



PRESIDENT'S MESSAGE

RESPONDING TO THE MOMENT. FOR THE LONG HAUL.

This past year has been one we will long remember because of COVID-19. It is also notable for the resurgence of racial justice and other anti-discrimination movements in the United States. Galvanized in part by the killing of George Floyd by police, one of many such killings in recent years, activists have engaged in sustained protest for months.

In addition, the rise in hate crimes against those in the Asian-American and Pacific Islander (AAPI) community, in part related to COVID, and the surge in anti-immigration sentiment, has led to more serious consideration of how to encourage anti-racism in the United States.

We have also seen increased attention to the historic discrimination related to gender and sexual orientation. Momentum has been growing to reckon with the structural discrimination that has become part of many of our institutions. In the midst of the pandemic, the collective consciousness of our nation has been raised. And we are challenged to take courageous steps to change.

SCCAP: A Catalyst for Change

SCCAP and its board have viewed the present time as an opportunity to be a catalyst for such systemic change. To that end, we have initiated a number of actions, a few enumerated here. The [SCCAP board](#) remains committed that these are only the beginning.

- Our APA Convention programming includes two amazing invited addresses. The first is by [Dr. Riana Anderson](#), who will speak on the topic of racial discrimination and socialization in Black families. The second is [Dr. Farzana Zaleem](#), whose work examines community and family factors related to coping with racial stress and trauma.
- Although slowed by the pandemic, SCCAP remains in the midst of a revision of its vision and mission statements. Although we will always remain centered on the science and practice of clinical child & adolescent psychology, we intend to ensure that equity, diversity, and inclusion are thoroughly integrated in the mission. Led by past-president [Dr. Steve Hinshaw](#), those efforts resumed in May 2021 and will continue in an extended session at the APA Convention.
- We now have our second Member at Large for Diversity, [Dr. Omar Gudiño](#), succeeding [Dr. Erlanger Turner](#). The strategic vision and direction of the SCCAP Diversity committee will be a key focus of our board agenda in July, in advance of our larger meeting at the APA Convention.

- Thanks to the leadership of [Dr. Erlanger Turner](#), SCCAP funds the [Leadership Education to Advance Diversity \(LEAD\) Institute](#), a bi-annual event designed to provide professional development, networking, and leadership skills for graduate students and early career professionals (ECP's). LEAD has become a strong pipeline supporter, providing mentorship and community for the next generation of leaders in our field.



Michael Southam-Gerow, Ph.D.
SCCAP President

- Our flagship journal, *Journal of Clinical Child and Adolescent Psychology*, under the able leadership of [Dr. Andres De Los Reyes](#), has committed itself to doing better with regard to equity, diversity, and inclusion. Their first steps included diversifying the editorial review board and hiring an associate editor with an expertise in areas related to diversity and equity. Also, note that in the first issue of 2021, there was a piece on how to build anti-racism into graduate programs, an important effort needed to address the systemic nature of discrimination.

And the list will grow; we are just getting started. Our focus on equity, diversity, and inclusion will be meaningful and sustained.

Convention Gratitude

Let me conclude the column with gratitude for the service of the amazing co-chairs for the [APA convention in August of 2021](#). Thank you, [Dr. Caitlin Sayegh](#), for your efforts in managing not one but two virtual conventions these past two years. And thank you, [Dr. Miya Barnett](#), for diving into the fray in this tough year and working so well with Caitlin and the SCCAP team. Normally, the convention co-chairs are able to walk the halls of the APA Convention and watch the fruits of their many hours of dedication live and in person. This year, like last, they won't be able to do so. Instead, they will watch from a Zoom box with the rest of us.

On behalf of SCCAP, I want to express how deeply we appreciate their persistence and flexibility in bringing us a great convention again this year. Here's hoping we are able to hang out together in person in Minneapolis in 2022.

The e-version of this newsletter, with enabled [hyperlinks](#), is available at [sccap53.org](#).

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Newsletter Submissions
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SIG UPDATES



THE CLINICAL CHILD AND ADOLESCENT PRACTICE SIG

By Jill R. Thurber, Ph.D., SIG Chair, and Elizabeth Elder, LCSW, SIG Secretary/Listserv

Clinical assessment and interventions for children and adolescents is a highly specialized area of practice. Skilled clinicians must be able to consider multiple factors when treating children and adolescents to include developmental stages, parent-child dynamics and socio-cultural considerations.

Staying current with research in this field can be difficult for clinicians in private and hospital-based practices. These clinicians generally spend the majority of their time in face-to-face practice, documenting treatment and collaborating with parents, teachers and other healthcare workers on behalf of their clients. This leaves little time for consultation and staying abreast of the research in the field of child and adolescent treatment. Collaboration between scientists and clinicians must therefore be intentional.

To this end, SCCAP is committed to bridging the gap between science and practice and creating a community focused on issues relevant to those in primarily practice-oriented settings.

The primary goal of the Clinical Child and Adolescent Practice SIG is to create a venue for networking and consultation among psychologists who engage in primarily clinical practice.

Clinicians and applied clinical researchers in this specialized field of psychology are in a position to create a mutually enriching special interest group.

For information on how to join this SIG visit the Special Interest Groups page on SCCAP53.org.



Jill R. Thurber, Ph.D.
SIG Chair



Elizabeth Elder, LCSW
SIG Secretary/Listserv Manager

ACUTE, INTENSIVE, AND RESIDENTIAL SERVICE (AIRS) SIG

By Jarrod M. Leffler, PhD, ABPP, and Aaron Vaughn, Ph.D., SIG Co-Leaders

Over the past six months, the AIRS SIG has grown in both members and engagement across the spectrum of acute care settings. Currently 131 psychologists, trainees, and providers are active members of the listserv. These connections and collaborations have been incredibly impactful as dozens of inpatient, residential, and PHP and IOP programs are actively sharing information and engaging in dialogue in historically understudied and under-sourced settings.

Most critically, all of these systems have been profoundly impacted by COVID-19-related concerns (e.g, need for continued acute care through pandemic, issues related to milieu-based programming). In fact, over the past several months, the levels of referrals, admissions, and treatment need across the spectrum of acute care has exponentially increased.

The SIG and their members have had multiple online meetings to share information around critical issues that were highly attended (policies and procedures, developing new programs, etc.), and exchanged numerous emails and data about their

programs and system (e.g., policy and regulatory, staffing and ratios, admission and discharge information, ethical questions, and models of care/interventions). We are currently reviewing over 20 submissions for our special issue in Evidence-Based Practice in Child & Adolescent Mental Health.

The AIRS SIG board has over 15 members across six committees that are developing interventions and educational content as well as engaging with each other monthly. Please reach out to Jarrod at Leffler.jarrod@mayo.edu and/or Aaron at aaron.vaughn@cchmc.org if you have any questions or are interested in joining the AIRS SIG.



Jarrod M. Leffler, PhD, ABPP
SIG Co-Leader



Aaron Vaughn, Ph.D.
SIG Co-Leader

TRENDING TITLES: MOST FREQUENTLY DOWNLOADED *EPCAMH* AND *JCCAP* ARTICLES

Beginning this year, the **InBalance** newsletter will include a list of the most frequently downloaded articles from SCCAP’s journals *Evidence-Based Practice in Child & Adolescent Mental Health (EPCAMH)* and *Journal of Clinical Child & Adolescent Psychology (JCCAP)*; the Summer Edition will feature articles Jan–May and the Spring Edition will feature articles from the full prior calendar year.

As a reminder, SCCAP members have free access to journal articles through SCCAP53.org. Thank you to all of our journal authors and editors, whose outstanding works enables SCCAP to provide the latest and most highly regarded information to its members and to our field. It is your combined efforts that make *JCCAP* and *EPCAMH* successful!

