

President's Message

Program for Upcoming APA San Francisco Convention



*Elizabeth McCauley,
Ph.D., ABPP
President, APA Division 53*

Each year Division 53 is given an extraordinary opportunity to communicate its goals and objectives by contributing to the APA's annual convention programming. We not only have the opportunity to spotlight the work and accomplishments of Division members, but also have the chance to advance program content that addresses Division 53's core agenda—a collaboration of science and practice to support the development, evaluation, and dissemination of assessment and intervention approaches that will improve the lives of youth and families.

Division programming also serves to bring the membership together and provide a roadmap for a meeting that can easily become overwhelming.

The program developed for the 2007 San Francisco meeting was carefully designed to provide a forum for discussion of some of the emerging and most challenging issues in our field. As in previous years, Division 53 was allocated about 20 hours of programming. This year the program committee, chaired by Yo Jackson, co-chaired by Martha Wadsworth, and assisted by student representative Julie Kotler and myself, initiated a membership survey to solicit input about program topics. The response was excellent. Feedback suggested that programming focus on the translation of evidenced-based practices to work in real world settings, the assessment and treatment needs of minority and disadvantaged youth, updates on evidence-based approaches for specific disorders, and finally evidenced-based assessment.

With this input in hand, the committee thoughtfully reviewed 138 submissions and put together a program tackling the key issues facing our field—how do our tools, assessments, and intervention approaches fare when asked to perform in the real world. We were also able to work with other child- and family-focused divisions to develop some cross-cutting symposia, thereby expanding our programming impact and scope.

I am excited about the quality and extent of the terrific final program Yo and Martha have put together. The challenges faced in moving evidenced-based practices to the real world will be taken up in a powerful symposium, "What's Happening in Usual Care Psychotherapy? Implications for EBP Translation," chaired by Ann Garland with Michael Southam-Gerow as discussant. The unique issues faced by minority youth and those living in poverty will be addressed in two symposia featuring key scholars in our field, "Psychological Treatment for Depression in Puerto Rican Adolescents," chaired by Guillermo Bernal, and "Meeting the Mental Health Needs of Children in Poverty,"

chaired by Patrick Tolan and Martha Wadsworth with Ana Mari Cauce as discussant. Approaches to specific disorders will be tackled in three symposia: "What's Hot in Evidenced-Based Treatment of Externalizing Problems?" chaired by Steve Hinshaw and Martha Wadsworth with Paul Frick as discussant, "Treatment of Youth Depression—Early Gains and Change Mechanisms," chaired by Joel Sherrill and Robin Weersing, and "Spanning Prevention Through Treatment—Comprehensive Eating Disorders Interventions for Youth," chaired by Joel Sherrill and Denise Wilfley. Evidenced-based assessment will be addressed in two assessment-focused poster sessions and one symposium, "Evidenced-Based Assessment and Acculturation in Culturally Diverse Children," chaired by Yo Jackson and Michael Gomez.

The program also includes attention to the importance of drawing on developmental data and theory to inform practice. This theme will be reflected in a symposium, "Child Trauma and Resilience—Emerging Models at the Intersection of Practice and Theory," chaired by Ann Masten and Yo Jackson, as well as in the presidential address, "Drawing on Developmental Data to Inform and Improve Intervention Strategies." In addition, the program highlights one timely topic, "Coping with the Deluge—Implementation of a School-Based Mental Health Program: Post Katrina," a symposium chaired by Daliah Bauer with Kimberly Hoagwood as discussant. A symposium dealing with the timeless issue of career development, "Consider Your Options—A Tour of Career Paths for the Clinical Psychologist," chaired by Yo Jackson and Julie Kotler, is designed to address the questions and needs of students.

The Division will host a series of presentations and events that provide an excellent opportunity to come together as a Division. Phil Kendall will receive Division 53's Distinguished Career Award and share his wisdom in a presentation entitled, "Psychological Science and Its Role in Clinical Child and Adolescent Psychology." In the same forum, Erik Willcutt will be honored with Division 53's Early Career Award. His presentation, "The Simple Answer Is Always Wrong: Lessons Learned during a Decade Studying Comorbidity," promises to be entertaining and informative. At the annual business meeting, an overview of the Division's Strategic Plan, which is currently under development, will be provided. And finally, please plan to attend the social hour and Internships on Parade forum—a great place to informally meet friends and colleagues and share some good company and refreshments.

