCCAP members from diverse backgrounds (broadly defined). A special "thank you" goes out to Dr. Nuri Reyes, who serves as the Diversity Travel Award Chair, and to the Diversity Committee members who reviewed applications. Please stay tuned for a new award recognizing *Early Career Contributions to Diversity Science* that is being launched this spring! This award is designed to elevate and recognize the impressive work of early career psychologists who are shaping the future of diversity science in our field. More information about how to nominate someone for this award will be shared on the listserv.

In September of 2023, the Diversity Committee will be welcoming Donte Bernard, PhD as our featured webinar speaker. Dr. Bernard will be sharing his work examining the ways in which racism impacts the well-being on Black youths and the ways in which

culturally relevant protective factors can support youth resilience across developmental periods. Registration information for this webinar will be shared on the SCCAP Listserv.

Membership Committee Update

By Chrissy Cammaratta, PhD, ABPP
Member-At-Large: Membership and Public Interest

Welcome new 2023 members!! A huge thanks to our ambassadors who have been working hard to spread the word about the many SCCAP benefits. As many of you are already aware, they have relaunched the official SCCAP Instagram account where you can find original content related to mental health, evidence-based practice, webinars, and SCCAP activities. Find us on Instagram [@SCCAP53](#) or use the QR code shared on this page.

Our SIGs have been busy:

- I'm excited to welcome back our Emerging Adult SIG thanks the new leadership team chaired by Chelsea VanderWoude. A heartfelt thanks to Tom McMahon and Amanda Zayde for their tireless championing this group. We are so grateful!
- Many of our mid-career folks expressed interest in opportunities for consultation. A number of our SIGs offer monthly virtual consultation and lunch and learn opportunities. For example, one benefit of the Clinical Child and Adolescent Practitioner SIG led by Jill Thurber is clinical consultation. Please visit [this page](#) to learn more.
- Our Bilingual Psychologists SIG regularly hosts virtual networking events and has an active listserv. If you are a bilingual practitioner, consider reaching out. Please visit [this page](#) to learn more.
- The Infant and Early Childhood Mental Health SIG hosted an informational membership meeting on March 10. Ways to get involved and upcoming webinars and meeting topics were discussed. If you missed this meeting and would like to learn more about the Infant and Early Childhood SIG, please visit [this page](#).
- I'd also like to take this opportunity to thank Jarrod Leffler and Aaron Vaughn, the outgoing Chairs of the Acute, Intensive, Residential Services (AIRS) SIG for their leadership and passion for this important group. We are looking forward to the great things Alysha Thompson, Elisabeth Frazer and the new executive board members will continue to do. Please visit [this page](#) for more information.

Early- and mid-Career members- we still want to hear from you. Please email me at cc0077@nemours.org or post right to the listserv if you have ideas for ways, we can better serve you.

Finally, if you haven't yet renewed, there is still time to sign up and continue enjoying our listserv, journals, and SIG programming. Please visit [our renewal page](#) or use the QR code on this page to renew directly on our website.

See you in DC in August!!

Science & Practice Committee Update

By Jennifer L. Hughes, PhD, MPH
MAL, Science & Practice

I am excited to begin my term as the new SCCAP Member-at-Large (MAL) for Science and Practice. I am a psychologist at Nationwide Children's Hospital and an Associate Professor in the Department of Psychiatry and Behavioral Health, College of Medicine, and the Division of Health Behavior and Health Promotion, College of Public Health, at The Ohio State University. SCCAP has been my professional home throughout my career, starting when I served as the 2015 APA Convention Division 53 SCCAP Program Chair. I moved into the Newsletter Editor role from 2017-2021, and I am honored to serve in the MAL role now for our organization. I want to start by expressing appreciation for the fabulous contributions of our outgoing MAL for Science and Practice, Jill Ehrenreich-May, PhD. It has been a joy to collaborate with Jill, first in my role as SCCAP Newsletter Editor, and more recently as a member of the Clinical Practice Institute Sub-Committee. Jill's passion and enthusiasm for SCCAP's 2022 Clinical Practice Institute (CPI), "Culturally-Sensitive Evidence-Based Practices for Children and Adolescents", coupled with her hard work, resulted in a highly successful experience for our members. I look forward to planning our 2023 CPI, and we will announce the dates on the SCCAP listserv in the coming month. I have already heard about topics of interest from several of our members and am interested in hearing more. Please contact me if you would like to serve on the 2023 CPI Sub-Committee, forming now!

I know that you, our members, have been busy, providing care for youth and families, developing innovative strategies to better train our child mental health workforce, testing new models and interventions to grow our evidence-based assessment and treatment approaches, and contributing to your communities to support prevention, education, and access to care efforts. How do I know this? I'm basing this assertion off the remarkable nominations and application materials we have received for our 2023 awards season! Be on the lookout for SCCAP listserv announcements of our 2023 award recipients and plan to attend their APA Convention addresses and/or webinars.

I want to highlight a few specific science and practice resources from APA. If you have not already, please sign up for the [APA Science Spotlight](#). Additionally, APA has a helpful resource page for practitioners, available [here](#).

As I go forward in my role as MAL for Science and Practice, I look forward to the opportunity to get to know more of you and to hear about your interests and needs within SCCAP. If you would like to become more involved in SCCAP's science and/or practice initiatives, I am sure we can find a place for you within our Science and

Practice Sub-Committees. Please contact me directly at the following email: jennifer.hughes@nationwidechildrens.org.

SCCAP Fellows Committee Update

By Martha C. (Marcy) Tompson, PhD
Chair, SCCAP Fellows Committee

Having just taken on the role of Chairperson for the SCCAP Fellows Committee, I would like to thank the outgoing Chair – Sharon Berry, PhD, ABPP – for her service and her assistance in this transition. I also want to acknowledge the important role of the committee members – Joaquin Borrego, PhD and Barney Greenspan, PhD.

SCCAP Fellow status is a valued honor and recognizes outstanding contributions, with national impact, to Psychology overall and to SCCAP specifically. The SCCAP Fellows Committee considers both SCCAP Fellows (already an APA Fellow through another division and applying for SCCAP Fellow status) and Initial Fellows (applying for both APA and SCCAP Fellow status concurrently). For the 2023 cycle (Fellow Status for 2024) we had exceptionally outstanding and diverse group of candidates, including seven SCCAP Fellows and six Initial Fellows. The committee has completed its review process and forwarded its endorsements to the Membership Committee.

If you are interested in becoming an SCCAP Fellow, you are encouraged to apply! Applications for the 2024 cycle are not due until December 1, 2023, so you have plenty of time. For information on requirements, please visit [the SCCAP website](#).