TOP TRENDING *EPCAMH* TITLES JAN – MAY 2021

| # | AUTHORS | ARTICLE TITLE | ISSUE |
|---|--|---|---------------|
| 1 | Liesbeth G. E. Telman, Francisca J. A. Van Steensel, Ariëne J. C. Verveen, Susan M. Bögels & Marija Maric | Modular CBT for Youth Social Anxiety Disorder: A Case Series Examining Initial Effectiveness | Vol 5 Issue 1 |
| 2 | Julia J. Rucklidge, Jeanette M. Johnstone & Bonnie J. Kaplan | Nutrition Provides the Essential Foundation for Optimizing Mental Health | Vol 6 Issue 1 |
| 3 | Lauren E. Oddo, Anna Garner, Danielle R. Novick, Michael C. Meinzer & Andrea Chronis-Tuscano | Remote Delivery of Psychosocial Intervention for College Students with ADHD during COVID-19: Clinical Strategies, Practice Recommendations, and Future Considerations | Vol 6 Issue 1 |
| 4 | Sara King, Krista C. Ritchie, Melissa McGonnell, Christine Doe, Penny V. Corkum, Emily Côté & Adena Cox | Paging Dr. Google: Availability and Reliability of Online Evidence-Based Treatment Information about ADHD | Vol 6 Issue 2 |
| 5 | Katherine A. Corteselli, Nathan L. Hollinsaid, Sherelle L. Harmon, F. Tony Bonadio, Morgan Westine, John R. Weisz & Maggi A. Price | School Counselor Perspectives on Implementing a Modular Treatment for Youth | Vol 5 Issue 3 |

TOP TRENDING *JCCAP* TITLES JAN – MAY 2021

| # | AUTHORS | ARTICLE TITLE | ISSUE |
|---|---|---|----------------|
| 1 | Yllza Xerxa, Leslie A. Rescorla, Fadila Serdarevic, Marinus H. Van IJzendorp, Vincent W. Jaddoe, Frank C. Verhulst, Maartje P.C.M. Luijk & Henning Tiemeier | The Complex Role of Parental Separation in the Association between Family Conflict and Child Problem Behavior | Vol 49 Issue 1 |
| 2 | John F. Strang, Haley Meagher, Lauren Kenworthy, Annelou L. C. de Vries, Edgardo Menvielle, Scott Leibowitz, Aron Janssen, Peggy Cohen-Kettenis, Daniel E. Shumer, Laura Edwards-Leeper, Richard R. Pleak, Norman Spack, Dan H. Karasic, Herbert Schreier, Anouk Balleur, Amy Tishelman, Diane Ehrensaft, Leslie Rodnan, Emily S. Kushner, Francie Mandel, Antonia Caretto, Hal C. Lewis & Laura G. Anthony | Initial Clinical Guidelines for Co-Occurring Autism Spectrum Disorder and Gender Dysphoria or Incongruence in Adolescents | Vol 47 Issue 1 |
| 3 | Jennifer W. Kaminski & Angelika H. Claussen | Evidence Base Update for Psychosocial Treatments for Disruptive Behaviors in Children | Vol 46 Issue 4 |
| 4 | Jessica N. Fish | Future Directions in Understanding and Addressing Mental Health among LGBTQ Youth | Vol 49 Issue 6 |
| 5 | Chardée A. Galán, Beza Bekele, Cassandra Boness, Molly Bowdring, Christine Call, Kate Hails, Jeanne McPhee, Skyler Hawkins Mendes, Jacqueline Moses, Jessie Northrup, Petra Rupert, Shannon Savell, Stefanie Sequeira, Brenden Tervo-Clemmens, Irene Tung, Salome Vanwoerden, Sean Womack & Bilg  Yilmaz | Editorial: A Call to Action for an Antiracist Clinical Science | Vol 50 Issue 1 |

DISTINGUISHED CAREER AWARD



NANCY GONZALES RECEIVES SCCAP DISTINGUISHED CAREER AWARD

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



Nancy Gonzales, Ph.D.

SCCAP is pleased to recognize **Nancy Gonzales, Ph.D.**, with the 2021 Distinguished Career Award in honor of her groundbreaking and impactful research. Dr. Gonzales examines culturally informed models of family and youth resilience in low-income communities and translates findings from culturally informed developmental studies to design and evaluate programs to reduce minority health disparities and promote academic resilience.

In her work, Dr. Gonzales defines culture through multiple dimensions and at multiple levels, including ethnicity and national heritage, gender, social class, cultural values, family processes, community context, and the unique experiences that are shaped by these interacting forces. She has received several honors for her work, including the Advances in Culture and Diversity in Prevention Science Award from the Society for Prevention Research and the Arizona Latina Trailblazer Award. Read more about her academic journey in the [Arizona Memory Project](#).

Dr. Gonzales' career shows a deep motivation to serve the growing U.S. Latino population and a commitment to leveraging clinical psychology to support young people living in the Southwestern borderland. Her work has made a huge impact on the field's understanding of Mexican American child and adolescent resilience and wellbeing. She first joined Arizona State University as an undergraduate student, earning a B.S. in Psychology & Biology, and graduating summa cum laude. She completed her graduate studies at the University of Washington, working with her mentor Dr. Ana Mari Cauce to develop a program of research aimed at directly benefiting the public, especially low-income communities and high-risk populations.

In 1992, Dr. Gonzales returned to Arizona State University as a faculty member in the psychology department. After almost three decades of important contributions to the field of clinical child and adolescent psychology and her own academic institution, she soon will become an Executive Vice President and University Provost at Arizona State University.

Within Dr. Gonzales' Culture and Prevention Research Lab, she leads a team in studying the dynamic role of culture in children's development, academic and psychological wellbeing, and resilience across the lifespan from birth to young adulthood. She has received

funding from the National Institutes of Health, the National Science Foundation, the Helios Education Foundation, and the Institute for Educational Sciences and has contributed important insights into the cultural strengths, challenges, and positive development of Mexican Americans living in the Southwest.

Some of her most impactful studies include: 1) the NIMH-funded Family Project (Proyecto La Familia), an ongoing longitudinal study of mental health and resilience trajectories in Mexican American children and their families, 2) the Bridges to High School Program, an NIMH- and NIDA-funded family prevention and promotion program for middle school students to increase school engagement and achievement, strengthen family-school linkages, and prevent adolescents' emotional, behavioral and substance abuse problems, and 3) the NIMD-funded Las Madres Nuevas (the New Mothers Project) which examines cultural, contextual, and biological factors that impact mother-child coregulatory processes and the emergence of postpartum depression among low-income, first-time, Mexican American mothers.

In addition to her important body of research, Dr. Gonzales has also influenced the field through mentoring postdocs and graduate students, whose contributions continue to echo her work across the nations' universities and pediatric hospitals.

Throughout her career, Dr. Gonzales has aimed to achieve the following goals:

- Integrate meaningful aspects of culture in research on child, adolescent, and young adult development.
- Inform policies and programs that reduce social, academic, and health disparities.
- Develop, evaluate, and disseminate programs and practices that work

Her efforts to date have certainly met these challenges well, and she inspires the rest of us in the clinical child and adolescent psychology field to join her in these efforts in our own careers. Dr. Gonzales's address will be available to watch on the APA 2021 Convention website.

SCCAP recognizes Dr. Nancy Gonzales for her work to reduce minority health disparities and promote academic resilience.

Watch her award address on the 2021 APA Convention website.