Strategic Planning Process Update

In late May, I posted a request for input on the listserv and truly appreciate the great responses I received. We solicited input from board members, as well colleagues from other groups, about how best to move this process forward. A small group met in mid-July to develop a proposal that we will present to the board for approval at the August meeting.

I look forward to seeing you all in San Francisco!

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Newsletter Deadline

Articles for the next newsletter are due by September 15, 2007. Please send your submission to newsletter editor Michael A. Southam-Gerow at masouthamger@vcu.edu.



News & Announcements

Doctoral Students: Receiving your PhD in 2007?

InBalance publishes the names of Division 53's student members who are receiving their doctoral degree in 2007. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to the newsletter editor, Michael A. Southam-Gerow at masouthamger@vcu.edu.



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

The deadline is Sept. 15, 2007

Apply for Fellow Status

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

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

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



For more information on the requirements for Fellow status contact Catherine Lord at CELord@Umich.edu. For an application packet, contact Marti Hagan at CCPDiv53@aol.com.

**Application deadline
is November 15, 2007.**



Election Results

2007 Division 53 Election Results

Division 53's Nominations and Elections Committee is pleased to announce D53's newly elected officers. They will commence their respective activities in January 2008.

President-Elect:

Mary Fristad, PhD, ABPP
Ohio State University

Member-at-Large

Scientific and Professional Affairs:

Kathryn Grant, PhD
DePaul University

Council Representative:

Cathy Lord, PhD
University of Michigan



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Evaluating Mechanisms of CBT: Using Treatment Studies to Inform Our Theories

Brian C. Chu and Tara L. Marsh

Rutgers, The State University of New Jersey



Brian C. Chu

In Wendy Silverman's Spring 2006 President's Message, she reminds Division members that treatment evaluation and dissemination is best served when couched in theory. Past President, Stephen Shirk, also noted the gap between our knowledge

in treatment outcomes and the processes associated with those outcomes. We agree that delineating the mechanisms of change in our evidence-based treatments help make our interventions more efficient and flexible, help instruct clinicians to be more sensitive to various clinical contexts and conditions, and help disseminate empirically supported principles as well as techniques. We share the results from a recently completed meta-analysis (Chu & Harrison, 2007) that can provide direction in the pursuit of theory-based mechanisms research.

The study conducted a comprehensive review of child and adolescent randomized clinical trials that tested cognitive-behavioral therapy (CBT) for anxiety or depression. All studies were required to have assessed both treatment outcomes and at least one theory-specific process target, including behavioral, physiological, cognitive, and coping variables. The goal of the study was not to test the efficacy of specific treatment components, but to summarize the effects that CBT has on processes hypothesized to be targeted by CBT. Fourteen anxiety studies representing 22 CBT treatment

conditions and 14 depression studies representing 20 CBT conditions were identified. Over 71% of anxiety studies and 50% of depression studies included an assessment of behavioral processes. Only a small percentage of anxiety studies (21.4%) and no depression studies assessed any physiological process. Cognitive processes were consistently assessed in 71.4% of anxiety studies and 78.6% of depression studies. Finally, 42.9% of anxiety studies and a few depression studies (14.3%) included an assessment of coping.

Weighted mean effect sizes (ES) were calculated for all process variables and for anxiety, depression, and general functioning outcomes separately (Table 1). The results suggested that CBT produced positive treatment gains across anxiety, depression, and general functioning outcomes. CBT for anxiety also produced moderate to large effects across behavioral, physiological, cognitive, and coping processes, with behavioral targets demonstrating the greatest change. These effects are consistent with the CB theory of change for anxiety.

Table 1. Weighted Mean Effect Sizes (ES) for Process Variables and Symptom Outcomes

	Behavior ES	Physiology ES	Cognitive ES	Coping ES	Anx ES	Dep ES	GF ES
Anxiety Studies							
Mean ES	1.02***	0.49***	0.50***	0.73***	0.64***	0.55***	0.52**
n (Treatments)	16	5	16	9	22	16	12
Depression Studies							
Mean ES	0.01	--	0.35**	0.05	0.28*	0.60***	.46*
n (Treatments)	8		16	3	7	20	7

Note: GF = General Functioning; Mean ESs are weighted least squares effect sizes; * $p < .05$; ** $p < .01$; *** $p < .001$

ety. CBT for depression produced consistent small effects for cognitive processes but non-significant effects for behavioral and coping variables. These findings were contrary to what we would have expected given the importance of these processes in CBT for depression.

It is unclear how to interpret the depression findings. Only two depression studies as-

essed change in coping styles, so this ES is more preliminary. But behavioral change was assessed in seven studies, using 10 different measures, so this finding may be more stable. These results are interesting in

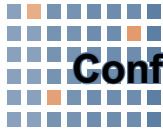
light of recent adult findings where behavioral activation was found superior to cognitive therapy (Dimidjian et al., 2006). The report did not analyze specific process outcomes, but it suggested that a treatment focused exclusively on behavioral processes can produce outcomes superior to cognitive interventions.

In contrast, our meta-analysis suggests that cognitive variables may be the principal process activated, or successfully targeted, during youth treatment. Some interpretations could include that (a) youth and adult CBT may work through different mechanisms, (b) youth CBT programs may not be providing a sufficient dose of behavioral interventions, and/or (c) youth behavioral strategies may need further

development to produce the kind of change we expect. In truth, mediational pathways are complex and difficult to disentangle with meta-analysis alone. Still, each interpretation provides avenues for future research, treatment development, and clinical application.



Tara L. Marsh



Conferences & Events

Niagara Conference on Evidence-Based Treatments for Childhood and Adolescent Mental Health Problems



New! Post-Conference Workshop Expansion

In response to requests from previous conference attendees for more intensive training workshops, the 2007 Niagara Conference will expand to include four day-long workshops on Saturday, July 21, 2007. Please see the presentation schedule for the 2007 offerings. Registration

for the full conference is required to attend the post-conference sessions. Pricing information is available on the registration form.

Supported by:

- APA Division 53, the Society of Clinical Child and Adolescent Psychology
- The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
- The Hospital for Sick Children
- The American Board of Clinical Child and Adolescent Psychology
- Children's Mental Health Ontario/ Santé Mentale pour Enfants Ontario
- The Offord Centre for Child Studies

This interdisciplinary conference, co-sponsored by the University at Buffalo and McMaster University, focuses on state-of-the-art, evidence-based interventions for mental health problems in children and adolescents. Didactic lectures and hands-on experience will be combined to teach interested professionals the basic principles of effective psychosocial, educational, pharmacological, and combined interventions, including child-based treatments, classroom management, school-wide interventions, parent training, prevention programs, and the economics of mental health services.

**July 18–21, 2007
Queen's Landing Inn
and Conference Resort
Niagara-On-The-Lake
Ontario, Canada**



**Complete information
and online registration:
[www.ubevents.org/
event/niagara07](http://www.ubevents.org/event/niagara07)**

Save the Date

2008 National Conference on Child Health Psychology

April 10–12, 2008 Miami Beach, Florida

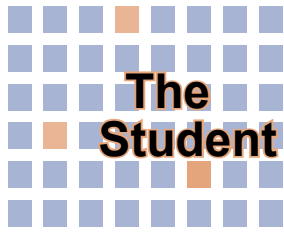
The Society of Pediatric Psychology, along with the departments of psychology and pediatrics at the University of Miami, will sponsor the **2008 National Conference on Child Health Psychology**. The conference will take place at the Miami Beach Resort and Spa.

The program will include plenary presentations by topic chairs as well as a keynote address, oral presentations, student-oriented programming, and several poster sessions. Specific conference themes include: Community and School-based Interventions in Child Health Psychology, Evidence-Based Approaches to Assessment in Pediatric Psychology, Evaluating and Treating Trauma in Pediatric

Settings, and Motivational Interviewing: Applications to Child Health Psychology. Dr. Donna Shalala, former U.S. Secretary of Health and Human Services, will present the keynote address on public policy and child health.

Poster and oral presentations on any topic related to child health psychology are welcome, especially those related to the conference themes. Submission deadline is October 15, 2007.

Check Division 54 website at www.societyofpediatric-psychology.org or the UM Psychology website at www.psy.miami.edu/announcements.html for periodic updates and information. CEU credits for psychologists will be available.