SCCAP AWARDS



BOB SMITH AWARD WINNER – PAUL FRICK, PH.D., ABPP

Jill Ehrenreich-May, Ph.D.
MAL for Science and Practice

The R. Bob Smith, III, Ph.D., Excellence in Psychological Assessment Award was created to recognize Bob Smith, Ph.D. for his many years of service to the psychological profession by upholding the highest standards when creating and publishing evidence based psychological assessments. Bob began his career as a psychologist and later went on to found Psychological Assessment Resources (PAR). The “Bob Smith Award” is presented annually by the SCCAP Board to an individual, or organization that has made a major contribution to the field of psychological assessment, with a particular focus on those that have developed or validated best practices in the evidence-based assessment of children and adolescents.

With these criteria in mind, SCCAP is thrilled to announce the 2021 winner of the Bob Smith Award is **Paul Frick, Ph.D., ABPP**, Professor and Leo Crumpler Memorial Chair in the Department of Psychology at Louisiana State University (LSU). Dr. Frick will also be awarded a \$500 honorarium to acknowledge both this achievement and what is sure to be a highly informative webinar to the SCCAP membership on his assessment-related work later in 2021.

Dr. Paul Frick received his Ph.D. in 1990 from the University of Georgia. Prior to joining the faculty at LSU in 2015, Dr. Frick was the University Distinguished Professor at the University of New Orleans. Throughout his illustrious career, Dr. Frick’s research has centered on the many interacting factors that can lead children and adolescents to have serious emotional and behavioral problems, with a particular focus on dispositional and contextual factors that may place children at risk for developing more severe antisocial, aggressive and violent behavior. Within this domain, Dr. Frick has revolutionized our assessment and understanding of possible causal factors related to severe conduct problems, including a callous and unemotional interpersonal style.

Dr. Frick’s Developmental Psychopathology Lab at LSU (<https://faculty.lsu.edu/pfricklab/>) provides clinical assessment services to the community, in addition to a research mission centered on assessment and intervention models related to conduct problems in youth.

Dr. Frick has been at the forefront of innovations to our diagnostic understanding of youth aggression and related behavior. He is the current Section Editor for the DSM-5 text revisions work group for the chapter on Disruptive, Impulse-Control, and Conduct Disorders and previously served as a member of the ADHD and Disruptive Behavior Disorders work group which made recommendations for changes to the DSM-5.

Dr. Frick is also the current Editor of *Research on Child and Adolescent Psychopathology* (formerly the *Journal of Abnormal Child Psychology*). He previously served as SCCAP’s flagship publication, the *Journal of Clinical Child and Adolescent Psychology (JCCAP)* from 2002-2011, following his role as Associate Editor of *JCCAP* from 2002-2006. In addition, he chaired the Task Force on Upgrading the Science and Technology of Assessment and Diagnosis for APA Division 12.

A prolific researcher with an h-index of 110 and author of nearly 300 books, book chapters and peer-reviewed publications, Dr. Frick also recently published the fourth edition of his textbook on evidence-based assessments of children and adolescents. He has developed and disseminated multiple assessment measures for children and adolescents, which includes a rating scale for parenting (Alabama Parenting Questionnaire) and a rating scale for to assess callous-unemotional traits (Inventory of Callous-Unemotional Traits). Both of these measures have been translated into over 25 languages and used in over 300 published studies.

Dr. Frick recently developed a clinician rating to assess the new specifier “with Limited Prosocial Emotions”, which was added to the diagnosis of Conduct Disorder in the DSM-5 called the Clinical Assessment of Prosocial Emotions.

SCCAP congratulates Dr. Frick on the well-deserved receipt of the Bob Smith Award!



Paul Frick, Ph.D., ABPP

Dr. Frick’s Developmental Psychopathology Lab provides clinical assessment services to the community, in addition to a research mission centered on assessment and intervention models related to conduct problems in youth.

SCCAP AWARDS



JESSICA SCHLEIDER RECEIVES SCCAP'S 2021 RICHARD ABIDIN EARLY CAREER AWARD AND GRANT

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



Jessica L. Schleider, Ph.D.

SCCAP awarded Jessica L. Schleider, Ph.D., the 2021 Richard Abidin Early Career Award and Grant in Clinical Child and Adolescent Psychology. The Richard “Dick” Abidin Early Career Award and Grant is intended to recognize an early career psychologist who has established a program of empirical research that has had a major impact on the field’s understanding of psychopathology, prevention, assessment, treatment, or public policy relative to child and adolescent development or mental health.

Dr. Schleider is an Assistant Professor of Psychology at Stony Brook University, where she is the Director of the Lab for Scalable Mental Health. She is also a Faculty Affiliate of the Alan Alda Center for Communicating Science. She completed her graduate training at Harvard University and her pre-doctoral internship at the Yale University School of Medicine. She funded her dissertation research with two prestigious external fellowships, namely the National Research Service Award from the National Institutes of Health (NIH) and the Elizabeth Munsterberg Koppitz Fellowship from the American Psychological Foundation. Dr. Schleider’s program of research examines brief, scalable, accessible interventions for youth depression and anxiety, cognitive and familial change mechanisms in youth mental health interventions, and ways to harness technology to enhance scalability and precision of mental health services.

Dr. Schleider’s research has enriched our understanding of connections between family factors and youth mental health problems and intervention response. She has developed a new theoretical model, the triadic model of family process, to help guide the identification, and development of novel, transdiagnostic, family-focused treatments for youth anxiety and depression. Based on this model, Dr. Schleider developed and tested a novel, single-session web-based intervention targeting parent cognitions to strengthen parent expectancies about youth psychotherapy (which strongly predict youth treatment engagement, retention, and response). She is now working to test a novel means of matching depressed youths to the particular Single Session Intervention (SSI) version that will be most likely to reduce their symptoms (e.g., stronger centrality of behavioral symptoms indicating a behavioral activation SSI, stronger centrality of cognitive symptoms indicating a growth mindset SSI).

Dr. Schleider’s outstanding work has already been recognized in several ways.

Most recently, she made the Forbes 30 under 30 in Healthcare (2020). She is the recipient of the President’s New Researcher Award from the Association for Behavioral and Cognitive Therapies (ABCT) and the NIH Early Independence Award (being only the third scholar in Psychology to receive the award, but also the first to do so based on research in psychosocial interventions). Dr. Schleider joined The World Bank as an Academic Consultant for Education Global Practice in 2018. She has received funding through the National Institute of Mental Health, the National Science Foundation, and the Klingenstein Third Generation Foundation.

Dr. Schleider plans to use the \$20,000 grant from the Abidin Early Career Award to advance her work in tailoring SSIs for marginalized youth during and beyond COVID-19. The novel coronavirus 2019 (COVID-19) pandemic has dramatically increased youths’ risk for anxiety and depression, while simultaneously decreasing access to care due to existing and emerging logistical and financial barriers, and these risks have disproportionately impacted LGBTQ+ youth and youth of color, who are experiencing unprecedented financial difficulties, discrimination, medical hardship, and death due to this pandemic. As such, it is critical to tailor rapidly-disseminable, accessible interventions, like online SSIs, to the needs and preferences of LGBTQ+ and BIPOC teens.

With support from the Abidin Award, Dr. Schleider will add a qualitative assessment arm to her NIH-funded trial of SSIs in 2,452 adolescents, with the goal of examining why LGBTQ+ and BIPOC seek out and use SSIs, how they experience the interventions, including features they find more and less helpful, and ways in which she might improve SSIs’ capacity to support youth with marginalized identities.

Apply to receive the \$20,000

Richard “Dick” Abidin Early Career Award and Grant online at:

<https://sccap53.org/abidin-early-career-award-and-grant/>

Deadline is December 31.