The Student View



Julie Kotler, PhD
University of Washington

As the Division 53 student representative for 2007-08, I would like to take a moment to introduce myself. I am currently a first year postdoctoral fellow in the Department of Psychiatry and Behavioral Sciences at the University of Washington. I also completed both my graduate work (mentored by Dr. Robert McMahon) and my internship (mentored by Dr. Elizabeth McCauley) at the University of Washington. My primary research interests include the etiology of conduct problems and related family interventions, the development of psychopathy in youth and associated behavioral outcomes and, more recently, the intersection of behavioral problems and mood disorders.

As the current student representative, my primary roles include highlighting the student perspective and relevant student issues for the executive board and communicating with student members regarding division business and activities. As a postdoctoral fellow, I find myself on a bridge between student and professional life. Thus, during my time this year, I hope to utilize this somewhat unique perspective to additionally support student members in their preparation for professional life. If you have questions or comments during the year, please contact me at jsayed@u.washington.edu.

In line with this year's focus on career preparation, I am co-chairing a symposium with Dr. Yo Jackson at the August APA convention in San Francisco entitled, "Consider Your Options—A Tour of Career Paths for the Clinical Psychologist." The symposium is scheduled for Friday, August 17th from 3–3:50 p.m. in the Moscone Center, Room 2020. Dr. Jackson and I to have a diverse and distinguished group of presenters, and this symposium will be a great opportunity for students to get an inside perspective on a variety of career options.

The symposium will examine four career paths that take advantage of the skills and strengths of clinical psychologists. Two presenters will focus on traditional roles for the clinical psychologist. Dr. Michael Roberts, professor and director of the Clinical Child Psychology Program, at the University of Kansas, will discuss careers at research institutions, and Dr. James McKeever, attending psychologist at Children's Hospital and Regional Medical Center will focus on private clinical practice. Dr. Joel Sherrill, chief, Child and Adolescent Psychosocial Intervention Program, Child and Adolescent Treatment and Preventive

Intervention Research Branch, NIMH, will highlight the role for both junior and senior psychologists in government agencies. Finally, Dr. Barry Anton, professor at the University of Puget Sound, and APA Board of Directors 2003-2005, will explore the application of psychologists' skills to various governance positions. The presenters will address strengths and challenges of each position, take on some common myths, and discuss how to effectively prepare for and seek these career opportunities. I hope you will join us.

I also want to highlight another great student opportunity at the convention—the Internships/Postdoc's on Parade Social Hour. This event is a chance for students to find out more about training programs in clinical child and pediatric psychology. Representatives from participating training programs will display program information and will be available to answer questions.

If you have questions about these events or other programming at the upcoming APA convention, please feel free to contact me.

Internships on Parade

Saturday, August 18, 2007

6–8 p.m.

Marriott Hotel
Club Room

Don't Miss it!

APA Divisions 53 and 54 have teamed up once again to host a gathering of over 20 different internships and post doc programs from medical centers, mental health centers, and university programs nationwide.

Students can meet other students, share their experiences, and get support for the application process.

Divisions 53/54

Friday, August				
	8–9 am	9–10 am	10 am–12 pm	12–2 pm
Division 53	*Symposium: What's Hot in Evidence-Based Treatment of Externalizing Problems? Cochairs: Stephen Hinshaw, Martha Wadsworth Meeting Rooms 202/204/206		* Symposium: Child Trauma and Resilience—Emerging Models at the Intersection of Practice and Theory Chair: Yo Jackson Meeting Room 2014	Poster Sessions: Psychological Assessment of Children and Adolescents I—Understanding Behavior and Adjustment II—Measuring Cognitive Abilities and Development Halls ABC
Division 54		Paper Session: Contemporary Issues in Pediatric Psychology Authors: Tiffany Chenneville, Jennifer Schurman, Erica Montague Meeting Room 2014	*Symposium: Current Research on Adolescent Cancer—Psychological Functioning, Resilience, and Adaptation Chair: Marilyn Stern Meeting Room 3005	
Hospitality Suite				