ABIDIN EARLY CAREER RESEARCH AWARD UPDATE

By David Langer, Ph.D., ABPP
2017 Abidin Award Winner

It was a great honor to receive Richard “Dick” Abidin Early Career Award and Grant. The generosity of this award allowed me and my research team to explore exciting new directions that broaden the impact of our work and serve as the foundation for future grant applications and research.

My team’s work focuses on personalizing youth psychotherapy to plan treatments that are responsive to family backgrounds, preferences, values, and goals. To develop responsive, personalized treatment plans, we emphasize collaboration with caregivers and youth at the start of (and throughout) treatment. Such collaboration – frequently referred to as *Shared Decision-Making (SDM)* – has become increasingly popular to support patient empowerment and facilitate patient-centered care. However, there is limited research guiding clinicians on how to conduct SDM and on the outcomes of SDM for youth psychotherapy. My NIMH K23 career award funded a study (currently under review) comparing SDM to clinician-guided treatment.

The Abidin Award and Grant supported two additional studies that sought to answer related questions: 1) How are treatments currently planned in non-research treatment settings? and 2) How may clinician perspectives on treatment planning serve as facilitators or barriers to

the dissemination and implementation of SDM? For the first question, my team and I developed an observational coding system to characterize treatment planning in a sample of youth receiving usual care for emotional disorders in a community-based setting. Preliminary results after coding the initial two sessions for each case suggest that treatment planning discussions are common, but they rarely focus on long-term treatment plans, favoring instead planning out treatment tasks for a specific session (and doing so with low levels of SDM). For the second question, my team conducted semi-structured qualitative interviews with 29 community-based clinicians. Preliminary results highlight the variability of how clinicians think about treatment planning (e.g., some clinicians prefer structured treatment plans and others do not believe in defining a treatment plan) and how clinicians do (and would like to) include families in developing treatment plans.

I remain grateful to the Abidin Early Career Award and Grant for its support and to SCCAP for continuing to serve as a leader in clinical child and adolescent psychology, and for being my professional home.



David Langer, Ph.D., ABPP

PRACTICE AWARD WINNER – RENAE BEAUMONT, PH.D.

By Jill Ehrenreich-May, Ph.D.
MAL for Science and Practice

The SCCAP Award for Promoting Evidence-Based Mental Health Services for Children and Adolescents is designed to recognize a clinical child and adolescent practitioner who has made a significant and enduring impact to promoting awareness, accessibility, and/or implementation of evidence-based mental health services for children and adolescents. This recognition is designed to highlight the outstanding work of currently practicing clinicians who take scientifically derived clinical knowledge and promote, provide, or share it on a broader scale, in particular with members of diverse, vulnerable, or underserved groups. An award review committee, including Amanda Jensen-Doss, Ph.D., Ashley Shaw, Ph.D., and Mary Alvord, Ph.D., reviewed the many outstanding applications for this award.

SCCAP is thrilled to announce that the 2021 winner of this award is **Renae Beaumont, Ph.D.**, Assistant Professor of Psychology in Clinical Psychiatry at Weill Cornell Medicine. Dr. Beaumont is a child and adolescent psychologist who founded the video-gaming-based therapy program Secret Agent Society (SAS) www.sst-institute.net. SAS is an evidence-based intervention framework that has been shown to improve the emotion regulation skills, social skills and behavior of eight- to 12-year-old children with Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder and Anxiety Disorders. To date, the SAS program has been used by over 20,000 youth in nine different countries.

Originally from Australia, Dr. Beaumont completed her Ph.D. in Clinical Psychology at the University of Queensland in 2006. She worked both as a practicing psychologist and in various roles for Triple P International, primarily as Head of Practitioner Training and Support for their Social Skills Training Institute, before relocating to the United States.

Currently, Dr. Beaumont is a faculty member and clinician at Weill Cornell Medicine/New York Presbyterian Hospital, where she assesses and treats children and adolescents with an array of emotional, behavioral and developmental concerns. She also trains, supervises and mentors psychology students, postdoctoral fellows, social workers and psychiatry trainees in evidence-based therapies for children and adolescents.

The winner of multiple awards for her work on SAS and author of over 30 publications, including treatment manuals, workbooks, games and software, Dr. Beaumont is passionate about using technologically innovative approaches to improve the mental health and wellbeing of youth and families on a global scale. SCCAP heartily congratulates Dr. Beaumont on her achievements and receipt of this prestigious award.



Renae Beaumont, Ph.D.

IN FOCUS



MARIJUANA & ADOLESCENTS: A MENTAL HEALTH PRIMER

By Mary A. Fristad, PhD, ABPP



Mary A. Fristad, Ph.D., ABPP

Nearly one-quarter of high school seniors have used marijuana in the past month; nearly one-half have used in the past year.

The landscape of marijuana usage in the United States is changing rapidly; 36 states and the District of Columbia (DC) have enacted medical marijuana laws (MML). Of these, 15 states and DC have enacted recreational marijuana laws (RML). Nearly one-quarter of high school seniors have used marijuana in the past month; nearly one-half have used in the past year. Annually, 1.3 million adolescents have used marijuana for the first time in the past year. Rates of use and cannabis use disorder (CUD) have increased dramatically from 2016-2019; 2.8% of adolescents and 5.8% of young adults met DSM-5 criteria for past year CUD (SAMHSA, 2019). Interestingly, adolescents' perception of harm from marijuana use has declined over the last decade, while harm perceived from cigarette use remains high (Johnston et al., 2019).

Forms of Use

When smoked, psychotropic effects start within seconds or a few minutes. Maximum effect occurs after 15-30 minutes and diminishes within 2-3 hours (Grotenhermen, 2003). Peak blood concentration occurs within 30-90 minutes; clearance occurs within 4 hours (Monte et al., 2015). When orally ingested, psychotropic effects appear after 30-90 minutes, peak at 2-3 hours, and last for 4-12 hours, depending on dose (Grotenhermen, 2003).

It's Not Your Mom's/Dad's Pot

The two most relevant cannabinoids in marijuana are Δ^9 -tetrahydrocannabinol (THC) and cannabidiol (CBD). THC is associated with the "high" while CBD is nonintoxicating and has analgesic, anti-inflammatory, and anxiolytic properties. Both THC level and THC:CBD ratio matter, and both are on the rise. From 2008 to 2017, mean THC levels in the US have doubled (8.9% to 17.1%), mean THC:CBD ratio has quadrupled (23 to 104), and mean THC concentration in hash oil (a concentrated resin containing THC, CBD, and other cannabinoids) has increased over eight-fold (Chandra et al., 2019). Similar increases have occurred worldwide (Chandra et al., 2019). Users only partially adapt usage based on potency (Freeman et al., 2014).

Adolescent Brains Are Vulnerable

Evidence suggests that adolescent and adult brains process cannabinoids differently. THC and CBD affect the endogenous cannabinoid system (eCB), which is implicated in executive functioning, impulsivity, mood, and anxiety (Wright, Scerpella, & Lisdahl, 2016). During adolescence, the eCB undergoes immense reorganization; any use of exogenous cannabinoids can cause circuitry to

go awry (Ellgren et al., 2008). Additionally, CB1 receptors demonstrate significantly greater binding capacity in adolescence than in adulthood (Rodriguez de Fonseca, Ramos, Bonnin, & Fernández-Ruiz, 1993). As a result, persistent changes in brain function can result from repeated marijuana use in adolescence (Wright et al., 2016).