Saturday, August						
	8–9 am	9–10 am	10–11 am	11am–12 pm	12–1 pm	2–3 pm
Division 53	*Symposium: Meeting the Mental Health Needs of Children in Poverty Cochairs: Patrick Tolan, Martha Wadsworth Meeting Room 2016			Poster Session: Internalizing Disorders, Social Functioning, and Development Halls ABC		Invited Distinction Erik Wadsworth Meeting Room 2016
Division 54		Symposium: Family Functioning During Adolescence in Chronic Illness and Recovery Contexts Cochairs: Jorie Bulter, Cynthia Berg Meeting Room 3006	Presidential Address: Alan Delamater Hilton San Francisco Plaza Room B	Business Meeting/ Awards Ceremony: Alan Delamater Hilton San Francisco Hotel Plaza Room B		Poster Session Hall A
Hospitality Suite					SPP Student Board Meeting Hilton San Francisco	

Sunday, August					
	8–9 am	9–10 am	10–11 am	11 am–12 pm	12–2 pm
Division 53	Executive Committee Meeting San Francisco Marriott Hotel Sierra Conf Suite H		* Symposium: Treatment of Youth Depression—Early Gains and Change Mechanisms Cochairs: Joel Sherrill, Robin Weersing Meeting Room 3006		* Symposium: What's Happening in Psychotherapy? Implications for Practice Chair: Anne Garland Meeting Room 3006
Division 54		Symposium: Pediatric Populations Transitioning to Adulthood—Current Research and Clinical Implications Chair: Lisa Schwartz Meeting Room 307		Paper Session: Adolescent Issues in Pediatric Psychology Authors: Jill Harris, Laura Howe-Martin, Melissa Gerstle Meeting Room 3010	*Symposium: Evidence-Based Assessment and Acculturation in Culturally Diverse Children Cochairs: Ric Steele, Elizabeth Meeting Room 3007
Hospitality Suite					

Monday, August 20, 2007			
	8–10 am	9–11 am	11am–1 pm
Division 53	Symposium: Psychological Treatment for Depression in Puerto Rican Adolescents Chair: Guillermo Bernal Meeting Room 3006	* Symposium: Spanning Prevention Through Treatment—Comprehensive Eating Disorder Interventions for Youth Cochairs: Joel Sherrill, Denise Wilfley Meeting Room 307	* Symposium: Evidence-Based Assessment and Acculturation in Culturally Diverse Children Cochairs: Yo Jackson, Michael Gomez Meeting Room 212

Programming in San Francisco

August 17, 2007				
	1–3 pm	3–4 pm	4–7 pm	7–8 pm
Department of Developmental Disorders	* Symposium: Coping with Deluge—Implementation of a School-Based Mental Health Program: Post-Katrina Chair: Daliah Bauer Meeting Room 3003	Symposium: Consider Your Options—A Tour of Career Paths for the Clinical Psychologist Co-chairs: Yo Jackson, Julie Kotler Meeting Room 2020		
	*Symposium: Living History of Pediatric Psychology Chair: Diane Willis Meeting Room 2022	*Discussion: Intersexuality Care in a State of Flux—Research and Clinical Opportunities Chair: Nabil Hassan El-Ghoroury Meeting room 2014	Exec. Committee Meeting Hilton San Fran Hotel Pacific Conf Suite A	
				Social Hour: Meet the Board Hilton San Francisco

August 18, 2007				
1–3 pm	3–4 pm	4–5 pm	5–6 pm	6–8 pm
Presidential Address: Early And Distinguished Career Awards: William D. Killip, Philip Kendall Meeting Room 3006	Presidential Address: Elizabeth McCauley Meeting Room 309	Business Meeting Elizabeth McCauley Meeting Room 309		Social Hour: Internships on Parade San Fran Marriott Hotel Club Room
Poster Session BC		Paper Session: Family, Community, and Primary-Care Approaches Co-chairs: David Schwebel, Emma Meyler, Jenn Leiferman Meeting room 2003	Symposium: Evolution of Research—Effects of BMT on Infant Psychosocial Development Chair: Mary Crittenden Meeting Rooms 228/230	

August 19, 2007				
1–3 pm	2–3 pm	3–4 pm	4–5 pm	5–7 pm
Opening in Usual Care Options for EBP Translation	Poster Session: Externalizing Disorders, Family Issues, Treatment, and Coping Halls ABC			
Assessing Treatment of Pediatric Diverse Populations Saba Jelalian				Editorial Board Meeting: <i>Journal of Pediatric Psychology</i> San Fran Marriott Hotel Pacific Conf Suite H
		Round Table Discussion: Steps to Becoming a Pediatric Psychologist Hilton San Francisco Hotel	Joint Social Hour with Division 37 Hilton San Fran Hotel	

KEY

Division 53 Programming	
Division 54 Programming	

All sessions take place in the Moscone Convention Center unless otherwise indicated.