Mental Health Sequelae

Anxiety

An immediate effect of marijuana can be temporary relief of anxiety, making self-medication appealing. However, high THC products can cause panic-like symptoms and exaggerated, maladaptive neuroendocrine responses to stress (Patel, Hill, & Hillard, 2014). Female users may be particularly vulnerable (Wright et al., 2016).

Depression

Marijuana users are at significantly increased risk for depression (OR=11.37, 95% CI, 1.16-1.62), suicidal ideation (OR=1.50, 95% CI, 1.11-2.03), and suicide attempt (OR=3.46, 95% CI, 1.53-7.84) in young adulthood (Gobbi et al., 2019) and at 3- 6- and 12-month follow-up, have a worsening course compared to nonusers (Bahorik et al., 2017).

Psychotic disorders

THC can cause psychotic-like symptoms in a dose dependent manner (Di Forti et al., 2014); risk of developing schizophrenia and other psychotic disorders increases with potency and frequency of use; earlier onset is associated with younger age at first use (Di Forti et al., 2014).

Cognitive decline

Persistent use before (versus after) age 18 results in greater intelligence decline by age 38, even if marijuana use has been stopped or reduced in the past year (Meier et al., 2012). Working memory, processing speed, perceptual reasoning, and verbal comprehension are all negatively impacted. Morphological brain alterations, especially in the medial temporal and frontal cortices, as well as the cerebellum, have been documented in chronic cannabis users (Batalla et al., 2013).

Social and functional impacts

Impaired judgment can lead to unintended sexual activity, resulting in increased rates of sexually transmitted diseases and unwanted pregnancy (Volkow et al., 2014). Chronic marijuana use is associated with decreased work

continued next page...



...cont'd MARIJUANA & ADOLESCENTS

commitment, financial stability, overall social functioning (Brook, Lee, Finch, Seltzer, & Brook, 2013), poorer educational outcomes, lower income, greater dependence on welfare, higher rates of unemployment, and lower ratings of inter-personal relationship and life satisfaction (Fergusson & Boden, 2008).

Driving under the influence

Recent marijuana use has the potential to double the risk of a car accident (Hartman & Huestis, 2012); positive marijuana blood tests are associated with a 3-7-fold increase in motor vehicle accidents compared to nonusers; combining THC with alcohol is particularly problematic (Ramaekers, Berghaus, van Laar, & Drummer, 2004).

Other substance use disorders

Adolescents with frequent marijuana use have a 130% greater likelihood of misusing opioids compared to nonusers (Surgeon General, 2019). Neurocircuitry involving marijuana appears to overlap with circuitry involving other substances, leading to cross sensitization (De Aquino et al., 2018).

Summary & Clinical Considerations

- Use is increasing; be prepared to discuss with your clients/patients.
- Routine assessment: interview adolescents and parents separately.
- Drug screening: utilize if there is suspicion of use.
- Therapeutic strategies: take a curious stance, inquire about understanding of risks and benefits; share current evidence-based information in a non-confrontational manner; provide alternative methods to achieve benefits (e.g., cognitive-behavioral therapy to decrease anxiety, sleep hygiene to aid sleep initiation); encourage decreased usage via motivational interviewing.

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APA 2021

SAN DIEGO AUGUST 12-15



Caitlin Sayegh, Ph.D.



Miya Barnett, Ph.D.

SCCAP 2021 APA CONVENTION PROGRAMMING ONLINE

By Caitlin Sayegh, Ph.D.

APA Convention SCCAP Program Chair

Miya Barnett, Ph.D.

APA Convention SCCAP Program Co-chair

This summer, we will be convening to learn and connect at APA 2021 in the safest way possible-- virtually. Although we will miss the opportunity to come together in person, we hope you'll join us for a wide range of programming planned to enhance your practice, push the boundaries of research, and support the development of new skills and key insights. Registration will open this June. Visit <https://convention.apa.org> for more event information and updates.

Don't miss out on our poster sessions, either! The research and scholarly work presented this year represents cutting edge work illuminating mechanisms

of psychopathology and wellbeing among youth, and digs deep into how we as child and adolescent clinical psychologists can measure, assess, prevent, and intervene to promote mental health and resilience. We particularly appreciate the graduate students sharing their fresh ideas and practicing clinicians bringing their perspectives to our conversations about evidence and empiricism.

We are looking forward to August and hope to connect. Don't forget- you can still access programming from APA 2020 all the way through August 1, 2021, as well.

Question, comments or hopes about APA 2021?

Email us at apaconvention@sccap53.org.

ANNOUNCING 2021 POSTER AWARD WINNERS

Innovative Research – Maya Hareli, Loyola University Chicago, “The Impact of Supportive Accountability Via Mobile App Use on Youth Mental Health: A Meta-Analysis”

Diversity in Research – Kalani A. Gates, Western Michigan University, “An Audit Study: Disparities in the Accessibility to Mental Health Services for Minority Youth”

Translational Research – Jessica Burns, Pepperdine University, “Comprehensive Table of Risk Assessment Tools Used in Emergency Departments with Pediatric Patients”

Best Overall Poster – Lindsey Ringlee, University of San Diego, “The Relation of Parent Mental Health to Improvement in Child Internalizing Symptoms in PCIT”

Best Overall Graduate Student Poster – Acacia Lopez, Mississippi State University, “Racial Trauma In Children Raised By Grandparents: Protecting Against Discrimination”

See these and other posters at our virtual poster sessions!





TUNE IN TO SCCAP 2021 APA CONVENTION PROGRAMMING ONLINE

| SESSION | PRESENTERS | TITLE | OVERVIEW |
|------------------------|---|---|---|
| Symposium | Carla C. Allan, PhD, William J. Barbaresi, MD, Thomas J. Power, PhD, William E. Pelham, PhD, Joseph Hagan, MD, and Steven W. Evans, PhD | ADHD Clinical Practice Guidelines: Practical Recommendations and Future Directions | Members of the ADHD Clinical Practice Guidelines (CPG) subcommittees for the American Academy of Pediatrics and the Society for Developmental and Behavioral Pediatrics will review new CPGs and opportunities for research and practice. |
| Symposium | Elizabeth Halliday, BS, Olivia Fitzpatrick, BA, Mallory Dobias, BS, and Jenna Sung, BA | Digital Mental Health Interventions for Youths and Families during and beyond the COVID Era | This symposium focuses on tests of the effectiveness of brief, digital mental health interventions for youths and families. Such approaches may contribute to efforts to expand access to mental health care, within and beyond the current pandemic. |
| Invited Address | Ernestine C. Briggs-King, PhD | The Truth about Race and Trauma | This session will address the dynamic interplay between racism and trauma and the pernicious effects on children and families. Relevant concepts and frameworks for dismantling racism and potential recommendations for intervention will be explored. |
| Invited Address | Farzana Saleem, PhD | Acknowledging and Healing the Wounds of Race-Related Stress and Trauma for Children and Adolescents | The presentation will highlight facilitators and barriers in identifying and processing racial stress and trauma with youth of color, with a focus on African Americans within the United States, using a strengths-focused and community-based lens. |
| Invited Address | Irene Tung, PhD, and Chardée A Galán, PhD | Advancing Antiracism in Clinical Science to Reduce Racial Disparities in Youth Mental Health | This talk seeks to increase awareness of the ways in which the field of clinical science perpetuates racial oppression and disparities in youth mental health and to provide concrete ways for graduate training programs to engage in structural reform. |
| Symposium | Jarrold Leffler, PhD, Kate Zelic, PhD, Mary Fristad, PhD, Victoria Cosgrove, PhD, Amy West, PhD, Martha Tompson, PhD, et al | Targeting Psychological and Physiological Mechanisms in the Treatment of Pediatric Mood Disorders | Enhancing conventional treatments for youth with mood disorders to impact treatment outcomes by engaging families along with a focus on sleep hygiene, nutrition, and the impact of stress on cognitive and physiological functioning. |
| Skill-Building Session | Lyn Greenberg, PhD, & April Harris-Britt, PhD | Children Resisting Contact with a Parent: Separating Ideology from Effective Intervention | Children at the center of custody disputes may become highly symptomatic or resist contact with a parent, requiring specialized family treatment. Presenters will address various contributing factors and effective, scientifically-informed treatment. |
| Symposium | Michelle A. Cuevas, PhD, Krista Freece, PhD, and Melanie E. Ballatore-Weinfeld, PhD | Answering the Need for Assessment in the Face of a Health and Societal Pandemic | This presentation will showcase the various adaptations multiple psychologists created to provide high-quality assessments while maintaining the health and safety of both the provider and the patient through a managed healthcare organization. |
| Invited Address | Riana Elyse Anderson, PhD | Inoculating Children from the American Endemic: Treating Racism as a Virus | Conceptualizing racism as a social virus allows for more accurate, precise, and feasible treatments for transmitters and targets of racism with respect to prevention (e.g., inoculation) and intervention (e.g., healing and vaccination). |
| Skill-Building Session | Teri L. Bourdeau, PhD and Allison R. Love, PhD | A Model for Leveraging Multiple Evidence-Based Treatments in a Pandemic World | An overview of resources in the Managing and Adapting Practice (MAP) system and the framework for how these tools are used together to design flexible, evidence-informed treatments tailored to any client, program, or modality. |