* indicates CEUs are offered

Understanding Immigrant Adolescents: The Roles of School Bonding and Acculturation

By Ayorkor Gaba, Psy.M. and Brenna H. Bry, Ph.D.
Graduate School of Applied and Professional Psychology
Rutgers University



In the last decade or so, the United States has experienced a boom in the flow of immigrants into this country. The nation's immigrant population hit a record 35.2 million in March 2005 (Camarota, 2005), two and a half times the number at the peak of the last great immigration wave of 1910. The vast majority (85%) of the foreign born living in the United States are in the country legally. The immigrant population coming to America today is more diverse than ever before, coming from a wide array of countries, cultures and linguistic backgrounds. Once in America, many of these immigrants settle in low-income and/or urban-distressed areas.

The nation's public school system has been impacted significantly by this current wave of migration. Immigration accounts for virtually all of the national increase in public school enrollment over the last two decades. The number of children of immigrants will rise to 9 million in 2010, representing 22 percent of the school-age population (Camarota, 2005). The very face of schooling is changing as foreign-born and second-generation immigrant children enter, presenting new challenges to address appropriately this extremely diverse population.

Immigrant Adolescents and Mental Health Problems

For many immigrant children and adolescents, the immigration process itself is an event of extraordinary intensity and stress. Individuals struggle with conflicting social and cultural demands while trying to adapt to an unfamiliar and often hostile environment. This acculturative stress is often linked to the development of psychological distress, such as depression, anxiety, and/or substance abuse. Youth who experience acculturative stress may exhibit behavioral problems in school, appear withdrawn, display aggression, demonstrate difficulty socializing, and/or show academic failure (Kopola & Esquivel, 1994).

Additional variables that may increase distress in immigrant children include migration, trauma, poverty, poor previous education, language, and parental involvement (Nunez & Gary, 2004). In general, young children adapt more easily to a new culture than do adolescents and adults because young children have a less rigidly defined cultural identity and limited cultural experiences in the native culture (Kurtz-Costes & Pungello, 2001). Adolescents may be at increased risk for psychological distress related to immigration because they are already in the midst of a sometimes precarious developmental life stage where they are struggling with identity issues, emotional development, and peer/familial relationships.

Acculturation

Immigrant adolescents face the important challenge of successful psychosocial adjustment to their new social environment. This adjustment is often labeled "acculturation." Acculturation is an interactive and continuous process that

evolves in and through the communication of an immigrant with the new socio-cultural environment. Generally, the immigrants' need to adapt to the host culture is greater than the host cultures' need to include aspects of the immigrant culture (Kim, 1985).

Schools' Role for Immigrant Adolescents

For immigrant students, schools are the first sustained point of contact with the new culture. There is recent indication that secondary schools are failing to provide adequate support for immigrant students. High dropout rates among language-minority secondary school students are one indication. The belief that student dropout is due to a lack of proficiency in English often leads educators to overlook the economic (e.g., poverty), cultural (e.g., acculturation), and personal issues (e.g., trauma history) that immigrant adolescents face (Walqui, 2000).

The need for belonging, social support, and acceptance takes on special importance during middle and high school years, when young people begin to consider and develop their identities and futures. (Goodenow, 1993). During this time in their development, the sense of personal acceptance and having a valued place in different social contexts makes students' sense of community in their schools and classes especially important (Vieno, Perkins, Smith, & Santinello, 2005). Thus, school bonding plays a central role, as school is one of the important prosocial socialization domains that can inhibit antisocial behavior and promote positive development. School bonding is especially important for immigrant students because school becomes one of the main socializing units as students become socialized to the host culture.