THE STUDENT VIEW



SCCAP STUDENT DEVELOPMENT COMMITTEE WANTS TO HEAR FROM YOU

By Enitan Marcelle and Natalie Finn, SCCAP Student Representatives



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



Natalie Finn
SCCAP Student Rep 2021-2023
Virginia Commonwealth University

Discover current Student Development Committee projects to help you take advantage of everything we offer, and let us know what more you would like to see from SDC.

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

Feedback Survey We are currently collecting feedback from our student members about events and opportunities. The survey only takes a few minutes; access it at: <https://forms.gle/UbrHEVFZQ1CvpLzq8>

Annual Internship Webinar The SDC organizes an annual webinar focused on applying to clinical internships every summer. This year, the internship webinar will be held in July. More info to come. Webinar information will be sent via the student listserv. Join SCCAP as a student member (for free) and make sure to select the option to be added to our student listserv.

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

Social Media Management and Advertising SCCAP is on social media. The SDC assists in disseminating student relevant information and promoting evidence-based practice in clinical child and adolescent psychology. The SDC regularly posts blurbs about scholarly work that has been published in *EPCAMH* and *JCCAP* and advertise upcoming opportunities for student awards. Check us out on Twitter: @SCCAP53.

Career Column Spotlight The SDC runs a bimonthly career column that highlights different career trajectories in clinical child and adolescent psychology. Every two months, the career column committee spotlights a child clinical/pediatric psychologist on our website to provide our student readership with potential trajectories for pursuing careers in the field. Recently, we collaborated with SCCAP social media and communications to have members nominate outstanding professionals to be featured on the website. Over the past year, we have featured a number of psychologists at various stages of

their careers across different settings of care. To learn more about their experiences and recommendations for current students, visit <https://sccap53.org/resources/student-resources/career-columns/>. (Members will need to log in to their SCCAP account to access the career column spotlight).

Mentorship Program The SDC Mentorship Program partners undergraduate and graduate students interested in clinical child and adolescent psychology careers with graduate students and early career professionals in the field. Our mentorship program is currently in the process of preparing the next call for applications, due each year around May 31.

This year we made some changes based on feedback from previous mentors and mentees; mentors and mentees can now be matched based on desired frequency of meeting, so that those interested in meeting a few times for general guidance can participate in the program without having to commit to meeting once per month. We are also beginning to assess the experiences of those recently matched in the program. More information is available at <https://sccap53.org/resources/student-resources/student-mentorship/>. (Members will need to log in to their SCCAP account to sign up for the mentorship program.)

Student Achievement Awards Each year, SDC awards five student achievement awards to undergraduate and graduate students in recognition of their contributions to the field (research and clinical work) each year.

Professional Development Awards This year, we aim to award up to six \$375 professional development awards. Awards will support student conference attendance, online educational opportunities, and/or purchase of printed materials. Applications are due each year around June 1. To learn more about student award opportunities, visit <https://sccap53.org/resources/student-resources/student-award-opportunities/>.

If you have feedback or questions for the SDC, please contact your student representatives, Enitan or Natalie, at division53studentlistserv@gmail.com.



2021 SCCAP STUDENT ACHIEVEMENT AWARDS

By Natalie Finn and Eritan Marcelle
SCCAP Student Representatives

The SCCAP Student Development Committee (SDC) Student Achievement Awards recognize students in various stages of training for their accomplishments in research and clinical practice. Thank you to the SDC members who reviewed the 2021 award applications.

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



*Kaitlyn Pham
University of California,
Los Angeles*

Undergraduate Student Research Award

Kaitlyn Pham, a senior at the University of California, Los Angeles, is pursuing her Bachelors of Arts in Psychology with a minor in Cognitive Science. She is passionate about clinical psychology. In particular, her research examines systemic and structural factors that can impact therapeutic outcomes such as treatment engagement. Kaitlyn promises to be an outstanding scholar, as exemplified by her high GPA, 6 poster presentations, and involvement in multiple research labs. Additionally, Kaitlyn regularly volunteers her time as a

crisis counselor and has traveled to Japan as a group leader to spark conversations among high school students about mental health. Kaitlyn hopes to pursue a research career studying how to reduce stigma and increase accessibility to mental health care among Asian American communities.



*Danielle (Dani) Novick
University of Maryland
College Park*

Clinical Practice Award

Danielle (“Dani”) Novick is a fourth-year doctoral student under the mentorship of Dr. Andrea Chronis-Tuscano at University of Maryland College Park. Dani has extensive experience in delivering evidence-based treatment to children and adolescents across multiple care settings. She has been active both within her department and within national professional organizations as a mentor to undergraduate students and a member of various diversity and inclusion

committees. In addition to her exemplary clinical work, Dani also has a prestigious research record as the recipient of a highly competitive National Science Foundation Graduate Research Fellowship.

Late-Stage Graduate Student Research Award

Allie Sullivan is a fifth-year doctoral student under the mentorship of Drs. Rex Forehand and Dianna Murray-Close at University of Vermont. Allie’s doctoral work has focused on parenting under stress and in the presence of psychopathology. As a graduate student, Allie has earned numerous accolades and has consistently published in high-impact journals. As the recipient of a prestigious Ruth L. Kirschstein National Service Research Award, as well as a prolific publication record in high-impact journals, Allie demonstrates exceptionalism in clinical science.



*Allie Sullivan
University of Vermont*

Late-Stage Graduate Student Research Award

Ogechi (Cynthia) Onyeka is a fifth-year doctoral student who studied under Dr. Maryse Richards at Loyola University Chicago. Cynthia has committed her graduate research to the field of clinical child and adolescent psychology, focusing on promoting resilience among youth of color and historically excluded communities who experience community violence and trauma. As a graduate student, Cynthia has earned numerous accolades and has consistently published in high-impact journals.