Although it is clear from research that both school bonding and acculturation separately influence immigrant adolescents, stud-

Postdoctoral Fellow— Child Development

Medical College of Wisconsin

Duties: The postdoctoral fellow will be expected to provide clinical services under the supervision of the licensed psychologists in the Medical College of Wisconsin Child Development Center. In addition, time will be devoted to research activities, conducting clinical intake evaluations, and performing psychological testing procedures. The fellow will also be responsible for composing test reports and providing patient feedback.

The fellow will provide individual and group interventions, and assist in developing, implementing and monitoring treatment programs in the clinic. Additionally, the fellow will be expected to collaborate with principle investigators on ongoing studies and analyses, participate in educational venues in pediatrics (e.g., grand rounds, professor rounds, and research presentations).

Fellow may direct data entry staff, and activities surrounding database, data collection, and data entry and data management, as well as assist in the training of students, residents and fellows.

Requirements: Ph.D. in clinical, school, or counseling psychology; or Psy.D. Experience in evaluating and treating children and families. APA approved internship. Knowledge of basic tests and intervention strategies. Good communication and writing skills. Ability to work on a team. Ability to help with the design, organization, and coordination of scientific research projects. Requires ability to obtain/maintain privileges for clinical activities within assigned facilities.

Location: Child Development Center in the Curative Building on the Medical College of Wisconsin Campus.

COMPENSATION/BENEFITS: Competitive wage plus comprehensive benefits package including health, dental, vision, and group term life insurance; retirement program; paid vacation, sick and holiday time. Free parking in campus lot.

To Apply: Visit the Medical College of Wisconsin website, www.mcw.edu to complete an application. Reference job number 350.12353

Employment applications also available from 8:30 a.m. to 5:00 p.m. weekdays at: Medical College of Wisconsin Human Resource Service Center, 1st Floor, Medical Education Building, 8701 Watertown Plank Road, Milwaukee, WI 53226

EEO/AA M/F/D/V
www.mcu.edu/hr



ies have not yet adequately addressed how school factors and acculturation potentially collide and/or enhance each other to affect immigrant adolescents' mental health. Both variables play important independent roles, which psychologists should assess, but their interactions are not yet understood fully.

Future research is needed to understand this interaction. Additional research is needed to begin to identify risks and protective factors that are relevant to the lives of immigrant adolescents. Multimodal research is needed to better understand the complexity of identity and cultural development in immigrant adolescents that may put them at increased risk for such things as substance abuse, poor academic achievement and school drop out. As the demographics of American schools rapidly change, schools will need this improved understanding to help develop appropriate programming to address the needs of this new population.



Ayorkor Gaba, Psy.M.



Brenna H. Bry, Ph.D.

References available
at www.clinicalchildpsychology.org

VCU's Clinical Program Wins Outstanding Training Program Award

Virginia Commonwealth University in Richmond was created in 1968 from the merger of Richmond Professional Institute and the Medical College of Virginia. In 1971, the State Council of Higher Education approved VCU's doctoral program, and the clinical program subsequently graduated its first doctoral student in 1975. In the same year, the APA Committee on Accreditation granted full approval to the clinical doctoral program, and the program has maintained fully accredited status since that time. The clinical program presently has 50-60 students, accounting for more than one third of the total departmental graduate student enrollment. About half of these students are in the clinical child/adolescent track.

Over 250 doctoral students in clinical psychology have graduated from the program and taken faculty, staff, administrative, or practitioner positions in psychology programs housed in university departments of arts and sciences and medical schools, community mental health centers, clinics, hospitals, prisons, private practice, and state departments of mental health. The Chronicle of Higher Education recently ranked VCU's clinical psychology Ph.D. program fifth in the nation with regard to the scholarly productivity of its faculty.

Faculty research and clinical interests of the core clinical faculty are diverse and include: measuring and promoting parenting and co-parenting after divorce (Arnold L. Stolberg); etiology and prevention of youth violence (Albert Farrell); pediatric psychology with a focus on endocrinology disorders, particularly diabetes (Clarissa Holmes); emotional and behavioral adjustment of Latino and African American youth and developing and evaluating interventions that promote adolescent health and resilience (Rosalie Corona); and dissemination and implementation of evidence-based treatments for children and adolescents in community settings (Michael Southam-Gerow). Farrell, Southam-Gerow, and Stolberg are all directly involved in research investigating evidence-based treatments or prevention interventions.

Faculty are funded at more than \$2 million in 2007 from federal agencies and major foundations, including NIMH, CDC, and the William T. Grant Foundation. These projects provide many opportunities for students including research assistantships and access to rich data sets. Grant funding has also translated into research productivity for faculty.

In the past three years, faculty members from the developmental psychology program have become involved in training students in an applied developmental concentration embedded in the clinical child/adolescent program. Research foci include psychological and physiological sequelae of violence exposure (Wendy Kliewer), parenting children with autism and children of incarcerated women (Barbara Myers), and the development and evaluation of inclusive school-based primary prevention programs focused on youth with and without disabilities and the development and evaluation of dating violence prevention programs (Terri Sullivan). The collaboration between the clinical child/adolescent and developmental programs has been a great benefit to both programs by strengthening student's training typical and atypical development and its impact on behavioral health.

Training Emphases

The program, a reflection of the department and university, has an applied, community-based emphasis. Goals include a strong foundation in clinical science. As such, there are extensive opportunities for research training. Nearly all of these experiences are tied to applied clinical research projects. Clinical training occurs in the context of practice at the multidisciplinary training clinic, the Center for Psychological Services and Development (CPSD) as well as off-campus practica. Students are able to participate in one of three specialty clinics within the CPSD, directed by program faculty. These include the Anxiety Clinic (Southam-Gerow), the Co-Parenting Training Clinic (Stolberg), and the Latino Mental Health Clinic (Corona). These specialty clinics offer focused training in an evidence-based approach with a specific population. External practica are available to students in their fourth year. Most students in the clinical child/adolescent track take their practicum experience at Children's Hospital or the Virginia Treatment Center for Children (VCU's child psychiatry treatment facility).



VCU's Clinical Psychology faculty



A few of VCU's Clinical Child/Adolescent track students

2007 Division 53 Award Winners

The Board of the Society of Clinical Child and Adolescent Psychology is pleased to announce the winners of the annual grants and awards programs for 2007.

Distinguished Research Contributions Award:

Philip C. Kendall, Ph.D., Temple University

Early Career Faculty Research Award:

Erik Willcutt, Ph.D., University of Colorado at Boulder

Post-doctoral Research Training Grants:

Greta Winograd, Ph.D., Columbia University

Graduate Student Research Training Grants:

Abigail Judge, University of North Carolina

Mary Keeley, University of Florida

Junior Faculty Mentoring Award:

Steven R. Smith, Ph.D.,

University of California, Santa Barbara

Nominations for the 2008 awards are being solicited and are due March 1, 2008. For information and application details, see the Division 53 website www.clinicalchildpsychology.org.

Activating Your Online Access to the JCCAP

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

Current and back issues of the journal are available online at *leaonline.com* to all members who supply the division with their e-mail address. Members who have not activated their online access to the journal will receive periodic follow-up e-mails with a link to the journal website. Click on the "register now" button and follow the on-screen instructions. If you have already registered, please log in and follow the on-screen instructions.

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



If you have questions regarding the status of your 2007 membership dues payment, or are having problems activating your subscription, please contact Division 53 Database Manager Kris Morgan at kris@kmjassociates.com.

Notice to Members—Missing your journal?

If you experience an interruption in your publication service, it may be because you haven't paid your dues. It is Division 53 policy that all members who have not paid their dues by 3/31/07 will be purged from the Division's membership rolls and the list of JCCAP recipients. This action follows the second notice of past due dues mailed to members in late January. Members whose payments are received on or after 4/1/07, but before the final dues deadline on 6/30/07, will have their membership and publication service reinstated. If you have not yet paid dues, please do so today!



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

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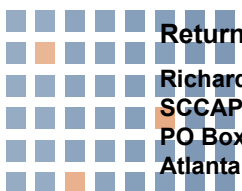
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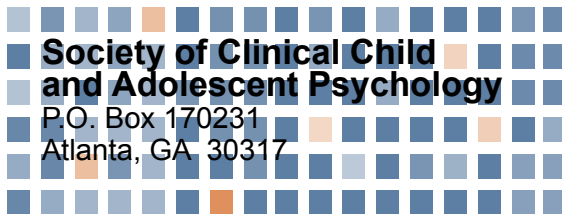
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