*Ogechi (Cynthia) Onyeka
Loyola University Chicago*

Early-Stage Graduate Student Research Award

Noah Triplett is a third-year doctoral student under the mentorship of Dr. Shannon Dorsey at the University of Washington. Noah’s work primarily focuses on leveraging community partnerships to advance the implementation of culturally-responsive evidence-based treatments. As a Robert Wood Johnson Foundation Health Policy Research Scholar and recipient of a prestigious predoctoral National Research Service Award from the National Institute of Mental Health, Noah’s research has both scholarly and real-world impacts. In addition, Noah has demonstrated a strong commitment to addressing diversity in his service to his lab, department, and professional organizations.



*Noah Triplett
University of Washington*

GRANTS & AWARDS



2021 SCCAP ROUTH RESEARCH AND DISSERTATION GRANTS

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



Angela Dahiya-Singh
Virginia Tech

Providing Telehealth Support for Parents of Children with Autism Spectrum Disorder Using A Mobile App

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder

that presents many challenges for parents of children with co-occurring behavioral difficulties. Unfortunately, due to limited access and affordability of care, in-person treatment for this population is not always feasible, but accessibility may be expanded through telehealth platforms such as mobile applications.

This project aims to develop and investigate the feasibility of a behavior consultation mobile app to improve telehealth support for parents of children with ASD (ages 3-13 years). The participants are randomly assigned to a one-session telehealth consultation with either the enhancement of a 4-week mobile application program or the enhancement of online resources without the mobile application. It is expected that the use of the app will be received positively by parents and will improve child behaviors and parenting outcomes across domains of competence, knowledge, and stress.



Raha Hassan
McMaster University

Longitudinal Investigation of Shyness, Self-Regulation, and Observed Peer Dyadic Interactions in Preschoolers

Previous work has found that heightened self-regulation may paradoxically increase risk for psychosocial problems in shy children. My dissertation research uses a longitudinal and multi-measure approach to examine the moderating role of preschoolers' self-regulation on the relation between shyness and prospective social behaviour observed during dyadic peer interactions. This work will fill gaps in the literature by clarifying which indices of self-regulation may heighten risk for shy children in an ecologically valid context.

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

InBalance will publish the names of SCCAP student members receiving their doctoral degrees in 2020 or 2021 in the fall newsletter issue. Faculty advisors and/or students should submit name, institution, advisor, date of conferment, and dissertation title to newsletter editor, Jennifer Hughes, at Jennifer.Hughes@utsouthwestern.edu.

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





2021 SCCAP ROUTH RESEARCH AND DISSERTATION GRANTS



Casie Morgan
University of Alabama
at Birmingham

Superhero Media and Risk-taking: Is Superhero Play a Risk Factor for Unintentional Injury in Preschool-aged Children?

My dissertation addresses how risk behaviors present in superhero media may promote imitative risk-taking during children’s play. We will examine relationships between pretend superhero play, imagination susceptibility, identification with superheroes, and children’s risk-taking behaviors. Preschool-aged

children and their caregivers (expected n = 120) will engage in an experimental story-based research protocol, with all behavioral tasks absorbed into the plotline of a superhero- or school-based story. Results offer implications for injury prevention efforts focused on children’s risky play.



Zabin Patel
University of Miami

The Treatment Ecology: Individual, Family, and Neighborhood Effects on Depression and Anxiety Treatment in Youth

Using a social-ecological model, this study examines individual, family, and neighborhood effects on depression and anxiety treatment in youth. Youth demographic and clinical data from an effectiveness trial will be combined with block-group American Community

Survey data to explore neighborhood variability in symptoms and treatment outcomes using geospatial analysis and multilevel modeling. Findings will lay a foundation for understanding spatial distributions in treatment effectiveness to help inform more efficient allocation of resources for implementation efforts.

ROUTH HONORABLE MENTION



Emily Fourie
University of California, Davis

Perception and Execution of Biological Motion Adhering to the Two-Thirds Power Law: A Comparison Between Autism Spectrum Disorder and Typical Development



Alyssa Palmer
University of Minnesota

Positive Influences on Early Childhood Mental Health in the Context of Rural Poverty



Lindsay Taraban
University of Pittsburgh

An Exploration of the Domain-Specificity of Maternal Sensitivity in the Infancy Period: Unique Paths to Child Outcomes

COMMITTEE & MAL UPDATES



DIVERSITY COMMITTEE UPDATE

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



Omar Gudiño, Ph.D., ABPP

The Diversity Committee has added an advisory group of graduate students and ECPs to provide real-time feedback about the needs of SCCAP members.

As we transition to summer, we are excited to present the 2021 SCCAP Leadership Education to Advance Diversity (LEAD) Institute. From June 4-5, 2021, 45 LEAD Fellows (graduate students and Early Career Psychologists; ECPs) will participate in programming to develop leadership and professional skills while expanding their professional networks. Organized by Erlanger Turner, Ph.D., (Chair of LEAD) and the Diversity Committee, the 2021 LEAD Institute promises to be a transformative experience for future leaders in our field.

During the 2021 APA Convention, we invite you to view two presentations organized by the Diversity Committee. Chardée A. Galán, Ph.D., and Irene Tung, Ph.D., will present, “Advancing Antiracism in Clinical Science to Reduce Racial Disparities in Youth Mental Health,” and Ernestine C. Briggs, Ph.D., will present, “The Truth about Race and Trauma.” These presentations will provide opportunities to foster knowledge, ideas, and skills to support diversity, equity, and inclusion in our field. We encourage you to take advantage of these opportunities and reach out to us with your ideas about how to advance antiracism across our field.

Lastly, the Diversity Committee is excited to welcome nine new members. We are thrilled to have so many SCCAP members committed to advancing diversity and donating their time and talents to support this work.

In response to your enthusiasm and engagement, we have added an advisory group of graduate students and ECPs to provide real-time feedback about the needs of SCCAP members. We’ll be focusing on a) communications and engagement and b) education and training initiatives for the remainder of the year. We also look forward to launching two new initiatives aimed at supporting diversity in everyday clinical practice and key issues in training this summer.

Please visit sccap53.org to learn more about our new members and our initiatives. If you have ideas or comments to share, please email me at Omar.Gudino@ku.edu. We look forward to “seeing” you at APA!

EDUCATION & STANDARDS UPDATE

By Shawn C.T. Jones Ph.D., MHS LCP
Clinical Child and Pediatric Psychology Training Council Committee Representative



Shawn C.T. Jones Ph.D., MHS LCP

I am writing to provide some updates on behalf of the Education and Standards Committee. Over the last several months, I have had the distinct honor of being a committee representative on the Clinical Child and Pediatric Psychology Training Council (CCAPPTC) Diversity Committee.

Our primary objective over this time has been to establish standards for Diversity Training. To accomplish this critical task, we developed and distributed surveys to programs, internship and postdoctoral fellowship sites, and students for both Divisions 53 and 54. Each of these surveys contain an agreed upon set of numerical and narrative-based questions that we as a committee felt would best equip us to develop culturally informed standards.

If you completed one of these surveys, a big Thank You! We are currently in the process of analyzing both the quantitative and qualitative data from these surveys, with initial, high-level themes already being tremendously edifying.

I look forward to providing further updates about how this work is unfolding, as the committee continues its work into summer 2021.

Feel free to reach me at scjones4@vcu.edu if you have any questions in the meantime!



CHILD MENTAL HEALTH IN ACTION PROGRAM CALL FOR 2022 FUNDING APPLICATIONS

SCCAP encourages creative applications that will serve both members and child and adolescent mental health. To support a broader range of projects, we have expanded the program and now invite applications at two levels:

Service Awards are intended to extend existing programs, support pilot initiatives, or fund training opportunities or other programs aligned with SCCAP's mission.

- Applicants are encouraged to be creative with their proposals. Examples of potential projects include activities such as developing and disseminating professional training opportunities, APA CODAPAR initiatives, and efforts to improve community outreach.
- Each program target funding allotment is up to \$5,000.
- Service Award projects are expected to be completed within one year.

Innovation Awards are intended to provide financial support for high-risk, high-reward programs or projects for which other funding would be difficult to secure.

- Innovation Award applications will be judged primarily on potential innovation and impact. Projects with potential to impact youth mental health broadly – whether directly or through programs for clinicians – will be prioritized.
- Each program target funding allotment is up to \$25,000.
- Innovation Award projects are expected to be completed within two years.

We are looking for applications that are well-aligned with our mission to support the development and advancement of clinical child and adolescent psychology through the integration of its scientific and professional aspects. In the 2022 funding cycle, we are particularly interested in applications that promote anti-racism efforts to achieve equity in mental health and developmental outcomes for children and adolescents in diverse communities.

Questions can be sent to Anna Van Meter (avanmeter@northwell.edu) or Heather MacPherson (heather_macpherson@brown.edu), CMHA Co-Chairs.



Learn more at:

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

JOURNALS FREE TO SCCAP MEMBERS

Beginning in 2021, our two journals, *Journal of Clinical Child and Adolescent Psychology* and *Evidence-Based Practice in Child and Adolescent Mental Health* will continue to be free to all SCCAP members through the [SCCAP53.org](https://sccap53.org) website under the Publications tab. This Members Only tab transfers you to the Taylor and Francis website where you are able to access current and archived journals, and download individual articles.

Another change for our journals is that they will no longer be printed by issue. Journals will only be printed in yearly volumes. Print versions of the yearly journals are available for purchase at a low member price.

As the impact of both journals on the mental health profession continues to rise, it is our hope that you will consider submitting a manuscript. More information is on [SCCAP53.org](https://sccap53.org).

Order Now

CONSIDER BECOMING AN SCCAP/DIVISION 53 FELLOW

The SCCAP Fellows Committee invites nominations for Fellow Status in our upcoming 2022 cycle (Fellow status as of 2023). Self-nominations are welcome. Becoming an SCCAP Fellow recognizes outstanding contributions to psychology and SCCAP and is an honor valued by many members. Election requires evidence of outstanding contributions or performance in the field of psychology, specifically in the area of clinical child and adolescent psychology. Fellow status requires that a person's work has had a national impact on the field.

The SCCAP Fellow application is less cumbersome than the initial APA Fellow application. Minimum qualifications include: 1) APA and SCCAP membership for at least one year, 2) ten years of post-doctoral professional experience, and 3) a self-statement and CV with highlighted contributions to clinical child and adolescent psychology broadly defined.

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

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

Questions? Contact SCCAP Fellows Chair Sharon Berry, at Sharon.Berry@ChildrensMN.org.

APA COUNCIL UPDATE



APA COUNCIL OF REPRESENTATIVES FEBRUARY MEETING HIGHLIGHTS

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

APA has continued to address equity, diversity, and inclusion (EDI) in a variety of ways. A framework for conceptualization of these issues and initiatives was released and is accessible online at: www.apa.org/about/apa/equity-diversity-inclusion/equity-division-inclusion-framework.pdf.

In response to an information request from NIH (NOT-OD-21-066; Fostering Innovative Research to Improve Mental Health Outcomes Among Minority and Health Disparities Populations), APA issued a statement and offered a variety of recommendations to reduce systemic inequalities and incorporate EDI principles in funding priorities. These recommendations included, among others: expanding focus on the effects of racism and structural inequalities on Black, Indigenous and People of Color; increasing diversity on NIH Scientific Review Panels; and increasing funding for Diversity Initiative Supplement grants. NIH Research Training Grants, in general, were highlighted as an important tool to help address disparities and to prepare individuals for careers in behavioral health clinical research.

Dr. Mitch Prinstein, former SCCAP President, was appointed as Chief Science Officer for APA. We asked him to share his priorities with us and they are as follows:

- Eliminate the effects of inequities, injustices, and biases on psychological science, becoming a model for all scientific disciplines. (Note: this work will focus initially on racial/ethnic biases (more info at: <https://psyarxiv.com/6nk4x/>) but will be conducted to recognize intersectionality as well as ongoing issues relevant to many other underrepresented and discriminated groups (e.g., gender/sexual/age diversity, differences in ability, neurodiversity).

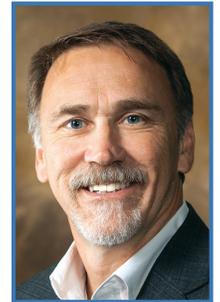
- Fulfill the promise of psychology as a hub science by uniting psychology across sub-disciplines and utilizing our combined voice to partner with other fields that could benefit from our scientific expertise.

- Prepare psychological scientists to succeed and thrive in a new climate for research, transdisciplinary research funding, and modes for studying behavior.

- Persuade thought leaders outside of scientific circles (e.g., federal and private funders, executive and legislative policymakers, corporate/workplace contexts, educational and health settings) to partner with psychological scientists to ensure success.

- Teach the public to regard psychological science as rigorous and essential for their daily personal and professional lives and teach scientists how to engage in public education activities.

At its February 2021 meeting, APA's Council of Representatives approved resolutions addressing change efforts specific to gender identity and sexual orientation. [The Resolution on Gender Identity Change Efforts \(GICEs\)](#) "affirms that scientific evidence and clinical experience indicate that GICE put individuals at significant risk of harm." [The Resolution on Sexual Orientation Change Efforts \(SOCEs\)](#) asserts that "that scientific evidence and clinical experience indicate that SOCE put individuals at significant risk of harm."



Timothy A. Cavell, Ph.D.



Mary Louise Cashel, Ph.D., ABPP

SCCAP ANNOUNCES 2022 NEW EXECUTIVE BOARD MEMBERS



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Christina Cammarata, Ph.D., ABPP
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Thank you to all who voted in the election. We look forward to working with the newly elected Executive Committee and encourage all members to become involved with SCCAP programs.



MEMBERSHIP & PUBLIC INTEREST COMMITTEE UPDATE

By Christina Cammarata, Ph.D., ABPP

Member at Large for Membership & Public Interest

As we round out a year that for so many has been marked by grief and loss, I want to take a moment to express my gratitude for your continued support of our organization. Most of us in some way or another have been affected by various losses we experienced due to the novel coronavirus.

This year also brought to many an increased awareness of the structural racism in our society highlighted by the murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and still so many others. For our BIPOC colleagues, however these events over the past year are just examples of their everyday lived experiences. As another year passes, it's important that we continue to commit to facing and addressing the systemic racism in our world and our field. I'm grateful to our organization and to our members who are using your voices to promote antiracism in your work and for all the work that you do for children.

We are not out of the woods yet in this global health pandemic, and we still have a long way to go in our journey toward inclusion and making sure that the needs of our BIPOC communities are met. Our community of mental health practitioners are needed more than ever to help our children and families as they navigate these crises.

SCCAP is committed to making sure that our membership reflects the diversity in our world by offering programs such as the Leadership Education to Advance Diversity (LEAD) Institute. LEAD provides graduate students and ECP's from diverse groups the opportunity to create professional networks and gain leadership skills. We are also working with universities to promote careers in child and adolescent mental health and identify ways to support diverse trainees. We can and will do more.



Christina Cammarata, Ph.D., ABPP

I would love to hear from all of you if you have ideas about creating additional membership benefits that help us pursue this value. Our strength is in our numbers and while you could belong to any organization, we thank you for choosing SCCAP!



JOIN SCCAP TODAY!

www.SCCAP53.org

Follow Us on Twitter @SCCAP53

AWARD BENEFITS INCLUDING ACCESS TO:

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

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